WELCOME TO SOS, CLASS 21C!

You have been registered to participate in either the Virtual In-Residence Remote (VIR-R; 1 Mar – 2 Apr) or the Hybrid/Virtual In-Residence course (Hybrid; 1 Mar – 7 Apr) course for **21C**.

***If you find this message to be an error please contact your unit training manager to be removed from the course immediately.**

This letter will outline your expectations and what you need to know to successfully complete the VIR-R and Hybrid course. **Please read the welcome letter in its entirety for detailed instructions. Hybrid Students will receive further reporting instructions & should reference the Reporting Guide.**

What is Virtual In-Residence Remote (VIR-R)?

VIR-R is a combination of self-paced instruction and live classroom discussion through virtual engagement with your assigned flight.

You are expected to complete between 120 -130 hours of instruction which includes self-paced readings and homework assignments, daily zoom sessions, electives, and guest speakers.

1. In order to complete class assignments and participate in class discussions you will need:
   i. Internet access
   ii. A laptop or computer with a webcam or video enabled device with a camera and microphone (a personal device is preferable).
   *Smartphones and tablets are optional tools and are able to access our learning platform, but highly encourage the use of a laptop or computer.
   iii. Access to the following apps (recommend they be downloaded to your device)
   - Zoom
   - Google Calendar

2. All lesson modules and assignments are located on AU CANVAS (lms.au.af.edu).
   Clicking the link below will take you to the SOS Check-In form.
   https://forms.gle/yJ7BVmURNhy6D1tR9
   ****The link for check-in will open on 24 FEB****
   Once you enter the form select your name from the drop-down menu and input your email address and phone number. Upon submission you should receive an email with your CANVAS username and password, assigned Flight and Flight Commander, Squadron Commander and DO information.
   Please use a personal device (laptop, tablet, or smartphone) when accessing the check-in link. The link does not work well on government issued devices.

3. Education Day 1

Your first event of the day will be a mandatory Zoom OPS check with your SOS Flight Commander, followed by a pre-recorded SOS Welcome message.

UOD (Military): ABUs/ OCPs/ FTUs
(Civilian): Professional and Casual business attire

Your Flight Commander will be making contact with you in some form NLT **24 FEB**. It is best to check your .mil email and your canvas inbox as this may be the only form of contact, they have to reach out to you initially. If you do not receive an initial contact from your instructor please email Student Services at SOS-studentservices@au.af.edu. In your email, please provide the squadron you are assigned along with your Flight Commander's name (if able).

If you are having issues with login credentials and CANVAS access, please reach out to Canvas support at SOS-canvas-help@au.af.edu. Please provide your name, email address and explain the issue you are having. CANVAS help questions are very popular and come in high volume during the start of a new class. Please be patient as our team works diligently through them to assist you.

Your credentials may be sent to the email address associated with your DEERS account. It is best to make sure you have access to that email otherwise you may miss out on CANVAS login information.

Leave policy during holidays
Squadron Officer School does not have a policy for granting leave during the virtual SOS classes. The determination will fall on your leadership at your TDY-IN PLACE location. **It is important that any leave does not conflict with any scheduled SOS instruction.** Missing more than three (3) education days of instruction can result in the consideration of possible disenrollment from the course.
If you are going to take leave or miss any days during the course you **MUST** do the following:

1. Inform your SOS Flight commander you are intending to miss days the during course
2. Have a travel plan and COVID-19 mitigation plan
3. Take any and all equipment needed to participate in your Flights schedule session

Student Status
While enrolled in SOS have unit change your duty status from "**Present for duty**" to "**Student**".

If you have further question please visit our website at https://www.airuniversity.af.edu/SOS or contact SOS student services.

Email SOS-studentservices@au.af.edu - DSN 493-3231 - COMM (334) 953-3231

Follow us on social media for additional messages as your class date approaches.
Facebook: https://www.facebook.com/squadronofficerschool
Instagram: Squadron Officer School (@squadron_officer_school) • Instagram photos and videos
LinkedIn: https://www.linkedin.com/company/squadron-officer-school/
Twitter: https://twitter.com/SOSUSAF

Squadron Officer School Course Outline

Leader Prep

Students will accomplish the readings and other preparation requirements ahead of the associated lesson. Check Canvas daily for required readings, activities, and videos. Please be prepared each day with a laptop/personal device with video and audio ON for each virtual lesson.

