

# Noncommissioned Officer Academy (NCOA) – AY23

## Syllabus

### NCOA MISSION

The mission of the NCOA is to prepare NCOs for increased responsibilities by developing their leadership capabilities and expanding their understanding of the military profession to achieve national strategic objectives.

### LEARNING OUTCOMES

- Assess and advocate actions necessary for strengthening organizational culture.
- Examine the impact of leadership actions and determine proper courses for achieving team goals.
- Collaborate with team members to analyze problems and implement solutions.
- Connect joint knowledge, skills, and abilities to AF tactical and operational actions.

### COURSE REQUIREMENTS/POLICIES

- 1. READINGS.** Before each lesson, students are expected to complete all assigned readings for the day. Students are encouraged to read the explanation given in the syllabus before reading the assigned materials.
- 2. CLASSES.** Students will attend class for guided discussions, experientials, case studies, & interactive scenarios. These discussions and activities will complement the readings and students are expected to contribute positively to the classroom environment.
- 3. PARTICIPATION.** Student participation in classroom discussions is vital to the success of the course. Students must prepare for each lesson by completing all the assigned readings. Each member is expected to contribute to the discussion.
- 4. PERFORMANCE EVALUATIONS.** The course outcomes are measured with performance tasks. Students must achieve a minimum of 70 percent on each performance task. The 70 percent rating is based on the critical components for each type of performance. The standardized evaluation instruments (rubrics) clearly describe each of these components. Instructors should counsel students who fail to achieve the minimum passing score and provide additional remediation as necessary. Students who fail to achieve a passing score must re-accomplish the assignment as indicated on the master schedule. There are three written graded assignments, three speaking graded assignments, and one twenty-five question test in the fulfillment of the requirements of the NCOA course.

- 5. STRATIFICATION.** During the final week of the course, students will rank-order their peers based on their performance and observations from the entire course. Only the top 10 students will receive points. The points awarded will be determined by the average of their ranking among their peers. The stratification score will account for 20% of the overall graduation score.

**Peer Stratification Points Chart**

<b>STRAT RANK</b>	<b>POINTS</b>
1	100
2	90
3	80
4	70
5	60
6	50
7	40
8	30
9	20
10	10
All Remaining (11-X)	0

**6. METHODS OF EVALUATION**

- Culture Background Paper (100 Points): Following the culture module the students will complete a written exercise that analyzes the condition of the organizational culture within your current work center.
- Culture Briefing (100 Point): Following the culture module the students will deliver a prepared briefing that delivers the intended message of the culture background paper to a given audience.
- Leadership Background Paper (100 Points): Following the Leadership module the students will complete a written exercise that analyze a team experience they have had from a leadership and management perspective.
- Leadership Briefing (100 Point): Following the leadership module the students will deliver a prepared briefing that delivers the intended message of the leadership background paper to a given audience.
- Problem-Solving Briefing (100 Point): Following the problem-solving module the students will work in groups to deliver a prepared briefing on the problem and possible solution developed throughout the module.
- Strategic Threat Background Paper (100 Points): Following the mission module the students will complete a written exercise that analyze a strategic threat facing the nation and the potential impact on their unit's mission.
- Mission Test (100 Points): Following the mission module the students will complete a 25-question multiple choice test to assess their knowledge of basics facts covered throughout the module.

## 7. GRADUATION SCORE

The graduation score is a combination of all academic assignments and the Peer Evaluation/Stratification Exercise.

**NCOA Scoring Model**

	Possible Points	Score Percentage
Academic Graded Assignments	700	80%
Peer Evaluations/Stratifications	100	20%
Graduation Score:	800	100%

## 8. END OF COURSE SURVEY

The survey is administered to 100 percent of the student body after the entire curriculum is delivered to determine the overall effectiveness of EPME at NCOA.

## 9. AWARDS PROGRAM

Below are the EPME Awards are given at the NCOA. Commandants may disqualify any award candidate who fails to exhibit USAF leadership traits and characteristics, professional behavior, military bearing, respect for authority, the highest standards of dress and appearance, or exemplary standards of on- and off-duty performance to include physical fitness standards.

