

**AIR FORCE SENIOR NCO  
ACADEMY COURSE  
SYLLABUS**



AFSNCOA COURSE  
SYLLABUS 10 July 2023

## **AFSNCOA MISSION STATEMENT**

The AFSNCOA program's mission is to develop and educate, air-minded SELs to lead across emerging operational environments to advance the security and interests of our nation.

## **PROGRAM LEARNING OUTCOMES**

### **Module 1 – Organizational Leadership Environment**

1. Explain how critical thinking, creative thinking, and ethical decision-making affects SNCO effectiveness.
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations

### **Module 2 – Foundations of National, Military and Airpower Strategy**

1. Leverage National Military and Airpower strategy foundations to address evolving strategic and operational issues.
2. Illustrate how the relationships between the US Constitution, NSS, NDS, NMS, AF Doctrine, and concepts regarding the profession of arms affect national security within the context of a JIIM environment.
3. Demonstrate strategic and critical thinking necessary for independent action in the art and science of warfighting.

### **Module 3 – Integrated Deterrence and Strategic Competition**

1. Understand (explain) how integrated deterrence and strategic competition affect national security and the DAF's role in it.
2. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars.
3. Create potential solutions and develop courses of action for integrated deterrence

### **Module 4 – Capstone (Wargame Scenario)**

1. Demonstrate proficiency in critical thinking, creative thinking, communicating, problem framing, problem-solving, ethical decision-making
2. Examine a given sequence of events and develop courses of action that align with national policies to achieve national interests and meet commander intent
3. Demonstrate an understanding of integrated deterrence and predict responses in a simulated scenario

## **CURRICULUM OVERVIEW**

AFSNCOA provides professional military education to prepare SNCOs to strengthen organizational leadership strategies and leverage national, military and airpower strategies. Additionally, SNCOs will understand strategic competition and how integrated deterrence is important to national security. AFSNCOA is 195 hours of guided discussion, experiential exercises, individual and group research, formal lecture and concludes with a wargame scenario. The course deliberately prepares and advances SNCOs to think critically & strategically and be relevant in their operating environment. Students who complete this course are prepared for increased leadership responsibility in the joint, combined and interagency operating environment.

As directed by the CJCSI 1805.01C, the objectives of the faculty of the AFSNCOA are to:

1. Provide students and assist them to understand the effects and relationships between all instruments of national power: Diplomatic, Information, Military and Economic.
2. Enable students to adopt the ability to look “up and out” while simultaneously remaining focused “down and in” and communicating effectively through all levels of the chain of command.
3. Prepare students to operate and lead in the Joint, Interagency, Intergovernmental, and Multinational (JIIM) environment.
4. Increase students’ awareness, perspective and understanding to anticipate and adapt to surprise and uncertainty, recognize change, and assist in transitions and fully exemplify the attributes of mission command (understanding, intent, and trust).

### **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. **LECTURES.** Students will attend subject matter expert lectures relating to assigned readings and lessons per the schedule. These presentations compliment the readings and flight room discussion and therefore enhance knowledge of the course concepts. Lectures and presentations follow established Air University guidelines of non-attribution and academic freedom.
3. **PARTICIPATION.** Student participation in flight room discussions is vital to the success of the course. Students must prepare for each lesson by completing the assigned readings. Each member is expected to contribute to the discussion.
4. **PERFORMANCE EVALUATIONS.** There are four evaluations, two written graded assessments and two speaking graded assessments. Evaluations measure student’s mastery of the educational outcomes, determine fulfillment of graduation criteria and measure the effectiveness of the program of instruction. Students must achieve a minimum of 70 percent on each assessment. A passing score of 70 percent demonstrates the minimum acceptable level of based on the criterion components for each type of assessment evaluation. The assessment evaluation instrument (rubric) clearly describes each criterion component. Instructors will 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 prescribed by the instructor but not earlier than the next duty day.
5. **METHODS OF EVALUATION**
  - Organizational Leader White Paper (100 Points): Following the Organizational Leadership Environment module students will complete a written assignment focused on their leadership philosophy and develop a leadership plan.