Leadership Lessons Numbers	Strategic Design Lesson Numbers	Joint Warfare Lesson Numbers
L-6000: Introductions & Course Dynamics L-6010: Culture & Climate L-6020: Know Yourself L-6030: Know Your Team L-6040: Clarity of Purpose L-6050: Implicit Bias L-6060: Ethical Reasoning L-6070: Ethics Writing Assessment L-6080: Followership (Asynchronous) L-6090: Full Range Leadership Model /Meta Leadership L-6100: Team Building Considerations L-6110: Team Problem Solving L-6120: LEAD Perspective Workshop L-6125: LEAD Perspective Refinement L-6130: LEAD Perspective Presentations L-6140: Mixed Reality Leadership Experience (MRLx) L-6145: Mixed Reality Leadership Experience (MRLx)	S-6000: Introductions to Strategic Design S-6010: Empathize and Analyze Workshop S-6020: Define Workshop S-6030: Ideate Workshop S-6040: Prototype and Test Workshop 1 S-6050: Prototype and Test Workshop 2 S-6060: Strategic Design Presentations	J-6000: Intro to Joint Warfare J-6010: Great Power Competition J-6020: International Relations and Globalization J-6030: Instruments of Power and National Security J-6040: Design and the Military Mindset J-6100: Intro to Joint Operations/Joint Force Employment J-6200: Airpower Doctrine Suite J-6200S: Spacepower Doctrine Suite (USSF students) J-6210: Space Fundamentals J-6220: Cyberspace Fundamentals J-6300: Joint All-Domain Operations J-6330: Joint Warfare Presentation

Assignments	Assignments	Assignments
Foundational Ethics Initial discussion post Foundational Ethics Peer Response Followership Discussion Post FRLM/Meta Leadership Initial Discussion post FRLM/Meta Leadership Peer Response Leader Reflections Ethics Writing Assessment LEAD Perspective Presentation	Single Frame Analysis Four Frames Analysis Point of View Statement/ HMW Statement Idea Selection Presentation SD Reflection Discussion Post (initial post only-no responses)	Joint Warfare Pre-Test Airpower Doctrine Discussion Post Space Fundamentals Discussion Post Joint All-Domain Operations Discussion Post Joint Warfare Presentation Joint Warfare Post-Test

Leadership Course Description

L-6000 Introductions & Course Dynamics
The purpose of this lesson is to acclimate students to the course dynamics, provide a time for student introductions, and address admin information.

L-6010 Culture & Climate
The purpose of this lesson is for students to start to value and cultivate a positive organizational climate and culture.

L-6020 Know Yourself
The purposes of this lesson are to (1) understand different personality preferences and how they affect relationships; (2) analyze personality preferences in relation to leadership; and (3) foster relationships using social awareness and relationship management skills.

L-6030 Know Your Team
The purpose of this lesson is to introduce students to the 5 Voices model as it relates to emotional intelligence, leadership, and self-awareness.

L-6040 Clarity of Purpose
The purpose of this lesson is to provide the student with the tools to develop a purpose statement for their flight that provides clarity, meaningfulness, authenticity and is action oriented. Students will comprehend how the purpose statement interrelates with the mission and vision statements.

L-6050 Implicit Bias
The purpose of this lesson is to provide the student with an understanding of how the human mind generally works, cognitive biases, and the ways people think to better understand how people operate and what they need.

L-6060 Ethical Reasoning
To provide students with the tools to make ethical decisions based on our shared values of the profession of arms.

L-6070 Ethics Writing Assessment
To assess student's ability to use the Locate, Options, Weigh, and Decide (LOWD) model to resolve an ethical dilemma within the Profession of Arms.

L-6080 Followership (Asynchronous)
The purpose of this lesson is to provide students with the tools to recognize and evaluate followership types in order to more effectively apply appropriate leadership behaviors.

L-6090 Full Range Leadership Model (FRLM)/Meta Leadership
The purposes of this lesson are to (1) discuss, differentiate, and examine the application of transactional and transformational leadership behaviors of the Full Range Leadership Model (FRLM) in various situations; (2) introduce Meta-Leadership as a relevant framework for leading in volatile, uncertain, complex, and ambiguous (VUCA) environments; and (3) understand ways in which FRLM behaviors can be practiced in the Meta-Leadership framework.

L-6100 Team Building Considerations
The purpose of this lesson is to provide students with the basic understanding of different factors and considerations that affect team building and relationships.

L-6110 Team Problem Solving
The purpose of this lesson is to (1) discuss, differentiate, and examine problem-solving processes; (2) discuss the benefits of using a problem-solving process in a team environment; and (3) understand ways in which team dynamics affect problem-solving.

L-6120 LEAD Perspective Workshop
The purpose of this lesson is for students to understand that storytelling is a powerful tool that can be used to transform and inspire their team. Students will begin to develop their own LEAD Perspective.

L-6125 LEAD Perspective Refinement
The purpose of this lesson is to provide students with new tools to enhance story writing and storytelling as they continue to write and practice delivery of their LEAD Perspective.