**Eligibility:** Students who did not meet minimum passing scores on any performance task are ineligible (redlined) for the John L. Levitow, Distinguished Graduate, and Academic Achievement awards. Students with one or more letters of counseling, admonition, or reprimand are ineligible for awards at the commandant's discretion.

*John L. Levitow Award:* This is the highest honor awarded. The John L. Levitow Award is the most distinguished graduate and is included as part of the top 10 percent of Distinguished Graduates. Each academy class will have only one John L. Levitow Award recipient.

*Distinguished Graduate Award:* This award is presented to the top 10 percent of the class which is determined by the performance evaluations, as well as instructor and peer leadership evaluations. The Distinguished Graduate award is a combination of all seven performance tasks, and the Stratification Exercise.

*Academic Achievement Award:* This award is presented to the student with the highest academic standing, excluding the John L. Levitow Award recipient. The Academic Achievement Award is based on a student's total academic score from the seven performance tasks.

*Commandant's Award:* This award is presented to the student who, in the Commandant's judgment, made the most significant contribution to the overall success of the class. The John L. Levitow Award winner is NOT eligible for this award; however, students academically redlined may be eligible.

## **Lessons, Outcomes, Objectives, & Readings**

### **LESSON NAME: UNCONSCIOUS BIAS**

**Method of Engagement:** Guided Discussion

### **COURSE LEARNING OUTCOME**

1. Assess and advocate actions necessary for strengthening organizational culture.

### **LESSON OBJECTIVES**

1. Explain the concept of unconscious bias.
2. Explain the impact that unconscious biases have in an organization.
3. Discuss strategies for overcoming unconscious biases in self and others.

### **LESSON OVERVIEW**

**Overview:** This lesson is intended to equip individuals with the awareness that biases exist in everyone. Students will learn how to uncover and overcome their own biases and incorporate this knowledge into their leadership style to create a trusting environment that incorporates diverse perspectives.

*CONTACT HOURS: 3.0-hours*

### **REQUIRED READINGS**

None

### **LESSON NAME: TRUST**

**Method of Engagement:** Guided Discussion

### **COURSE LEARNING OUTCOME**

1. Assess and advocate actions necessary for strengthening organizational culture.

### **LESSON OBJECTIVES**

1. Understand the factors that impact trust.
2. Understand the impact different levels of trust have on an organization.
3. Explain how to build and maintain trust.

### **LESSON OVERVIEW**

**Overview:** This lesson is essential in creating healthy relationships with members of an organization and enhancing the culture of Airmanship. It covers the behaviors that contribute towards high trust relationships and low trust relationships and the impact each has on an organization.

*CONTACT HOURS: 3.0-hours*

### **REQUIRED READINGS**

1. Kamena, Gene C, and Aron R Potter. "The Emotional Constructs of Trust: A Practical Approach." *The Journal of Character & Leadership Integration*  
[https://www.usafa.edu/app/uploads/JCLI\\_Winter2016.pdf](https://www.usafa.edu/app/uploads/JCLI_Winter2016.pdf)

[This article seeks to add to the existing body of knowledge about trust; but more specifically, it attempts to increase a leader's self-awareness by examining a seldom considered aspect of trust – the emotional construct.]

**LESSON NAME: COMMITMENT**

**Method of Engagement:** Guided Discussion

**COURSE LEARNING OUTCOME**

1. Assess and advocate actions necessary for strengthening organizational culture.

**LESSON OBJECTIVES**

1. Explain the different levels of commitment.
2. Give examples of the different levels of commitment.
3. Summarize what actions can be taken to improve the commitment level of others.

**LESSON OVERVIEW**

**Overview:** This lesson is intended to equip individuals with an understanding of the six levels of commitment, how to determine the level of commitment of someone with examples and summarize how a leader can potentially improve the commitment of others.

*CONTACT HOURS: 2.0-hours*

**REQUIRED READINGS**

None

**LESSON NAME: FOLLOWERSHIP**

**Method of Engagement:** Guided Discussion

**COURSE LEARNING OUTCOME**

1. Assess and advocate actions necessary for strengthening organizational culture.

**LESSON OBJECTIVES**

1. Identify characteristics of effective followership.
2. Describe challenges to effective followership and how to overcome them.
3. Illustrate strategies and actions that foster effective followership.