- Foundations of National, Military and Airpower Strategy Background Paper (100 Points): At the completion of the Foundations of National, Military and Airpower Strategy module students will prepare a written assignment identifying how their respective organization supports national and military policies and applies tenets of airpower.
  - Strategic Environment Briefing (100 Points): At the conclusion of the Strategic Environment lesson and designated on the schedule, students working individually will prepare and deliver a briefing that addresses a strategic partner or competitor to meet the requirements of the assessment rubric.
  - Integrated Deterrence and Strategic Competition Briefing (100 Points): Following the Integrated Deterrence and Strategic Competition module as designated on the schedule, students working in small groups, will prepare and present a briefing that analyzes a provided scenario to develop a hypothesis, course of action to include a leadership application to given audience.
- 6. PEER EVALUATION.** During the course there are two designated times on the schedule that students will evaluate their peers based on their individual performance and conduct one on one feedback. Points will be determined by the average of their ranking on the performance evaluation. The peer evaluation score will account for 50 percent of the overall graduation score.

<b>Peer Eval Score Raw Rank</b>	<b>Final Peer Eval Score</b>
1	50
2	47
3	44
4	41
5	38
6	35
7	32
8	29
9	26
10	23
11	20
12	17
13	14
14	11

## 7. GRADUATION SCORE

The graduation score is a combination of all academic assignments and the Peer Evaluation Score

	Possible Points	Score Percentage
Academic Graded Assignments	400	50%
Peer Evaluations	100	50%
Graduation Score:	500	100%

## 8. AWARDS CALCULATION

- Distinguished Graduate Awards are based on a student's academic score and the peer evaluation they receive from student and instructor peer assessment exercises. This award is presented to the top student in each flight.
- Team Etchberger Award recognizes the AFSNCOA flight that best epitomized the team concept. Among the numerous requirements levied upon each student, three areas benefiting the team working together toward the common goal of graduation are academics, physical fitness and volunteerism/community service.

## 9. 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 AFSNCOA.

## AFSNCOA: Modules, Lessons, Outcomes, Objectives and Readings

### PROGRAM ORIENTATION AND LESSON SUPPLEMENTAL GUIDANCE

#### LEARNING OBJECTIVE:

1. Receive information on the AFSNCOA's purpose, policies, procedures, and requirements.
2. Commandant's time and/or speakers to address class on pertinent/course objectives
3. Reflective reinforcement provides students the opportunity to pause between learning episodes and process new material
4. Airman's Time is to discuss current or historical events in the news directly impacting the Air Force, sister service, international partner students' home country, the DoD or the United States in general
5. Comprehensive fitness is personal time to allow students to participate in one of the Comprehensive Airman Fitness' four pillars; mental, physical, spiritual or social domains to relieve stress, recover from daily challenges and be physically and mentally prepared for daily educational endeavors
6. Independent research provides students time to research independently or in small groups to complete module and lesson assignments
7. Peer Assessment/Feedback Exercise is used to increase a student's self-awareness; the rank order is included in the distinguished graduate awards calculations within the course.
8. Graduation is the culmination of the course where students complete end-of-course surveys, receive graduation diplomas and awards, and may participate in a retreat ceremony

## **LESSON OVERVIEW:**

**Overview:** The purpose is for students to understand the AFSNCOA's purpose, policies, procedures, and requirements, participate in lectures with question-and-answer sessions with subject matter experts, crosstalk with senior ranking members of the DoD and graduate the course. These activities are not necessarily directly tied to any learning outcomes. Additionally, students participate in reflective reinforcement after specific lessons, conduct independent research, and hear guest speakers during Commandant's time.

*CONTACT HOURS: 52.0-hours*

## **MODULE 1: Organizational Leadership Environment**

### **MODULE OUTCOMES**

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

### **LESSON 1: INTRODUCTION TO ORGANIZATIONAL LEADERSHIP ENVIRONMENT**

**Method of engagement:** Lecture and Guided Discussion

### **MODULE OUTCOMES**

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

### **LESSON OBJECTIVES**

1. Students will understand the assignment expectations, the location of the assignment evaluation rubric and how to submit the assignment within the Learning Management System (LMS)
2. Reflect on lessons learned for future application

### **LESSON OVERVIEW**

**Overview:** The purpose of this lesson is to prepare students for the Organizational Leadership Environment by introducing them to the concepts and giving an overview of what the graded assignment will entail. The instructor will review the assignment and provide details of what is expected in the assignment. Each student will prepare and utilize the leadership plan to positively reinforce their ability as a SNCO to understand the mission and impacts on the unit's people. The leadership plans will infuse lesson concepts into an organization to improve the overall objective and better meet mission requirements. The lesson will pause until all other lessons are complete in Module 1.