L-6130 LEAD Perspective Presentations
The purpose of this lesson is to assess students' LEAD perspective and delivery.
L-6140 Mixed Reality Leadership Experience (MRLx)
The purpose of this experiential is to provide students an opportunity to apply leadership, followership, and team building skills learned during LEAD in a dynamic learning environment.
L-6145 Mixed Reality Leadership Experience (MRLx)
The purpose of this lesson is to allow students time to plan actions for facing leadership scenarios and time to reflect and reevaluate that plan after implementation of the pre-planned leadership actions.

Strategic Design (SD) Course Description

S-6000 Introduction to Strategic Design (SD)
This lesson (1) creates a logical transition from Leadership to Strategic Design; (2) introduces students to the Stanford d.school framework for human-centered design thinking; (3) introduces the 4 Frames Analysis tool, and (4) assigns the SD capstone Presentation assignment.
S-6010 Empathize and Analyze Workshop
The purpose of this lesson is to (1) use the 4 Frames Analysis method to de-construct and analyze a fictitious Air Force unit; (2) collaborate with a team to synthesize information using one of the four frames; (3) organize information in a digestible format to be shared with the class; and (4) work as a group to synthesize information from all four frames.
S-6020 Define Workshop
The purpose of this lesson is to (1) evaluate empathy findings from Empathize and Analyze Workshop; (2) reframe the problem based on needs and insights of "users"; and (3) create an actionable point of view statement.
S-6030 Ideate Workshop
The purpose of this lesson is to (1) stimulate dialogue, discussion, and idea generation to demonstrate the necessity and importance of divergent thinking; (2) practice divergent and convergent thinking; and (3) select an idea to continue refining as a potential solution.
S-6040 Prototype and Test Workshop 1
The purpose of this lesson is to (1) stimulate dialogue and discuss the importance of iterative prototyping and testing; (2) practice prototyping through an in-class activity; (3) illustrate and discuss the importance of planning for potential second and third-order effects (STOEs) of a chosen solution, and how a STOE in one of the 4 Frames may have impacts in other Frames; and (4) generate progress towards students' solutions to their in-class scenario through collaborative feedback from their peers.
S-6050 Prototype and Test Workshop 2
The purpose of this lesson is to (1) iterate on the prototype-test cycle from S-6000: Prototype & Test Workshop 1; (2) illustrate and discuss the importance of planning for potential second and third-order effects (STOEs) of a chosen solution; and (3) generate progress towards students' solutions to therein-class scenario through collaborative feedback from their peers.
S-6060 Strategic Design Presentations
Apply skills from the Strategic Design curriculum to define a problem, develop a solution, and explain the Design Thinking process that produced them. All students will describe 4 Frames as an Empathy tool. Students will also choose one other step of the Design Thinking process to explain how they arrived at their solution.

Joint Warfare Course Description

J-6000 Intro to Joint Warfare
The Joint Warfare Curriculum begins with an introduction to Joint Warfare. This lesson outlines the intent, purpose, and objectives of the curriculum. It also assigns and outlines the Joint Warfare presentation that students give at the end of these lessons.

J-6010 Great Power Competition
This lesson provides students with a baseline understanding of Great Power Competition (GPC). The US military is shifting away from the idea of continuous wars against insurgents and instead must focus on competition between great powers, specifically China and Russia. This lesson is meant as an overview that frames the remainder of the Joint Warfare curriculum.

J-6020 International Relations and National Interests
This lesson familiarizes students with the complicated nature of international relations and the US national interests. Students will need to critically evaluate the international situation that the US Government and Department of Defense operate within.

J-6030 Instruments of Power and National Security
In this lesson, students learn the instruments of power (IOP); National Security Strategy (NSS) and the role of the National Security Council (NSC); National Defense Strategy (NDS); role the military plays in supporting all IOPs, especially in context to great power competition.

J-6040 Design and the Military Mindset
How might we use design in the military context? Students will gain an understanding of how design applies to solving military problem sets and will learn two concrete tools to enable design integration with operational planning. Students should value the contribution of design to military operations and understand the connection between multi-disciplinary military design and military planning.

J-6100 Intro to Joint Operations/Joint Force Employment
This lesson provides students with an understanding of how the DoD organizes military forces to approach actions as an instrument of power across a full range of military operations, establish unity of command in joint operations globally and within a theater of operations; and demonstrate application of joint force employment within given scenarios/case studies.

J-6200 Airpower Doctrine Suite
In this lesson, student learn the difference between attrition, annihilation, strategies of war and effects-based approach to operations (EBAO); understand how doctrine and the effectiveness of airpower evolves in specific functional areas in the air domain; and establish a fundamental understanding of the major doctrinal concepts of airpower.