**LESSON OVERVIEW**

**Overview:** This lesson provides students a deeper understanding of effective followership and the various characteristics and rules that can be used to build followership in themselves and their subordinates. This lesson shows that there is not a “one-size-fits-all” approach to followership and that everyone should develop their own method to be effective followers.

*CONTACT HOURS: 2.0-hours*

**REQUIRED READINGS**

None

**LESSON NAME: SHAPING ORGANIZATIONAL CULTURE**

**Method of Engagement:** Guided Discussion

**COURSE LEARNING OUTCOME**

1. Assess and advocate actions necessary for strengthening organizational culture.

**LESSON OBJECTIVES**

1. Differentiate between healthy and unhealthy attributes of a culture.
2. Explain what actions shape a healthy organizational culture.

**LESSON OVERVIEW**

**Overview:** This lesson introduces the students to the importance of identifying traits of a healthy and unhealthy organizational culture and how to obtain a healthy organizational culture or maintain an existing healthy culture.

*CONTACT HOURS: 5.0-hours*

**ASSIGNMENTS**

**\*\*CULTURE BACKGROUND PAPER IS DUE\*\***

**\*\*CULTURE BRIEFING IS DUE\*\***

**REQUIRED READINGS**

None

**LESSON NAME: MISSION COMMAND**

**Method of Engagement:** Guided Discussion

**COURSE LEARNING OUTCOME**

1. Examine the impact of leadership actions and determine proper courses for achieving team goals.

**LESSON OBJECTIVES**

1. Explain the concept of Mission Command.
2. Explain the role of NCOs & SNCOs within Mission Command.
3. Comprehend the use of Mission Command to conduct military operations.

**LESSON OVERVIEW**

**Overview:** This lesson enables students to better understand of their role in the execution of mission command. Specifically, students will examine the NCOs role in translating commander's intent into executable actions to achieve mission objectives.

*CONTACT HOURS: 2.0-hours*

**REQUIRED READINGS**

1. Students must read Air Force Doctrine Publication 1, The Air Force; Chapter 4.

[The first required reading prepares students to engage in the classroom discussion. It provides information on tenets of airpower: mission command, flexibility and versatility, synergistic effects, persistence, concentration, priority, and balance.]

2. Students must read pages 2-5 of the [Mission Command Insights and Best Practices Paper](#), then answer the following questions:
  - a. What is Mission Command?
  - b. How does your commander establish and exercise Mission Command?
  - c. What roles do NCOs have in executing Mission Command?

[This document discusses insights and best practices related to mission command. Mission command is a key component of the command and control joint function – “The exercise of authority and direction by a properly designated commander over assigned and attached forces in the accomplishment of the mission.”]

## **LESSON NAME: ETHICAL DECISION MAKING**

**Method of Engagement:** Guided Discussion

### **COURSE LEARNING OUTCOME**

1. Examine the impact of leadership actions and determine proper courses for achieving team goals.

### **LESSON OBJECTIVES**

1. Discuss the values and standards of the Profession of Arms.
2. Examine ethical principles as a basis for morally justified decisions.
3. Explain the NCOs role in promoting ethical decision making.
4. Comprehend sound ethical decision-making based on the values and standards of the Profession of Arms.

### **LESSON OVERVIEW**

**Overview:** This lesson aids the students in understanding the importance for military leaders to make ethically sound decisions and how their decisions impact mission success. Students will examine the implications decisions have in a war-time environment, the role NCOs have in making decisions, and how the choices they make could result in the loss of life in order to secure a military victory.

*CONTACT HOURS: 2.0-hours*

### **REQUIRED READINGS**

1. Students must read A Profession of Arms: Our Core Values (the “Blue Book”).  
[https://www.doctrine.af.mil/Portals/61/documents/Airman\\_Development/BlueBook.pdf](https://www.doctrine.af.mil/Portals/61/documents/Airman_Development/BlueBook.pdf).

[The “Blue Book” provides information on the Air Force Core Values. It will help to prepare students for in-class discussion.]

2. Students must read Joint Publication 1, Appendix B.

[Appendix B provides students information on the Profession of Arms: character and competence, values, and teamwork.]