*CONTACT HOURS: 1.0-hour*

## LESSON 2: CRITICAL THINKING

**Method of engagement:** Guided Discussion, Experiential

### MODULE OUTCOMES

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

### LESSON OBJECTIVES

#### Cognitive

1. Understand the elements of critical thinking
2. Explain how critical thinking enhances decision making skills and improves organizational success
3. Discuss information vs disinformation in media and social media

#### Affective

1. Increase students value on improving organizations through critical thinking and strengthening information discernment

### LESSON OVERVIEW

**Overview:** This lesson prepares students to think critically and develop habits of mind to strengthen their decision-making abilities and questioning techniques for problem resolution. Students will examine how to incorporate critical thinking practices in their organizations. Building on critical thinking skills students will review and explore how our adversaries use our critical thinking deficiencies against us through disinformation and discuss methods to combat those efforts.

*CONTACT HOURS: 5.0-hour seminar*

### REQUIRED READINGS

1. *Defining Critical Thinking, Foundations of Critical Thinking, 2020*
2. *Paul Elder Critical Thinking Framework, University of Louisville Ideas to Action*
3. *Six Socratic Questions for Critical Thinking, Charles Leon*
4. *12 Cognitive Biases an Infographic, Minnesota State*
5. *Combatting Targeted Disinformation Campaigns, Analytic Exchange Program, Oct 2019*
6. *Dealing with Disinformation, James M. Davitch, Air and Space Operations Review*

## **LESSON 3: CREATIVE THINKING AND INNOVATION**

**Method of engagement:** Guided Discussion, Experiential, Individual/Group Projects

### **MODULE OUTCOMES**

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

### **LESSON OBJECTIVES**

#### **Cognitive**

1. Discuss methods for improving creative thinking to solve problems
2. Understand methods to empower innovation in organization
3. Explain the Department of Defense innovation ecosystem and strategic alignment

#### **Affective**

1. Value creative thinking and innovation in organizations

### **LESSON OVERVIEW**

**Overview:** In this lesson, we will cover what it means to be creative and students will develop an understanding of what that looks like in an organization. Students will uncover methods to foster innovation in organizations deep dive into Design Thinking. ologies identified in the Enlisted Force Development Action Plan

*CONTACT HOURS: 6.0-hours*

## **LESSON 4: ETHICAL DECISION-MAKING**

**Method of engagement:** Guided Discussion, Experiential, Individual/Group Projects

### **MODULE OUTCOMES**

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

### **LESSON OBJECTIVES**

#### Cognitive

1. Summarize the relationship between the ethical decision-making model and SNCOs & organizational effectiveness
2. Apply ethical decision-making concepts to ethical scenarios

#### Affective

1. Value ethical decision-making and its effects on SNCOs & organizational effectiveness



## REQUIRED READINGS

1. Read the Ethical Decision-Making Primer
2. Read the *Air Force Blue Book, A Profession of Arms: Our Core Values*

## LESSON OVERVIEW

**Overview:** The purpose of this lesson is to reinforce ethical principles and introduce an ethical decision-making model. SNCOs will be prepared to create environments that promote ethical decision-making across the organization.

*CONTACT HOURS: 4.0-hour seminar*

## REQUIRED READINGS

1. Ethical Decision-Making Primer
2. *Air Force Blue Book, A Profession of Arms: Our Core Values*

## LESSON 5: Red Teaming for Crisis Management

**Method of engagement:** Guided Discussion/Experiential

## MODULE OUTCOMES

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

## LEARNING OBJECTIVES

### Cognitive

1. Discuss the role of the SNCO in leading through crisis
2. Understand the benefits of Red Teaming for Crisis Management

### Affective

1. Value Red Teaming approaches to crisis management

## LESSON OVERVIEW

**Overview:** This lesson provides SNCOs with concepts tailored to improve crisis management decision making skills. Students will be able to use lessons learned from previous modules to red-team U.S. response efforts to a crisis.

