



WELCOME TO SOS, CLASS 21F!

You have been registered to participate in the In-Residence course **21F** from **2 AUG – 2 SEP**.

***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 IR course. **Please read the welcome letter in its entirety for detailed instructions. Students will receive further reporting instructions & should reference the SOS 21F Reporting Guide.**

You are expected to complete between 120 -130 hours of instruction which includes self-paced readings and homework assignments, 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 can 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)
 - Microsoft Teams
 - Google Calendar
2. All lesson modules and assignments are located on AU CANVAS (<https://lms.au.af.edu>). You will receive your Canvas login information at in-processing.
3. Education Day 0 – In-processing (reference Reporting Guide for specific details)
 - i. Sunday, 1 August from 1200-1700 CDT at SOS Bldg 1403
 - ii. Setup your Canvas account and check-in to lodging/receive room key
 - iii. After 1700 CDT, go straight to lodging to receive room key
4. Education Day 1
 - i. Your first event of the day will be in Bldg 1403 in your Flight room.
 - ii. UOD (Military): OCPs/ FDUs
(Civilian): Professional and Casual business attire
5. Your Flight Commander will be contacting you in some form NLT **29 July**. It is best to check your .mil email as this may be the only form of contact, they must reach out to you initially. If you do not receive an initial contact from your instructor by COB 30 July, please email Student Services at SOS-studentservices@au.af.edu.
6. 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 in your email. CANVAS help questions are common 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.

COVID-19 guidelines: Please adhere to local base and area policies. There is currently no mask mandate in the local area of SOS, and on base you are not required to wear a mask if you are fully vaccinated. You will still need to bring face masks, as masks are still required in a few areas such as the med group. If you have any further questions about local guidelines, consult your Flight Commander or reach out to Student Services.

Student Status: While enrolled in SOS have your home 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 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	S-6000: Introductions to Strategic Design S-6010: Empathize and Analyze Workshop S-6011: Empathize and Analyze Workshop #2 S-6020: Define Workshop S-6030: Ideate Workshop S-6040: Prototype and Test Workshop S-6050: Strategic Messaging S-6060: Strategic Design Presentations	J-6000: Intro to Joint Warfare J-6010: Strategic Competition J-6020: Instruments of Power and National Security J-6100: Intro to Joint Operations/Joint Force Employment J-6110: Joint Planning J-6200: Introduction to Doctrine J-6200S: Spacepower Doctrine Suite (USSF students) J-6210: Air Fundamentals J-6220: Space Fundamentals J-6230: Cyberspace Fundamentals J-6240: Information Warfare Fundamentals J-6300: Joint All-Domain Operations J-6310: Nature of Conflict in the 21 st Century J-6400: Joint Warfare Capstone

Assignments	Assignments	Assignments
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 Capstone 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

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.

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-6011 Empathize and Analyze Workshop #2

The purpose of this lesson is to (1) Demonstrate critical thinking in the context of complex organizational challenges using information from a selected unit. (2) Application: Apply the Four Frames Analysis method to reflect, collect, and organize relevant details from multiple sources and frames of analysis on a unit of interest. (3) Understanding: Develop and discuss interview techniques to hone empathy insights.

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

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 Strategic Messaging

The purpose of this lesson is to (1)- Explain the role of strategic messaging in conveying personal, organization, and higher HQs initiatives to motivate, inspire, and guide people through change (2)- Explain importance of target audience awareness in order to achieve individual or organizational goals. (3)-Explain how storytelling can amplify and improve any message. (4)- Demonstrate strategic messaging through a group mock scenario presentation with peer feedback.

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 Strategic Competition

This lesson provides students with a baseline understanding of Strategic Competition. 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 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 strategic competition.

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-6110 Joint Planning Process

This lesson will build upon understanding of the Joint Forces Structure and reinforce the Joint Planning Process (JPP) with a focus on Orders Production. This lesson will help lay the foundation necessary to understand roles within the Joint All-Domain Operations Construct and help captains understand how to contextualize what their teams do in support of Operational Priorities.

J-6200 Introduction to Doctrine

In this lesson, student learn the difference between attrition, annihilation, strategies of war and effects-based approach to operations (EBAO); understand what doctrine is, how it is developed, and understand how doctrine can be applied to modern scenarios to provide an effective strategy to engage a competitor or adversary.

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 Air Fundamentals:

This purpose of this lesson is for students to understand how airpower doctrine has evolved through time and some of the major theorist involved, establish a fundamental understanding of the major doctrinal concepts of airpower, and understand how airpower fits into joint operations and enables effective operations.

J-6220 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-6230 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-6240 Information Warfare Fundamentals

The purpose of this lesson is for students to gain an understanding of how our principal adversaries and the United States government view information as a crucial component of modern warfare. This lesson is meant to introduce students to IW fundamentals and inspire them to think critically about the information they receive on a daily basis and be conscience about the messages we are sending to the international community.

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.

J-6310 Nature of Conflict in the 21st Century

This lesson will help students understand what national interests are, and attempt to consider national interests from our competitors' perspective. This should help students understand why Russia and China do what they do in order to compete with them more effectively on an international level.

United States Space Force at Squadron Officer School



The welcome meeting for the Space Gray Rhinos is on Day 1, 1500-1600 Central Time. All Guardians must attend.

Space Gray Rhinos Core – All Guardians

All Guardians enrolled in SOS will take part in the core Space Gray Rhinos program. Given the standup of the United States Space Force (USSF), Squadron Officer School (SOS) has created the Space Gray Rhinos track for USSF officers. SOS is a great place for space officers to learn, think, and theorize about challenges in space. The students will not focus on tactical operations. Instead, they will focus on space as it strategically applies across the instrument of power, particularly in this era of Strategic Competition.

The core portion of the Space Gray Rhinos includes space-specific lessons:

- Spacepower Theory
- Spacepower Doctrine
- Globalization and Commercialization of Space
- Space Law

Space Gray Rhinos Project – Competitively Selected

As part of the Space Gray Rhinos program, Guardians will have the opportunity to apply for the capstone project. This portion of the program is about innovating, researching, and proposing a solution to a strategic issue for the Space Force derived from the CSO Planning Guidance. Everyone who is selected will have the opportunity to present their ideas to Space Force senior leaders and will receive an additional bullet on their training report annotating that they worked on a strategic issue in support of our service.

More information will be given at the welcome meeting for the Space Gray Rhinos on Day 1.

Semper Supra!

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 would like to participate in during the five-week course.

Space Gray Rhinos Project

As mentioned above, this project is competitively selected for USSF personnel.

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 Topics

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.