## **LESSON NAME: LEADERSHIP AND MANAGEMENT**

**Method of Engagement:** Guided Discussion

### **COURSE LEARNING OUTCOME**

1. Examine the impact of leadership actions and determine proper courses for achieving team goals.

### **LESSON OBJECTIVES**

1. Explain the skills and traits necessary for effective leadership and management.
2. Give examples of how leadership and management impact organizational performance.
3. Summarize the relationship between leadership and management.

### **LESSON OVERVIEW**

**Overview:** This lesson introduces students to the various skills and behavior traits that may be required for effective leadership and management of teams and organizations. Students will examine the different roles that leaders and managers have as well as how to develop their own method to be effective leaders/managers.

*CONTACT HOURS: 6.0-hours*

### **REQUIRED READINGS**

None

## **LESSON NAME: LEADER ATTRIBUTES**

**Method of Engagement:** Guided Discussion

### **COURSE LEARNING OUTCOME**

1. Examine the impact of leadership actions and determine proper courses for achieving team goals.

### **LESSON OBJECTIVES**

1. Describe the elements that make up each Enlisted Desired Leader Attribute (EDLA).

### **LESSON OVERVIEW**

**OVERVIEW:** This lesson introduces students to the EDLAs defined in the Chairman of the Joint Chiefs Instruction 1805.01C. An understanding of these leader attributes is imperative to developing leaders (both self and others) who embody the knowledge, skills, and attributes necessary to succeed in a volatile, uncertain, complex, and ambiguous battlespace.

*CONTACT HOURS: 1.0-hour*

### **REQUIRED READINGS**

1. Prior to the beginning of this lesson students should complete the Enlisted Desired Leader Attributes Student Reading.



[The student reading provides a description of the five Enlisted Desired Leadership Attributes (EDLAs). The EDLAs are informed by lessons learned from the Decade of War (DOW) and serve as guideposts to develop agile and adaptive leaders with the requisite knowledge, skills, and attributes to support National Strategy and lead effectively in globally integrated military operations.]

**LESSON NAME: LEADING DIVERSE TEAMS**

**Method of Engagement:** Guided Discussion

**COURSE LEARNING OUTCOME**

1. Examine the impact of leadership actions and determine proper courses for achieving team goals.

**LESSON OBJECTIVES**

1. Explain concepts that are essential to promoting agility, innovation, and inclusivity in a team.
2. Identify hindrances and barriers to team agility, innovation, and inclusivity.
3. Summarize how an NCO can effectively lead diverse teams.

**LESSON OVERVIEW**

**Overview:** This lesson develops the students understanding that the diversity of our Nation and our Air Force team is what contributes to our success. Students will examine how the building of diverse and inclusive teams leads to the generation of innovative ideas contributes to mission success.

*CONTACT HOURS: 6.0-hours*

**ASSIGNMENTS**

**\*\*LEADERSHIP BACKGROUND PAPER IS DUE\*\***

**\*\*LEADERSHIP BRIEFING IS DUE\*\***

**REQUIRED READINGS**

None

**LESSON NAME: CRITICAL THINKING**

**Method of Engagement:** Guided Discussion

**COURSE LEARNING OUTCOME**

1. Collaborate with team members to analyze problems and implement solutions.

**LESSON OBJECTIVES**

1. Explain the components of critical thinking.
2. Explain concepts and skills needed to perform critical thinking.
3. Define the pitfalls/barriers and explain how to avoid them.

**LESSON OVERVIEW**

**Overview:** This lesson enables students to develop an understanding on what critical thinking is, skills and traits needed to become an effective critical thinker, and the pitfalls

and hinderances that prevent an individual from critical thought. Through research, discussions, experiential, and activities, students should be able to evaluate their own ability to perform critical thinking, identify weak/strong areas of critical thinking within their own self and their organization, and appreciate how critical thinking is essential to mission effectiveness.

Additionally, this lesson helps develop an understanding of how critical thinking impacts our effectiveness as multi-capable, agile, and adaptable leaders as well as how it impacts our mission effectiveness.