*CONTACT HOURS: 4.0-hours*

## REQUIRED READING

1. *How to Lead Through a Crisis*, Center for Creative Leadership

## LESSON 6: Diversity and Inclusion

Guided Discussion, Experiential, Activity

## MODULE OUTCOMES

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

## LESSON OBJECTIVES

### Cognitive

1. Examine the impact Emotional Intelligence has at the organizational level
2. Understand the impact bias has on diversity and inclusion within the organization
3. Discuss fostering diversity and inclusion to meet the Air Force mission

### Affective

1. Value diversity and inclusion efforts at the organizational level

## LESSON OVERVIEW

**Overview:** Across the force, we must be culturally competent and operationally relevant to effectively accomplish our missions. This lesson prepares SNCOs with self-awareness tools and abilities to leverage diverse backgrounds, experiences, demographics, perspectives, thoughts and organizations; ultimately succeeding in an increasingly competitive and dynamic global environment, preventing us from falling behind our adversaries in any domain. In this lesson three interrelated subjects, Emotional Intelligence, biases and fostering diversity and inclusion will be covered.

*CONTACT HOURS: 5.0-hours*

## REQUIRED READINGS

1. Executive Order 13583, Establishing a coordinated Government-wide Initiative to Promote Diversity and Inclusion in the Federal Workforce, August 2011
2. Executive Order 14035, Executive Order on Diversity, Equity, Inclusion and Accessibility in the Federal Workforce, June 2021
3. Executive Order 14035, Executive Order on Diversity, Equity, Inclusion and Accessibility in the Federal Workforce, Visual Aid

**LESSON 7:** Resiliency, Pre and Postvention

**Method of engagement:** Guided Discussion, Experiential, Individual/Group Projects

## MODULE OUTCOMES

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations

3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

## LESSON OBJECTIVES

### Cognitive

1. Understand methods to assess an organization's resiliency, culture and climate
2. Describe how to create & sustain organizational environments that mitigate resiliency related issues and how SNCOs impact organizational resiliency

### Affective

1. Value the effects of assessing climate, psychological safety, the SAPR program and postvention has on organizational resiliency

## LESSON OVERVIEW

**Overview:** This lesson provides SNCOs with interpersonal and leadership tools to apply across the organizational spectrum on resiliency issues, SAPR, suicide pre/postvention. SNCOs will be able to utilize policies and tools to develop practices to promote resilience and prepare the organization for matters that arise.

*CONTACT HOURS: 4.0-hour seminar*

## REQUIRED READING

1. *Psychological Safety, Trust and Learning in Organizations: A Group-level Lens*, (pages 1-8) Amy Edmondson, Harvard Business School

## LESSON 8: Organizational Resources

**Method of engagement:** Group Research, Discussion, Experiential

## MODULE OUTCOMES

1. Explain how critical thinking, creative thinking and ethical decision-making affects SNCO effectiveness
2. Utilize organizational leadership strategies to address contemporary leadership issues while preparing an organization to conduct operations
3. Demonstrate awareness of critical & creative thinking and comprehend the impact to the organization

## LESSON OBJECTIVES

### Cognitive

1. Understand how the Planning, Programming, Budgeting and Execution (PPBE) systems support strategic priorities vital to national security interests
2. Discuss how SNCOs can prioritize and communicate constrained resources in a manner that supports mission execution

### Affective

1. Value the budgetary process and its impact on mission effectiveness

## LESSON OVERVIEW

**Overview:** The purpose of this lesson is to provide SNCOs with a background on the PPBE process and an understanding that funding is appropriated for specific use. SNCOs will be better prepared to prioritize constrained resources and communicate requirements effectively.

*CONTACT HOURS: 4.0-hours*

## REQUIRED READING

N/A

## ASSIGNMENTS

**\*\*Organizational Leader White Paper (See schedule for due date)\*\***

## MODULE 2: FOUNDATIONS OF NATIONAL, MILITARY and AIRPOWER STRATEGY

**Method of engagement:** Lecture, Guided Discussion, Subject Matter Expert/Guest Lecturer, Experiential Exercises

## MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

## LESSON OBJECTIVES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

**LESSON 1:** Foundations of National, Military and Airpower Strategy; Introduction/Wrap-up

**Method of engagement:** Lecture, Guided Discussion

## MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

## LESSON OBJECTIVES

1. Prepare students to understand the assignment expectations, evaluation criteria, the location of the assignment evaluation rubric and how to submit the assignment within the LMS
2. Reflect on lessons learned for future application throughout the course

