

**AIRMAN LEADERSHIP SCHOOL  
COURSE SYNOPSIS**



**1 February 2021**

*Table of Contents*

Curriculum Evaluation Program .....	3	Airmanship .....	10
Student Evaluation Program .....	3	Behavior Analysis .....	11
Course Description.....	3	Teams.....	11
Course Outcomes .....	4	Leadership .....	12
Scoring Model.....	4	Personal & Professional Development.....	12
Awards Program.....	5	Intro to Critical Thinking.....	13
ALS Detailed Curriculum Overview ...	5	Critical Thinking Framework ..	13
Program Orientation .....	7	Problem Solving .....	14
Core Values .....	7	Intro to Negotiations.....	14
Trust-Based Relationships .....	7	Human Performance .....	15
Diversity .....	8	Capstone.....	15
Emergent Leadership Issues .....	8	In/Out Processing & End-of Course Survey.....	15
Communication .....	8	Commandant's Time & Graduation...	15
Modern Communication.....	9		
The Mission .....	10		

## CURRICULUM EVALUATION PROGRAM

Attitudes and opinions are vital inputs used to improve the instructional program. The Curriculum Evaluation Program uses three instruments designed to survey current students and instructors.

1. **End of Course Survey:** This questionnaire is administered to 100 percent of the student body after the entire curriculum is delivered to determine the overall effectiveness of EPME at the NCOA.
2. **Instructor Validation Survey:** When necessary, this questionnaire evaluates the effectiveness of new lessons under validation status. All instructors must complete this survey each time they teach specified lessons in validation for the entire period designated by Academic Affairs. Depending on the needs of Academic Affairs, instructors can expect to provide feedback on validation lessons several times until the validation period is over.
3. **EPME Form 401:** This form provides a vehicle to identify specific curriculum, evaluation, or policy problems discovered during internal reviews at each school.

## STUDENT EVALUATION PROGRAM

Students attending the resident Airman Leadership School are evaluated academically to measure their achievement against specific academic standards and to identify those students who need individualized instruction. Students are evaluated through summative performance evaluations.

**Summative 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 clearly describe each of these components. Instructors 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.

## COURSE DESCRIPTION

Unlike other courses which evaluate one's knowledge and comprehension using end-of-course examinations, this course incorporates in-class exercises as well as performance tasks to assess the students' comprehension of the lesson concepts and principles. The curriculum consists of four outcomes: Mission, Leadership, Problem Solving, and Culture. Individual lessons are incorporated into these outcomes.

The ALS program's mission is to prepare Senior Airmen to be professional, war fighting Air and Space professionals who can supervise and lead Air and Space Force work teams to support the employment of air, space, and cyberspace power.

Students are highly encouraged to bring a laptop computer/tablet.

## COURSE OUTCOMES

- Exhibit the Core Values and instill them in others.
- Communicate individual roles and understanding of Air & Space Force missions.
- Collaborate and connect with members of the Air and Space Force team.
- Apply cognitive strategies to solve Air and Space Force problems.

## SCORING MODEL

Instructors evaluate performance tasks for quality and comprehensiveness, and assign student grades using evaluation instruments. Below is a summary of the available academic points and the weight of each in meeting course requirements and completion. Each graded assignment must be completed to a 70% standard or higher.

Assessments	Type	Weight %	Points	Passing Score
Core Values	Written Product	10	100	70
Mission Brief	Presentation	15	100	70
Mission Lab	Group Presentation	25	100	70
Air and Space Professional	Presentation	10	100	70
Problem Solving	Group Presentation	20	100	70
	<b>Total</b>	80	500	N/A

**Stratifications:** Students will rank their peers 1- (# of students). Only the top 10 will receive points. The points awarded will be determined by the average of their ranking among their peers.

