

**AIRMAN LEADERSHIP SCHOOL
COURSE SYLLABUS**



1 February, 2021

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AF EPME Mandatory Prerequisite Reading

Airman Leadership School

Air Force Standards

https://static.e-publishing.af.mil/production/1/af_cc/publication/afi1-1/afi1-1.pdf

Little Blue Book

https://www.doctrine.af.mil/Portals/61/documents/AFDP_1/AFDP-1.pdf

Enlisted Force Structure

https://static.e-publishing.af.mil/production/1/af_a1/publication/afh36-2618/afh36-2618.pdf

CSAF ACTION ORDERS to Accelerate Change

https://www.af.mil/Portals/1/documents/2020SAF/CSAF_Action_Orders_Letter_to_the_Force_Dec_20.pdf

Air Force Doctrine Publication 1

<https://www.doctrine.af.mil/Operational-Level-Doctrine/AFDP-1-The-Air-Force/>

Optional Reading

CMSAF Reading List 2021:

https://www.af.mil/Portals/1/documents/CMSAF_Reading_List_2021.pdf?ver=fNRJKL-IUwyW_IsgBelwA%3d%3d

The Kill Chain: Defending America in the Future of High-Tech Warfare (Highly Recommended)

[AIR FORCE STANDARDS](#)

[PROFESSION OF ARMS](#)

[ENLISTED FORCE STRUCTURE](#)

[CSAF ACTION ORDERS - LETTER TO THE FORCE](#)

[CMSAF READING LIST 2021](#)

USAF EPME PROCEDURAL GUIDANCE

The USAF *Enlisted Professional Military Education* (EPME) Procedural Guidance (PG) is developed by the Thomas N. Barnes Center for Enlisted Professional Military Education located at Maxwell AFB, Gunter Annex, Alabama, and is published under the authority of Air Force Instruction (AFI) 36-2670, *Total Force Development*. It is the primary directive for administering all levels of EPME programs. All ALS commandants administer their ALS programs using the same directives to ensure a standardized EPME experience for all students.

Professional Behavior

Students and faculty are expected to be professional in and outside the classroom. Students and faculty will not engage in behaviors that violate articles outlined in the UCMJ, any AFI, or local guidance. Any violation of policies or the UCMJ will be dealt with appropriately, including the possibility of release from the school. Students and faculty members must use sound judgment in avoiding unprofessional relationships while attending EPME; this includes student/faculty and student/student relationships. Professional/unprofessional behavior is defined in AFI 36-2909, *Professional and Unprofessional Relationships* and AETCI 36-2909, *Recruiting, Education, and Training Standards of Conduct*.

Academic Freedom

AUI 36-2602, *AU Operations*, allows for the privilege of debate with discretion on any subject related to EPME curricula. It encourages visiting lecturers, faculty, and students to express their opinions and support subject matter while pursuing knowledge, understanding, and improvement of the military profession. Students may engage in responsible classroom discussion of controversial issues; however, this policy does not authorize the use of offensive remarks, irresponsible statements (e.g., sexist comments, ethnic slurs, etc.) or profanity. If offensive or disparaging remarks are made, or UCMJ violations are identified, student(s) involved will be counseled and documented appropriately.

Non-attribution

As specified in AUI 36-2602, *AU Operations*, statements, disagreements, and other comments made by individuals or groups in the educational forum are protected through the practice of non-attribution. Communication among students and faculty is privileged information; neither will reference statements to a specific individual or group of individuals. Safeguard statements and other comments made by guest speakers, instructors, or students.

Faculty may say “a previous speaker” or “in our flight we discussed,” but will not identify the speaker by name. Permission must be obtained from speakers and the school before releasing or discussing remarks outside the academic forum. This includes references and comments made in Communication Skills or performance assignments.

Academic Integrity

AUI 36-2602, *AU Operations* dictates the uncompromising adherence to a code of ethics, morality, conduct, scholarship, and other values related to academic activity. Students who violate academic integrity standards of conduct are subject to administrative action and/or prosecution under Article 92 of the UCMJ. Violations include, but are not limited to: cheating, plagiarism, and misrepresentation.