## LESSON OVERVIEW

**Overview:** The purpose of this lesson is to prepare students for the Foundations of National, Military and Airpower Strategy module by introducing them to the concepts and giving an

overview of what the graded assignment will entail. The instructor will review the assignment instructions and provide details of what is expected in the assignment and refer students to the LMS for further details. As the module concludes, the instructor will lead a discussion to cover the highlights of the lesson concepts discussed and include specific meaningful dialogue which occurred during the overall lesson.

*CONTACT HOURS: 1.0-hour seminar*

**LESSON 2:** Constitution, Profession of Arms (POA) and Airpower

**Method of engagement:** Lecture, Guided Discussion, Experiential

### **MODULE OUTCOMES**

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

### **LESSON OBJECTIVES**

#### Cognitive

1. Understand how the U.S. Constitution relates to the Profession of Arms
2. Discuss the Profession of Arms and its relation to the Airman's Perspective
3. Comprehend the fundamentals of Airpower

#### Affective

1. Value the Constitution as it relates to The Profession of Arms and Airpower

### **LESSON OVERVIEW**

**Overview:** The purpose of this lesson is to provide students with baseline knowledge of how national policies are developed and the impact these policies have on military strategies influencing the profession of arms.

*CONTACT HOURS: 5.0-hour seminar*

### **REQUIRED READING**

1. U.S. Constitution Outline (2 pages)
2. Oath of Enlistment Pamphlet (PACE, 2 pages)
3. *The Blue Book, A Profession of Arms, Our Core Values* (pages 5-6)

**LESSON 3:** Whole of Government; National Security Strategy (NSS), National Defense Strategy (NDS) and National Military Strategy (NMS)

**Method of engagement:** Guided Discussion, Experimentals, SME Presentation/Lecture

### **MODULE OUTCOMES**

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

## LESSON OBJECTIVES

### Cognitive

1. Summarize the relationship between the NSS, NDS & NMS and the impact these documents have on their home organizations.
2. Describe how the NSS, NDS & NMS are executed using the instruments of national power

### Affective

1. Appreciate how home organizations connect to the NSS, NDS and NMS

## LESSON OVERVIEW

**Overview:** In this lesson students will focus on the role and purpose of the National Security Council and how the National Security Strategy, National Defense Strategy and National Military Strategy are developed. Students will also address the relationship between the National Security Strategy, National Defense Strategy, National Military Strategy, Air Force Doctrine Publication 1 (AFDP-1) and the mission of their organization.

*CONTACT HOURS: 6.0-hour seminar*

## REQUIRED READING

1. *Putting the "FIL" into DIME, Joint Forces Quarterly 2<sup>nd</sup> Quarter 2020*
2. Current National Security Strategy, National Defense Strategy, National Military Strategy
3. *National Security Council: Background and Issues for Congress*, Congressional Research Service, Oct 2022

## LESSON 4: National Security Interests

**Method of engagement:** Guided Discussion & Experiential

## MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

## LESSON OBJECTIVES

### Cognitive

1. Explain National Security Interests and demonstrate how they relate to International Relations
2. Understand how regional implications affect National Security
3. Comprehend how successful unified actions and security cooperation maintains National Security

### Affective

1. Value issues affecting National Security and appreciate international relations

## LESSON OVERVIEW

**Overview:** The purpose of this lesson is for SNCOs to know what the national security interests are and how international relations are impacted. Students will be able to link national security interests to the NSS, NDS and NMS. Students will also be able to explain how these interests

impact regional, political and economics differently and understand the impact on the DoD globally.

*CONTACT HOURS: 5.0-hour seminar*

## **REQUIRED READING**

1. Combatant Command's posture statements
2. U.S. Interests and Priorities Primer

## **LESSON 5: Introduction to Joint Operations**

**Method of engagement:** Guided Discussion, Experiential, Case study

## **MODULE OUTCOMES**

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

## **LESSON OBJECTIVES**

### Cognitive

1. Understand jointness as a concept and describe why jointness is important
3. Explain the Joint Force's primary activities in maintaining national security
4. Discuss the Principles of Joint Operations and Joint Functions and their importance in mission execution

### Affective

1. Value the Joint Force's impact on the operational environment and national security

## **LESSON OVERVIEW**

**Overview:** This lesson will provide SNCOs with an understanding of jointness while developing a familiarization of the responsibilities and authorities given to operate. A foundation of the Principles of Joint Operations, Joint Functions and military activities will mature SNCOs knowledge while preparing them to operate strategically in a Joint environment.