Strat	
Rank	Points
1	500
2	450
3	400
4	350
5	300
6	250
7	200
8	150
9	100
10	50

**Graduation Score Calculation:**

Academic score will account for 80%

Stratification Score will account for 20%

## AWARDS PROGRAM

The following EPME Awards are awarded at ALS: John L. Levitow, Distinguished Graduate (DG), Academic Achievement, and Commandant's Award. Commandants may disqualify any award candidate who fails to exhibit USAF/USSF 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 do not meet minimum passing scores on any of the performance tasks are ineligible 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 based on performance tasks, peer stratifications, and the capstone exercise. The John L. Levitow Award is the most distinguished graduate and is included as part of the top 10 percent of Distinguished Graduates. Each ALS 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 performance tasks, peer stratifications, and the capstone exercise.
- **Academic Achievement Award:** This award is presented to the student with the highest academic standing, excluding the John L. Levitow Award recipient.
- **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.

## ALS DETAILED CURRICULUM OVERVIEW

The Airman Leadership School provides professional military education to prepare Senior Airmen and Staff Sergeants to be adaptable for current and future leadership and management challenges in order to operate [think/act] critically in complex and ambiguous environments.

The Airman Leadership School is **192** hours (24 academic days) of **guided discussion** classroom methodology, **experiential exercises**, **performance tasks**, and **simulations**. The Community College of the Air Force (CCAF) grants 8 semester hours for course completion.

<u>Course Hour Breakdown</u>	<u>Hours</u>
PRO101 Program Orientation	13
HPL101 Human Performance	20

AFC101 Core Values	5
AFC102 Trust-Based Relationships	4
AFC103 Diversity	4
AFC104 Emergent Leadership Issues	4
AFC105A Communication	6
AFC105B Modern Communication	2
LDP101 Airmanship	11
LDP102 Behavior Analysis	7
LDP103 Teams	6
LDP104 Leadership	6
LDP105 Personal and Professional Development	6
MSN101 The Mission	30
PBS101A Introduction to Critical Thinking	6
PBS101B Critical Thinking Framework	2
PBS102 Problem Solving	10
PBS103 Introduction to Negotiations	7
CPS101 Capstone Exercise	10
Commandant Time	8
Reflective Reinforcement	17
Emerging Issues	5
Administrative Hours	3
Total Course Hours (Maximum Possible)	192

CCAF Credit Hour Total: 8

***Lesson: PRO101, Program Orientation***

**Hours:** 13 (9 discussion/4 performance)

**Overview:** The Program Orientation lesson was designed to provide students with the purpose, policies and procedures of the ALS program, as well as prepare them to deliver and receive feedback from their peers and instructor. This lesson also introduces the students to the 17 hours of *Reflective Reinforcement* they will see throughout the course.

***Lesson: AFC101, Core Values***

**Hours:** 5 (3 discussion/2 performance)

**Overview:** This lesson enables students to focus on accepting, internalizing and embracing the core values as a guiding force in ethical decision-making. The lesson concludes by addressing values conflicts and how individuals can align their personal values with the core values.

**Course Goal:** Understand their purpose, service, and contribution to the USAF/USSF.

**Course Objective:** Practice effective communication and character behavior that build trust in their organization, team, and unit.

**Course Outcome:** Exhibit the Core Values and instill them in others.

**Performance Objectives:**

1. Explain how Core Values support ethical decision making
2. Define the relationship between Ethics and Core Values
3. Describe the linkage between Ethics, Personal Values and Core Values

***Lesson: AFC102, Trust-Based Relationships***

**Hours:** 4 (3 discussion/1 performance)

**Overview:**

This lesson is designed to strengthen skills in building trust-based relationships. This lesson should challenge students to reflect, mature, and stretch themselves in the area of building trust based relationships.

**Course Goal:** Understand their purpose, service and contribution to the Air and Space Force.

**Course Objective:** Practice effective communication and character behaviors that build trust in their organization, team, and unit.

**Course Outcome:** Exhibit the Core Values and instill them in others.

**Performance Objectives:**

1. Explain the importance of trust.

2. Describe the components of trust.
3. Summarize strategy to restore professional relationships.
4. Demonstrate the impact of trust-based relationship.

***Lesson: AFC103, Diversity***

**Hours:** 4 (3 discussion/1 performance)

**Overview:** The intent of this lesson is to increase the students existing knowledge of diversity and consider other less-obvious elements that contribute to overall organizational performance.

**Course Goal:** Understand their purpose, service, and contribution to the USAF/USSF.

**Course Objective:** Practice effective communication and character behaviors that build trust in their organization, team, and unit.