*CONTACT HOURS: 3.0-hours*

## **REQUIRED READINGS**

None

## **LESSON NAME: TYPES OF THINKING**

**Method of Engagement:** Guided Discussion

## **COURSE LEARNING OUTCOME**

1. Collaborate with team members to analyze problems and implement solutions.

## **LESSON OBJECTIVES**

1. Describe various types of thinking.
2. Give examples of the types of thinking.
3. Summarize how leveraging different types of thinking can aid in problem solving.

## **LESSON OVERVIEW**

**Overview:** This lesson covers the differing types of thinking, provides examples of the types, and summarize how understanding and applying multiple types of thinking can increase a leader's ability solve problems.

*CONTACT HOURS: 2.0-hours*

## **REQUIRED READINGS**

1. Read the Types of Thinking student reading.

[The student reading provides background information on seven types of thinking and provides a basic understanding of each. It prepares students for the classroom discussion.]

## **LESSON NAME: TYPES OF PROBLEMS**

**Method of Engagement:** Guided Discussion

## **COURSE LEARNING OUTCOME**

1. Collaborate with team members to analyze problems and implement solutions.

## **LESSON OBJECTIVES**

1. Summarize the characteristics of four Cynefin Framework domains.

2. Match the appropriate actions to approach problems in each of the four domains.
3. Determine the type of thinking most suitable to address problems.

### **LESSON OVERVIEW**

**Overview:** This lesson introduces the types of problems NCOs may face and how to deal with them in an effective and efficient way. The lesson also connects the types of problems with a type of thinking that enables the students to engage in the problem-solving process later in this course.

*CONTACT HOURS: 2.0-hours*

### **REQUIRED READINGS**

1. Complete the Types of Problems student reading.  
[The student reading provides a basic understanding of the Cynefin Framework. This framework helps leaders understand how problems fit into defined categories and what behaviors arise as problems emerge to become increasingly more complex. There are four domains that compose the framework: simple, complicated, complex, and chaotic. An explanation of the domains is included in the reading.]

### **LESSON NAME: NEGOTIATIONS**

**Method of Engagement:** Guided Discussion

### **COURSE LEARNING OUTCOME**

1. Collaborate with team members to analyze problems and implement solutions.

### **LESSON OBJECTIVES**

1. Give examples of the use of negotiation strategies and their impact on mission effectiveness.
2. Differentiate between integrative and distributive types of negotiations.
3. Demonstrate negotiation skills in a simulated situation.

### **LESSON OVERVIEW**

**Overview:** This lesson is intended to build students confidence and expand their mindsets on the fundamental terms, phrases, and frameworks as it relates to negotiating various problems. It enables students to analyze collaborative negotiation processes and apply integrative agreements likely to create order, stability, and fostering social harmony.

*CONTACT HOURS: 6.0-hours*

### **REQUIRED READINGS**

1. Complete the negotiations student reading.

[The student reading provides students a basic understanding of the key terms and phrases used in negotiations. It introduces them to the Trust, Information, Power, and Options (TIPO) model. In order to take advantage of the TIPO model, we also need to assess who we are dealing with, know what is at stake, and know the criticality of the current situation.

The reading provides a description of each of the negotiation strategies; comply, evade, insist, cooperate, and settle and the 5-step Cooperative Negotiation Strategy. A description of

the categories of negotiation: distributive and integrative is provided. This information provides the prerequisite knowledge for classroom discussion and activities.]

**LESSON NAME: PROBLEM SOLVING**

**Method of Engagement:** Guided Discussion

**COURSE LEARNING OUTCOME**

1. Collaborate with team members to analyze problems and implement solutions.

**LESSON OBJECTIVES**

1. Explain how problem framing determines possible solutions.
2. Demonstrate problem framing strategies and evaluate solutions.
3. Demonstrate the use of problem-solving processes.
4. Apply problem-solving processes to evaluate solutions in a collaborative environment.

**LESSON OVERVIEW**

**Overview:** This lesson enables students to identify, understand, and apply problem-solving processes to a problem-solving model. This will help NCOs solve problems more effectively and efficiently. Problem Solving focuses on problem-solving processes. The lesson builds on Types of Thinking and Types of Problems.