*CONTACT HOURS: 2.0-hours*

## **REQUIRED READING**

1. *The Joint Team* (Purple Book), (pages 5, 8-10, 13, 24-28)
2. Grant, Rebecca, The Fallujah Model, *Air Force Magazine*, February 2005.

## **LESSON 6: Joint Operations; Joint Planning Process (JPP)**

**Method of engagement:** Guided Discussion, Case Study

## **MODULE OUTCOMES**

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

## LESSON OBJECTIVES

### Cognitive

1. Understand the Joint Planning Process
2. Explain the potential roles of a SNCO in support of the Joint Planning Process
3. Associate the student's current position and the Joint Planning Process

### Affective

1. Value the SNCO's role in the Joint Planning Process

## LESSON OVERVIEW

**Overview:** The purpose of this lesson is for students to develop an understanding of the JPP and prepare SNCOs for a deeper understanding of how policy and doctrine influence planning. SNCOs will be able to make connections on the impact to their organization and discuss the process "up and out and down and in." Understanding that the SNCO can play a vital role in the JPP is important for students to grasp and prepares them for the joint environment.

*CONTACT HOURS: 4.0-hours*

## REQUIRED READING

1. JP5-0, Chapter III, Joint Planning Process Student Guide

**LESSON 7:** Interagency and Interorganizational Cooperation

**Method of engagement:** Guided Discussion, Group Research, Experiential

## MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

## LESSON OBJECTIVES

### Cognitive

1. Understand interorganizational cooperation and interagency coordination
2. Discuss how interorganizational cooperation and interagency coordination efforts contribute to a competitive advantage over adversaries
3. Explain how cooperation amongst elements of the DoD, U.S. government agencies and civilian partners enhance national security

### Affective

1. Value interorganizational and interagency contributions to national military and airpower strategy

## LESSON OVERVIEW

**Overview:** The purpose of this lesson is for students to understand that interagency and interorganizational operations are instrumental to national and military strategies. SNCOs should be able to discuss how U.S. government agencies, civilian partners and DoD cooperation



support national security interests and how they can support and promote cooperation to enhance U.S. national interests and mission effectiveness.

*CONTACT HOURS: 3.0-hours*

## **REQUIRED READING**

1. J7 Focus Paper, *Interorganizational Cooperation*, Joint Staff (April 2018)
2. JP3-08, *Interorganizational Cooperation*, pages 11-20 (October 2016)

**LESSON 8:** Foreign Considerations

**Method of engagement:** Guided Discussion, Experiential

## **MODULE OUTCOMES**

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

## **LESSON OBJECTIVES**

### Cognitive

1. Explain the relationship between cultural awareness and mission effectiveness
2. Discuss cultural dimensions and their influence on multinational operations

### Affective

1. Value cultural awareness and impact on mission effectiveness

## **LESSON OVERVIEW**

**Overview:** Students will be better prepared to engage with international partners in combined operations. SNCOs will develop an appreciation for and can explain how employing cultural dimensions contributes to influencing international relations that impact global operations and effectiveness.

*CONTACT HOURS: 4.0-hours*

## **REQUIRED READING**

1. *Air Force Culture and Language Center, Cross Cultural Competence Fact Sheet*
2. Read Dimensionalizing Cultures: The Hofstede Model in Context, Hofstede, G. (2011), *Online Reading in Psychology and Culture*, (Read the Abstract on page 2)

**LESSON 9:** United Nations

**Method of engagement:** Guided Discussion, Experiential, Individual/Group Projects

## **MODULE OUTCOMES**

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

## LESSON OBJECTIVES

### Cognitive

1. Understand the purposes of the UN and UN Global Issues
2. Describe UN actions that support U.S. interests, priorities and values

### Affective

1. Value the UN's role in supporting U.S. National Interests and National Security

## LESSON OVERVIEW

**Overview:** The purpose of the lesson is to understand the significance of the UN, their actions and global issues and how the U.S. National Security Interests are often connected. Students should comprehend how these actions impact international relationships and the significance these actions have on a global scale.