**Course Outcome:** Exhibit the Core Values and instill them in others.

**Performance Objectives:**

1. Describe the primary and secondary dimensions of diversity
2. Predict the impact of social sensitivity on a diversity sensitive environment
3. Summarize how the FAIR Way strategy promotes the acceptance of diversity in the workplace

***Lesson: AFC104, Emergent Leadership Issues***

**Hours:** 4 (4 discussion)

**Overview:** This Emergent Leadership Issues lesson contains Air and Space Force high interest items and covers many of the NCO responsibilities as prescribed in AFI 36-2618.

**Course Goal:** Understand their purpose, service, and contribution to the USAF/USSF.

**Course Objective:** Practice effective communication and character behaviors that build trust in their organization, team, and unit.

**Course Outcome:** Exhibit the Core Values and instill them in others.

**Performance Objectives:**

1. Determine root causes of Emergent Leadership Issues and propose solutions
2. Determine appropriate resources for responding to Emergent Leadership Issues
3. Predict the impact of Emergent Leadership Issues on mission effectiveness

***Lesson: AFC105A, Communication***

**Hours:** 6 (4 discussion/2 performance)



**Overview:** This lesson enables students to understand the need to effectively communicate to various audiences. It also drives home the point that verbal and non-verbal communication techniques, along with effective listening and a strong audience analysis can make students better Air and Space Force communicators.

**Course Goal:** Understand how Air and Space professionals connect to the wing mission.

**Course Objective:** Take the initiative to contribute to the squadron, group, and wing and their impact on mission effectiveness.

**Course Outcome:** Exhibit the Core Values and instill them in others.

**Performance Objectives:**

1. Differentiate between verbal and non-verbal communication techniques
2. Summarize the aspects of effective listening
3. Summarize the elements of audience analysis

**Lesson:** *AFC105B, Modern Communication*

**Hours:** 2 (2 discussion)

**Overview:** This discussion will help students understand that using Modern Communication can have both a positive impact and negative impact on the mission. This lesson's intent is to expose Air and Space professionals to the wide range of modern communication in the world and develop a deeper understanding of how modern communication effects our Air and Space Force culture.

**Course Goal:** Understand how Air and Space professionals connect to the wing mission.

**Course Objective:** Take the initiative to contribute to the squadron, group, and wing and their impact on mission effectiveness.

**Course Outcome:** Exhibit the Core Values and instill them in others.

**Performance Objectives:**

1. Summarize Air and Space Force guidance and instructions that govern the use of modern communication
2. Differentiate between appropriate and inappropriate use of modern communication as an Airman
3. Identify forms of modern communication acceptable for official Air Force business

4. Explain the potential positive and negative impacts of social media on the Air Force mission

***Lesson: MSN101, Mission***

**Hours:** 30 (2 discussion/28 performance)

**Overview:** The Mission lesson allows students to take an active and creative role to their learning thru the development and delivery of two graded presentations (Mission Lab & Career Specialty Performance Task). Instructors actively coach students thru a Mission Lab that introduces Great Power Competition (Russia, China and Space), Air Force Capabilities, Joint Forces, National Defense Strategy, Nuclear and Cyberspace. Students examine services, organization structures, core functions and link the efforts they deliver in executing their wing, and Air and Space Force missions.

**Course Goal:** Understand how Air and Space professionals connect to the wing mission.

**Course Objective:** Take the initiative to contribute to the squadron, group, and wing and their impact on mission effectiveness.

**Course Outcome:** Communicate individual roles and understanding of Air & Space Force missions.

**Performance Objectives:**

1. Comprehend the Air and Space Force core missions and functions.
2. Recall how the Air and Space Force missions connect to Joint Organizations.
3. Illustrate how mission capabilities connect to existing and emerging global interests.
4. Illustrate how career specialties contribute to the execution of the wing and Air and Space Force missions.

***Lesson: LDP101, Airmanship***

**Hours:** 11 (2 discussion/9 performance)

**Overview:** This lesson is presented using the guided discussion and experiential methods to stimulate student thinking and to challenge them to verbalize their thoughts on the Airmanship and why they believe they qualify as professionals.