*CONTACT HOURS: 6.0-hours*

**REQUIRED READINGS**

1. Complete the problem-solving student reading.

[The problem-solving processes covered aren't the only ones one can use during the problem-solving process, but they will give you a good foundation to build upon. If you use specific tools and processes now that are effective, continue to use those. If you learn new problem-solving tools and techniques, you feel are better suited for you, easier to understand, and are still effective, use them.]

**LESSON NAME: RISK MANAGEMENT**

**Method of Engagement:** Guided Discussion

**COURSE LEARNING OUTCOME**

1. Collaborate with team members to analyze problems and implement solutions.

**LESSON OBJECTIVES**

1. Explain risk management and use of key performance indicators.
2. Explain how to identify, assess, and mitigate risk.
3. Communicate risk with stakeholders.

**LESSON OVERVIEW**

**Overview:** This lesson equips individuals with the concept of risk management and how to identify risk in their organizations. Students will learn how to incorporate this knowledge into their leadership roles and develop an awareness to risk that enables them to mitigate and communicate risk in their organizations.

*CONTACT HOURS: 5.0-hour seminar*

## **ASSIGNMENT**

**\*\*PROBLEM SOLVING BRIEFING IS DUE\*\***

## **REQUIRED READINGS**

1. Read “The 5 Components or Risk Management” <https://kirkpatrickprice.com/blog/5-components-risk-management/>.
2. Read “What is a Key Performance Indicator” <https://www.qlik.com/us/kpi>.
3. Read “How to Communicate Risk to Project Stakeholders” <https://www.safran.com/blog/how-to-communicate-risk-to-project-stakeholders>.
4. Read AFI90-802, 1 APRIL 2019, *RISK MANAGEMENT* Chapter 3, pgs. 14-24 [https://static.e-publishing.af.mil/production/1/af\\_se/publication/afi90-802/afi90-802.pdf](https://static.e-publishing.af.mil/production/1/af_se/publication/afi90-802/afi90-802.pdf).

[The Risk Management student reading prepares students for classroom discussions and activities.]

## **LESSON NAME: MILITARY ORGANIZATION**

**Method of Engagement:** Guided Discussion

## **COURSE LEARNING OUTCOME**

1. Connect joint knowledge, skills, and abilities to Air Force tactical and operational actions.

## **LESSON OBJECTIVES**

1. Describe the origin and organization of the U.S. national security structure.
2. Describe the organization and command structure of the U.S. military.
3. Describe the capabilities of the U.S. military.

## **LESSON OVERVIEW**

**Overview:** This lesson enables students to gain the foundational knowledge and understanding of how the military is organized and structured. Students should know why the Department of Defense is organized and structured. Students should know why the Department of Defense exists and how it is organized in addition to what each service contributes to the defense of our nation.

*CONTACT HOURS: 2.0-hours*

## **REQUIRED READINGS**

1. Complete the Military Organization student reading.

[The student reading provides information on National Security, the Combatant Commands, the Joint Chiefs of Staff, the two distinct chains of command, and the primary roles, functions, and capabilities of the services.]

## **LESSON NAME: JOINT FORCES OVERVIEW**

**Method of Engagement:** Guided Discussion

### **COURSE LEARNING OUTCOME**

1. Connect joint knowledge, skills, and abilities to Air Force tactical and operational actions.

### **LESSON OBJECTIVES**

1. Identify the typical command, organization, & formation structure for each military service.
2. Name the applicable uniform references for each military branch.
3. Identify the customs and courtesies of the military services.

### **LESSON OVERVIEW**

**Overview:** This lesson aids the students in becoming more knowledgeable of the other military services by examining the formation and organizational structure of each service in addition to their unique customs and courtesies.

*CONTACT HOURS: 2.0-hour seminar*

### **REQUIRED READINGS**

1. Read the article, “*USSF field command structure reduces command layers, focuses on space warfighter needs*” at <https://www.spaceforce.mil/News/Article/2242267/ussf-field-command-structure-reduces-command-layers-focuses-on-space-warfighter/>.
2. Read the article, “*Defense Primer: The United States Space Force*” at <https://crsreports.congress.gov/product/pdf/IF/IF11495>.

[The student reading provides students background information on US Space Force (USSF) command structure and primer on the USSF.]