*CONTACT HOURS: 3.0-hours*

## REQUIRED READING

1. *The United States and the UN Security Council: Examining U.S. Perspectives and Approaches to Key Issues*, Hopkins, Alex, and Rachel Stohl, Stimson Center, Feb 2022  
<https://www.stimson.org/2022/the-us-and-the-un-security-council/>.

## LESSON 10: NATO

**Method of engagement:** Guided Discussion, Experientials, Individual/Group projects

## MODULE OUTCOMES

1. Demonstrate an understanding of National, Military and Airpower strategy foundations
2. Explain the relationships between the U.S. Constitution, NDS, NMS, NSS, Air Force Doctrine, JIIM and The Profession of Arms and JIIM
3. Connect national policies and interests to home organization mission

## LESSON OBJECTIVES

### Cognitive

1. Understand U.S. involvement with NATO in advancing U.S. National Interests and National Security
2. Contrast competitor alliances and organizations with ally and partner affiliations
3. Describe how other alliances and pacts advance U.S. National Interests

### Affective

1. Value NATO and other U.S. alliances' role in supporting U.S. National Interests

## LESSON OVERVIEW

**Overview:** This lesson will help SNCOs understand the relevance and how the impact of the U.S. being a member of NATO advances U.S. national interests and positions. Students should be able to explain the value of international partnerships and how national strategies are used to make connections.

*CONTACT HOURS: 5.0-hours*

## REQUIRED READING

1. *10 Things to know about NATO, NATO Factsheet*
2. NATO Website - [NATO - Declassified: My country and NATO](#)

## ASSIGNMENT

**\*\*Foundations of National, Military and Airpower Strategy Background Paper (See schedule for due date)\*\***

### MODULE 3: Integrated Deterrence and Strategic Competition

**Method of engagement:** Lecture, Guided Discussion, Practice, Guest Lecturer

#### MODULE OUTCOMES

1. Understand (explain) how integrated deterrence and strategic competition affect national security and the DAF's role in it.
2. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars.
3. Create potential solutions and develop courses of action for integrated deterrence to a simulated national security situation.

### LESSON 1: Integrated Deterrence and Strategic Competition Overview/Wrap-up

**Method of engagement:** Guided Discussion, Student Research and Presentations

#### MODULE OUTCOMES

1. Understand (explain) how integrated deterrence and strategic competition affect national security and the DAF's role in it.
2. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars.
3. Create potential solutions and develop courses of action for integrated deterrence to a simulated national security situation.

#### LESSON OBJECTIVES

##### Cognitive:

1. Understand module assignment instructions, requirements and evaluation criteria
2. Develop Warfighting COAs against a Strategic Competitor from a SNCO perspective
3. Reflect on lessons learned for future application

##### Affective

1. Appreciate how integrated deterrence is essential to success in strategic competition

#### LESSON OVERVIEW

**Overview:** This lesson introduces and prepares students for the module assignment. Students will be provided time for research, presentation preparation and presentation. The lesson will conclude once the module is complete with a leadership reflection on the module's content.

*CONTACT HOURS: 13.0-hours*

## LESSON 2: Strategic Environment

**Method of engagement:** Lecture, Guided Discussion, Experiential

### MODULE OUTCOMES

1. Understand (explain) how integrated deterrence and strategic competition affect national security and the DAF's role in it.
2. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars.
3. Create potential solutions and develop courses of action for integrated deterrence to a simulated national security situation.

### LESSON OBJECTIVES

#### Cognitive

1. Discuss the competition continuum and illustrate its relationship with U.S. strategic competition actions
2. Explain strategic partners and competitors' capabilities, national interests and use of instruments of national power

#### Affective

1. Value the importance of understanding U.S. adversaries and partnerships to win future war

### LESSON OVERVIEW

**Overview:** Understanding U.S. peer/near-peer competitors will equip students with the “why” and highlight the importance of integrated deterrence and strategic competition.