**Course Goal:** Understand where Air and Space professional fit within the USAF/USSF.

**Course Objective:** Demonstrate how each Air and Space professional contributes to the USAF/USSF mission.

**Course Outcome:** Collaborate and connect with members of the USAF/USSF team.

**Performance Objectives:**

1. Show how your role as an Air and Space professional is shaped by the Profession of Arms
2. Distinguish differences between an Air and Space professional and other professions
3. Explain how an Air and Space professional embodies Airmanship

**Lesson: LDP102, Behavior Analysis**

**Hours:** 7 (5 discussion/2 performance)

**Overview:** The Behavior Analysis lesson is intended to help the students recognize the relationship between behavior analysis and connecting and collaborating with others.

**Course Goal:** Understand where Air and Space professionals fit within the USAF/USSF.

**Course Objective:** Demonstrate how each Air and Space professional contributes to the USAF/USSF mission.

**Course Outcome:** Collaborate and connect with members of the USAF/USSF team.

**Performance Objectives:**

1. Predict the behaviors that will impact mission accomplishment
2. Give examples of behaviors that impact personal and professional relationships
3. Defend that personal and professional relationships impact mission accomplishment
4. Summarize leader behaviors that contribute to team building

**Lesson: LDP103, Teams**

**Hours:** 6 (4 discussion/2 performance)

**Overview:** This lesson, Teams, is intended to help the students recognize common issues that impact team building and team dynamics. The students should focus on how these factors directly contribute to their effectiveness as team members, team leaders, first-line supervisors, and NCOs.

**Course Goal:** Understand where Air and Space professionals fit within the USAF/USSF.

**Course Objective:** Demonstrate how each Air and Space professional contributes to the USAF/USSF mission.

**Course Outcome:** Collaborate and connect with members of the USAF/USSF team.

**Performance Objectives:**

1. Differentiate between the characteristics of a group and a team
2. Explain the team leader and team member roles and responsibilities
3. Describe the actions/behaviors associated with each stage of team development
4. Summarize the characteristics of each preferred team member role
5. Explain the processes (“Z” process and P.E.P. cycle) that impact team member roles

***Lesson: LDP104, Leadership*****Hours:** 6 (4 discussion/2 performance)**Overview:** The objective of this lesson is for students to understand how leadership impacts mission success at the Air and Space Force’s team and organizational levels. Is also designed to provide students with a general overview of first-line supervisory responsibilities.**Course Goal:** Understand where Air and Space professional fit within the USAF/USSF**Course Objective:** Demonstrate how each Air and Space professional Contributes to the USAF/USSF mission**Course Outcome:** Collaborate and Connect with members of the USAF/USSF team**Performance Objectives:**

1. Describe how positive and negative leadership qualities impact mission success
2. Summarize how to lead others in a self-concerned environment
3. Explain the importance of leading change in an organization

***Lesson: LDP105, Personal and Professional Development*****Hours:** 6 (5 discussion/1 performance)**Overview:** This lesson will help students to understand the importance of personal and professional development. It should also lead students to a deeper understanding of these concepts and their impact on wing and Air and Space Force missions.**Course Goal:** Understand how Air and Space professionals connect to the wing mission.**Course Objective:** Take the initiative to contribute to the squadron, group, and wing and their impact on mission effectiveness.**Course Outcome:** Collaborate and Connect with members of the USAF/USSF team

**Performance Objectives:**

1. Describe the relationship between personal and professional development
2. Predict the impact of personal and professional development on subordinate and NCO effectiveness
3. Use goal setting to aid in NCO and subordinate development

***Lesson: PBS101A, Introduction to Critical Thinking*****Hours:** 6 (4 discussion/2 performance)**Overview:** The intent of this lesson is for students to logically build upon the types of thinking, characteristics of a proficient thinker and hindrances of a thinker to act as a foundation to the other lessons in the problem solving outcome.**Course Goal:** Understand how they approach problem-solving situations.**Course Objective:** Solve problems by applying a solution framework.**Course Outcome:** Apply Cognitive Strategies to Solve Air and Space Force Problems.**Performance Objectives:**

1. Predict the impact of a critical thinker's characteristics on problem solving
2. Summarize the types of thinking that are used in problem solving
3. Explain the hindrances of thinking

***Lesson: PBS101B, Critical Thinking Framework*****Hours:** 2 (1 discussion/1 performance)**Overview:** This lesson leads students to a deeper understanding of the framework of Intellectual Standards, Elements of Reasoning, and Intellectual Traits and shows them how the standards in conjunction with the elements are used to develop Intellectual Traits.**Course Goal:** Understand how they approach problem-solving situations (meta-cognition).**Course Objective:** Solve problems by applying a solution framework.**Course Outcome:** Apply cognitive strategies to solve Air and Space Force problems (Problem Solving).