## **LESSON NAME: NATIONAL STRATEGY**

**Method of Engagement:** Guided Discussion

### **COURSE LEARNING OUTCOME**

1. Connect joint knowledge, skills, and abilities to Air Force tactical and operational actions.

### **LESSON OBJECTIVES**

1. Define the National Security Strategy (NSS) and its relationship to the National Military Strategy (NMS).
2. List the instruments of national power (diplomatic, informational, military, economic, financial, intelligence, and law enforcement).
3. Recall how the instruments of national power achieve national goals and objectives.
4. Describe the relationships among the strategic, operational, and tactical levels of war.
5. Summarize the competition continuum with its three states of relations: armed conflict, competition below armed conflict, and cooperation.
6. Explain the complexities of operations below the threshold of armed conflict as manifested by constant competition in the Information Environment.

### **LESSON OVERVIEW**

**Overview:** This lesson enables the students to gain a deeper understanding of the U.S. National Defense Strategy and how the strategy is used to maintain national security and achieve national objectives.

*CONTACT HOURS: 2.0-hours*

## **REQUIRED READINGS**

None

## **LESSON NAME: JOINT OPERATIONS**

**Method of Engagement:** Guided Discussion

## **COURSE LEARNING OUTCOME**

1. Connect joint knowledge, skills, and abilities to Air Force tactical and operational actions.

## **LESSON OBJECTIVES**

1. Recall the fundamentals of both traditional and irregular warfare.
2. Describe how the U.S. military is organized to plan, execute, sustain, and train for joint operations.
3. Recall the components of the Joint Operations and Planning System (JOPES).
4. Describe principles of Joint Operations and Functions.
5. Recall the fundamentals of Operations in the Information Environment.
6. Describe the nature of globally integrated operations in the information environment.

## **LESSON OVERVIEW**

**Overview:** This lesson introduces joint operations concepts and how they are applied to the planning and conduct of warfare operations.

*CONTACT HOURS: 4.0-hours*

## **REQUIRED READINGS**

1. Read AF Doctrine Document - The Joint Team “The Purple Book”, Chapter 4 & 5 (pages 24-34)  
[https://www.doctrine.af.mil/Portals/61/documents/Airman\\_Development/PurpleBook.pdf](https://www.doctrine.af.mil/Portals/61/documents/Airman_Development/PurpleBook.pdf).

[The “Purple Book” explains the Joint Force. It is built upon the foundation of contextual knowledge of joint doctrine, the National Defense Strategy, and the National Military Strategy. It clarifies the fundamental questions all Airmen must be able to answer: “How do I fit into the Joint Force, and how can I ensure I hone and deliver my unique capabilities to assure its success?” This guide will help Airmen internalize what it means to fight jointly, understand the missions of the Joint Force, appreciate the joint organizations that are leading the fight, comprehend how to integrate in a joint warfighting environment, and identify how the Air Force fits into the joint construct.]

2. Complete the Joint Operations student reading.

[The student reading covers information on the joint environment, organizing for joint operations, organizing the joint force, and operations in the information environment.]

## **LESSON NAME: OPERATIONAL CULTURE**

**Method of Engagement:** Guided Discussion

### **COURSE LEARNING OUTCOME**

1. Connect joint knowledge, skills, and abilities to Air Force tactical and operational actions.

### **LESSON OBJECTIVES**

1. Identify elements of the dominant culture in each of the world's major regions.
2. Explain the importance of regional and cultural awareness in a joint environment.
3. Explain how non-state actors influence world regions and military operations.
4. Explain how international organizations influence world regions and military operations.

### **LESSON OVERVIEW**

**Overview:** This lesson prepares students to successfully operate in a global joint environment by introducing the concept of cross-cultural competence and how key elements of cultures may influence their ability to operate in and understand the world's major regions. This lesson also examines the impact violent extremist organizations and non-state actors have on military operations.

*CONTACT HOURS: 7.0-hours*

### **REQUIRED READINGS**

1. Complete the *Developing Cross-Cultural Competence* course developed by AFCLC.
  - a. If students cannot access the course or do not wish to download the app to their personal device, they can complete the student reading.
    - i. Read: AFCLC Guide to Principles of Culture and Cross-Cultural Communication.
    - ii. Read: AFCLC Cross-Cultural Competence Fact Sheet.
    - iii. Read: AFCLC Introduction to the Twelve Domains of Culture.