*CONTACT HOURS: 12.0-hour seminar*

### REQUIRED READING

1. *Joint Doctrine Note (JDN) 1-19, Competition Continuum* (pages 1-11)
2. Review National Security Strategy, National Defense strategy and National Military Strategy

## LESSON 3: Warfighting Concepts

**Method of engagement:** Lecture, Guided Discussion, Experiential

### MODULE OUTCOMES

1. Understand (explain) how integrated deterrence and strategic competition affect national security and the DAF's role in it.
2. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars.
3. Create potential solutions and develop courses of action for integrated deterrence to a simulated national security situation.

### LEARNING OBJECTIVE(S)

#### Cognitive

1. Explain the purpose of Adaptive Operations and its effects on Air Force warfighting

capabilities

2. Discuss Joint All Domain Operations (JADO) and Command and Control (C2) initiatives that enable operational/informational advantage in competition and conflict

### Affective

1. Value warfighting initiatives that support and enable integrated deterrence

## **LESSON OVERVIEW**

**Overview:** In this lesson SNCOs will address concepts of Adaptive Operations, which are Agile Combat Employment (ACE) and Multi-Capable Airmen (MCA). Finally, students will explore JADC2 and Advanced Battle Management System (ABMS). Students will be armed with the intent and application of current and emerging DAF warfighting concepts and the role they play in their employment.

*CONTACT HOURS: 8.0-hours*

## **REQUIRED READING**

1. *Air Force Doctrine Note 1-21, Agile Combat Employment (ACE)*
2. *Advanced Battle Management System (ABMS)*, Congressional Research Service
3. *Joint All-Domain Command and Control (JADC2)*, Congressional Research Service
4. *Air Force Doctrine 3-99, The Department of the Air Force Role in Joint All Domain Operations*
5. *DoD Summary of the Joint All-Domain Command and Control Strategy*

## **LESSON 4: Emerging Threats**

**Method of engagement: Lecture, Guided Discussion, Experiential**

## **MODULE OUTCOMES**

1. Understand (explain) how integrated deterrence and strategic competition affect national security and the DAF's role in it.
2. Predict the impact of integrated deterrence and strategic competition on the DAF's ability to win future wars.

## **LESSON OBJECTIVES**

### Cognitive

1. Explain the impact of dual-use technologies, emerging weapons, global events and demographic changes on U.S. National Security

### Affective

1. Recognize the challenges emerging threats pose to U.S. National Security

## **LESSON OVERVIEW**

**Overview:** Students will explore the diversity and complexity of threats that will influence future warfighting and diplomacy efforts with strategic competitors.

*CONTACT HOURS: 4.0-hours*

## **REQUIRED READING**

1. *National Security Long-Range Emerging Threats Facing the United States as Identified by Federal Agencies*, U.S. Government Accountability Office (GAO) Dec 2018 (pages 3-4 and 6-10)

## **ASSIGNMENTS**

**\*\*Strategic Environment Brief (See schedule for due date)\*\***

**\*\*Integrated Deterrence and Strategic Competition Brief (see schedule for due date)\*\***

**MODULE: CAPSTONE (Wargame Scenario)**

**Method of engagement:** Guided Discussion, Experiential

## **MODULE OUTCOMES**

1. Demonstrate proficiency in critical thinking, creative thinking, communicating, problem-framing, problem-solving, ethical decision-making
2. Examine a given sequence of events and develop courses of action that align with national policies to achieve national interests and meet commander intent
3. Demonstrate an understanding of integrated deterrence and predict responses in a simulated scenario

## **LESSON OVERVIEW**

**Overview:** While the activities in the Capstone Wargame will not be graded, they will allow students an opportunity to execute lessons learned during the course. Students will have the opportunity to apply lesson concepts and practice their use to gain insights, while receiving near-immediate feedback or observing consequences of their decisions. In the wargame, playing against an active adversary, assumptions, opinions and biases are challenged that often produce unexpected outcomes and unintended consequences which leads to innovation and original thought. Ultimately, the Capstone Wargame will create new connections and solidify lessons learned throughout the course while allowing students the opportunity to apply skills in a low-threat environment.

*CONTACT HOURS: 29.0-hours*

STUDENTS REVIEW THE SCHEDULE IN THE LMS(CANVAS) OR

CONTACT YOUR INSTRUCTOR FOR THE SCHEDULE