J-6200S Spacepower Doctrine Suite (Space Gray Rhinos students)
As part of the United States Space Force (USSF) track within SOS, USSF students split off from their core flights and complete this lesson instead of the Airpower Doctrine Suite lesson. Students will view doctrine from the USSF perspective, looking at how the space domain has evolved, several theories that could guide operations, and doctrine will drive USSF operations. The lesson is in line with the airpower version the USAF students receive.

J-6210 Space Fundamentals
This lesson provides students with basic knowledge and foundational tools to understand the space domain and advocate for it in the joint environment. They will look at the basics of the domain, primary capabilities, and threats to our dominance in space.

J-6220 Cyberspace Fundamentals
The purpose of this lesson is to provide students with a basic understanding of the Cyberspace domain and enhance students' ability to advocate for cyberspace across all and mission partners to include joint and interagency.

J-6300 Joint All-Domain Operations
This lesson provides students with an understanding of the DOD's vision for Joint All-Domain Operations (JADO) and the Joint All Domain Command and Control (JADC2) effort to ultimately create an advantage over our adversaries.

United States Space Force at Squadron Officer School

All Guardians (already transferred or selected to transfer) enrolled in SOS will take part in the Space Gray Rhinos track. USSF students will complete space focused lessons and work on a capstone project. It is designed to get students to think more strategically about space challenges. How has spacepower evolved? What role will space play in the future? How does the US Space Force interact with the commercial sector and other countries' programs? The intent is to learn from each other and network across the space enterprise.

The capstone project will focus on finding innovative solutions to General Raymond's focus areas as outlined in the CSO Planning Guidance.

The welcome meeting for the Space Gray Rhinos is on Day 1, 1530-1630 CST.

Squadron Officer School Electives

As an SOS student you will participate in one of three types of electives during the five-week course.

- **Blocked/ Series electives**
- **Think Tank**
- **Air University Advance Research (AUAR) elective**

SOS Electives

SOS electives are sessions taught by SOS faculty on a variety of subject. Upon the start of SOS students will have the opportunity to select from a list of electives they will like to participate during the five-week course.

Think Tank

Think Tank is an opportunity for a select group of students to tackle a major issue and present creative solutions to senior leaders. It is physically, mentally, and emotionally challenging and students are expected to work well beyond the SOS curriculum. The rewards for both the students and the USAF, however, can be enormous. Team members receive intensive coaching on design principles adapted from the best practices in industry, academia, and militaries from across the world. What you will learn and practice are directly applicable to the strategic thinking skills that are highly valuable to leaders at all levels. In the past, this approach has generated innovative ideas at all levels of the Air Force.

Air University Advance Research (AUAR)

The Air University (AU) Advanced Research Elective is an opportunity for a selective group of students to conduct independent research on topics of strategic concern. This is a five-week elective requiring approximately 20-40 hours beyond SOS curriculum. Selected students are assigned mentor(s) who guide research efforts and define deliverables. Student researchers receive a bullet on their AF 475 Training Report. Student benefits include advanced study on exciting topics, networking with communities of interest throughout the research experience, and opportunity to shape the Air Force's and Space Force's future.

Current AUAR Topic

AF IT User Experience (UX) Optimization: students will have the opportunity to dive into a practical project of improving commonly used Air Force systems/applications. Students will solicit feedback and ideas from a user experience (UX) and functional perspective on what optimizations can be incorporated into improving usability.

AF Maker: Get your creative thinking cap on and help make progress on a current, relevant Air Force problem. Innovate to find solution(s). Investigate applications for additive manufacturing of rapid prototypes and potentially deployable solutions for various AF customer challenges.

Artificial Intelligence: students will apply experience and critical thinking skills to research problems submitted by subject matter experts across the AF and Joint community. Advisors will be available to guide the student’s efforts on the topic of their choice.

Barrier Analysis Working Group Collaborative: students will leverage their experiences and expertise to help drive positive change across the Air Force through research aligned with current Lines of Effort provided by the BAWG Teams.

Ideas and Weapons: Building the Future Air Force: This research elective considers three questions. How should the Air Force best use its tools? How do organizations need to change to leverage new technologies? What gaps and seams exist that the service needs to address?

Mobility Air Forces Sustainment & Operation in Contested Environments: students will apply their experience and critical thinking skills to develop research-based solutions for the problems encountered in sustaining and operating mobility air forces in contested environments.

Next-Generation Intelligence, Surveillance, and Reconnaissance Dominance: students will apply experience and critical thinking skills to research specific problems submitted by senior leaders and subject matter experts across the USAF ISR enterprise.