**Performance Objectives:**

1. Describe the components of the Critical Thinking Framework
2. Summarize the characteristics of the Universal Intellectual Standards
3. Use the Critical Thinking Framework to improve thinking
4. Demonstrate the use of Universal Intellectual Standards throughout the ALS Program

**Lesson: PBS102, Problem Solving****Hours:** 10 (4 discussion/6 performance)**Overview:** Problem Solving is a lesson that discusses problem solving steps, characteristics of a good problem solver and the approaches and techniques used in problem solving.**Course Goal:** Understand how they approach problem-solving situations.**Course Objective:** Solve problems by applying a solution framework.**Course Outcome:** Apply cognitive strategies to solve Air and Space Force problems.**Performance Objectives:**

1. Explain how the basic steps of problem solving can lead to creating effective solutions
2. Use the characteristics of a good problem solver to enhance your way of thinking
3. Demonstrate the use of problem solving techniques that help solve problems within your work center
4. Explain how individual preferences to problem solving impact solution development

**Lesson: PBS103, Introduction to Negotiations****Hours:** 7 (3 discussion/4 performance)**Overview:** This lesson is an introduction to negotiating and it helps the students form a foundation for negotiating issues as a first line supervisor.**Course Goal:** Understand how to approach problem-solving situations.**Course Objective:** Solve problems by applying a solution framework.**Course Outcome:** Apply cognitive strategies to solve Air and Space Force problems.

**Performance Objectives:**

1. Describe the elements present in the negotiating environment
2. Summarize the characteristics of each negotiation strategy
3. Use the components of the Negotiation Strategies Chart to posture for action in in conflict negotiations

**Lesson: HPL101, Human Performance**

**Hours:** 20 (20 performance)

**Overview:** The Human Performance lesson was designed to provide a structured workout and educational experience making fitness enjoyable, rewarding, and safe.

**Performance Objectives:**

1. Understand that fitness principles will increase the ability to be professional, warfighting Airmen who can supervise and lead Air and Space Force work teams to support the employment of air space and cyberspace power.

**Lesson: CPS101, Capstone**

**Hours:** 10 (6 discussion/4 performance)

**Overview:** The purpose of this lesson is for students to apply their understanding of the concepts and principles learned throughout the course.

**Performance Objectives:**

1. This lesson applies to all course performance objectives.

**EMERGING ISSUES (5 hours)**

Schools may use the emerging issues time as they see fit to address emerging Air and Space Force or local issues (potential for speakers, discussions, etc.).

**REFLECTIVE REINFORCEMENT (17 hours)**

Students will use the 17 hours of reflective reinforcement discussion time to develop their critical thinking by sharing what they have learned, what they think is important, and how it can apply to future situations.

**IN/OUT PROCESSING & END-OF-COURSE SURVEY (3 hours)**

Three hours are allotted for processing students into and out of the school. The first hour should be used for in-processing and the second/third hour for out-processing/EOC Survey.

During in-processing, schools may do such things as verify the eligibility of all students. During out-processing, schools will ensure all issued materials are returned and students receive appropriate briefings (i.e., how their education records are updated to reflect award of CCAF credit hours, safe driving practices, etc.). Students will also complete the EOC survey.

### **COMMANDANT'S TIME & GRADUATION (8 hours)**

This block of time is used to bring in speakers of opportunity to enhance the ALS experience, i.e., wing commander, CMSAF, CCM, chief's group, first sergeants, etc. Two Commandant hours are allotted for graduation. The first hour of this block should be used for preparation, and the second for a graduation ceremony. Encourage students to participate as much as possible in planning this event to reinforce the importance and impact of military traditions, communication skills, and effective leadership.