[This reading provides information on the principles of culture and the twelve domains of culture. This provides a background for students to participate in classroom discussions and activities.]

2. Watch the following videos on the AFCLC app:
  - a. A Brief History of Terrorism (41 minutes)
  - b. Social Media and Violent Extremist Organizations (17 minutes)
  - c. Post 9/11 Violent Extremist Organizations (32 minutes)
  - d. \*\*If students do not wish to download the app to their personal device, they can complete the following student readings.
    - i. Read: Student Reading – Violent Extremist Organizations
    - ii. Read: Combating the Influence of Non-State Organizations' Deep Reach, section Defining the Violent Non-State Organization (pgs. 9-16)

[The videos and/or student reading provide necessary information for classroom discussion and activities.]



## **ASSIGNMENTS**

**\*\*STRATEGIC THREAT BACKGROUND PAPER IS DUE\*\***

**\*\*MISSION TEST DUE\*\***

### **LESSON NAME: MISSION EXERCISE**

**Method of Engagement:** Guided Discussion, Performance

### **COURSE LEARNING OUTCOME**

1. Connect joint knowledge, skills, and abilities to Air Force tactical and operational actions.

### **LESSON OBJECTIVES**

1. Apply Mission Module content to plausible scenarios.

### **LESSON OVERVIEW**

**Overview:** The intent of this exercise is to allow the students to apply what has been learned throughout the course to a variety of scenarios in which they have to make important decisions on the acquisition, organization, and employment of various resources in support of a hypothetical operation. This exercise is not graded.

*CONTACT HOURS: 30.0-hours*

### **REQUIRED READINGS**

None

## **Description of Graded Assignments**

### **Culture Written Assignment**

The assignment is a background paper, formatted per the Tongue & Quill, on the condition of the organizational culture within the student's current work center (flight, squadron, etc.).

The paper should be written as an analysis that is intended to provide information to senior leaders on the organizations current condition, its impact on the members and the mission, and what actions should or could be taken to strengthen or maintain the current culture.

### **Culture Briefing Assignment**

The assignment is a prepared briefing with a visual aid that delivers the intended message of the background paper to a given audience. The combination of writing and speaking assessments leads to a deeper understanding of the subject matter and prepares the students to communicate more effectively.

### **Leadership Written Assignment**

The written assignment is a background paper that will analyze a team experience the students have had from a leadership and management perspective. This analysis will cover the perceived strengths and weaknesses of the team as well as highlight actions that could be taken to enhance the abilities of a team.

**Leadership Briefing Assignment**

The briefing assignment is a prepared briefing with a visual aid that delivers the intended message of the background paper to a given audience. The combination of writing and speaking assessments leads to a deeper understanding of the subject matter and prepares the students to communicate more effectively.

**Problem Solving Group Assignment**

This assignment is a small group presentation that allows the students to collaborate as a team to analyze a problem and determine solutions for possible implementation. The assignment consists of two parts: Part 1 requires the students to break into small groups to brainstorm various problems experienced in their organizations. The students will then choose a single problem and follow the process to develop possible solutions. Part 2 requires the groups to give a briefing on the problem, process, and solutions they developed during Part 1. Each member of the group is expected to present a portion of the briefing.

**Strategic Threat Written Assignment**

The written assignment is a background paper that analyzes a strategic threat to U.S. National Security. The students will conduct research on a topic approved by their instructor and describe how the selected topic impacts their mission and why it is a threat to national security.

**Mission Test**

The mission test is a multiple-choice assessment consisting of 25-questions. The test is designed to measure the students' knowledge and comprehension of the concepts and lesson principles outlined by CJCSI 1805.01C, *Enlisted Professional Military Education Policy* which are discussed throughout the course.

**Note: The staff reserves the right to make slight adjustments in the sequence, pace, or schedule of topics or assignments depending on the needs of the class.**

**SEE FLIGHT INSTRUCTOR FOR CLASS SCHEDULE.**