- **Cheating** is the act of giving or receiving improper assistance for another student(s). Examples include, but are not limited to:
 - Using previously written papers, briefings, test answer strings, or other types of work provided by former students, current students at another EPME school, or the same student re-attending after a previous release.
 - Using copies of official writing accomplished in any unit or organization except as specifically authorized by the academy.
 - Copying answers from another student's examination or copying another student's writing assignments or examination answers.
 - Knowingly permitting another student to copy one's writing assignments or examination answers.
 - Gaining unauthorized access to faculty curriculum materials not intended for student use or collaborating with other persons to gain access to controlled faculty curriculum materials.
 - Using texts, notes, issue materials, or other references and study aids not authorized for examinations or other assigned course work.
 - Collaborating with other persons on individual assignments except as specifically authorized by the academy.
 - Allowing another student to complete one's assignments in part or in whole. NOTE: While editing by other students is permitted and encouraged, all completed assignments must reflect each student's individual effort.
- **Plagiarism** is the act of passing off the literary ideas and work of others as the product of one's own mind. An example is copying an outside source verbatim without using quotation marks and a citation of the source. Intent is based on consideration of all circumstances and evidence presented. The correct method for giving credit to a source in written work is to use quotation marks and an accompanying footnote or bibliographies when quoting directly or just a footnote when paraphrasing. In oral presentations, students must cite, integrate, or qualify (whichever is applicable) the outside sources they quote or paraphrase.
 - **Internet Sources:** Students are not authorized to use products or language on Internet Websites as their own work for communication skills assignments or individual projects. Some examples of such sites include but are not limited to: airforcewriter.com, afwriting.com, afmentor.com, afeprbullets.com, militarywriter.com, and eprbullets.com. Downloading, copying and pasting, copying and modifying, using the content from such sites as a template, or any other use of the content on such websites without proper citation constitutes a disciplinary issue that

may result in disciplinary action up to and including disciplinary release.

- **Operational Sources:** Students are not authorized to use products or language from Air and Space Force or other military or civilian organizations as their own work for communication skills assignments or individual projects unless explicitly authorized.

This includes using products developed in the student's home unit or any other military or civilian organization as a template, copy and pasting content from such sources, copying and modifying, or any other use without proper citation.

Using material from these sources without proper citation constitutes a disciplinary issue resulting in disciplinary action up to and including disciplinary release.

- **Misrepresentation** is the act of making an assertion to intentionally deceive or mislead. Examples include, but are not limited to falsifying a report or knowingly giving false statements to a/an academic/disciplinary review board or to faculty members attempting to investigate suspected behavior in violation of established policies.

Study Aids

All assigned course objectives and assignments must be completed in a manner that reflects each student's individual effort. Therefore, students are authorized to use only those study aids developed by either themselves or with members of their current class. Study aids include but are not limited to: study notes, flashcards, practice tests, and quick reference sheets. Reference materials are provided on the LMS and are authorized for use in ALS. Downloading, copying, and/or using prohibited study aids from former students, or from internet websites constitutes a disciplinary issue that may result in disciplinary action up to and including disciplinary release. Some examples of such sites include but are not limited to: quizlet.com, proprofs.com, and cram.com.

Curriculum Materials

All course materials provided to students to include but not limited to student study guides (Reference materials located in the LMS), handouts, and any versions of completed student assignments are intended for the exclusive use by the student while attending the course and may be retained by the student as personal reference material. Students may not provide copies of any course materials to future students or commercial entities, nor upload in whole or in part instructional materials to Internet websites.

Use of Recording Devices

Students will not use any type of recording device in the classroom/auditorium during delivery or review of academic curriculum. This includes but is not limited to: cameras, tape recorders, digital voice recorders, cell phones, iPods/mp3 players, scanning pens, etc. Images, video, or audio will not be recorded when class is in session unless using government procured official equipment for the specific purpose of providing student feedback on performance exercises or evaluations. Students may use personal recording devices, such as cameras, during breaks or during off-duty hours at the discretion of school faculty.

Use of Electronic Devices

Students may use laptop computers, tablets, e-readers, or other electronic devices in the classroom; however students must stay fully engaged in the discussion and are always at

risk of being called upon at any time. Additionally, as stated above, built-in cameras microphones, and/or other recording software will not be used in the classroom during the delivery or review of academic curriculum. School faculty will have the final say regarding student use of electronic devices in the classroom

Use of electronic devices during academic instruction for any type of recording, taking photos or video, games, internet browsing, shopping, social media, text messaging, email, or any other use not directly related to the module(s) constitutes a disciplinary issue that may result in disciplinary action up to and including disciplinary release from the course. School faculty will ultimately make the final decision regarding student use of electronic devices in the classroom.

Use of Learning Management System (LMS)

Communications among students and faculty in a distributed learning environment (such as the LMS) are an extension of the academic EPME classroom, considered privileged (protected), and academic freedom and non-attribution policies apply. Care should be taken to ensure that text conversations from discussion boards are not forwarded outside the educational forum without the permission of the originator. Furthermore, these communications must comply with Air Force guidance on acceptable use of Internet-based capabilities as outlined in AFMAN 33-152.

Extenuating Circumstances

Students must promptly inform the faculty as soon as extenuating circumstances arise so that appropriate actions are taken. Extenuating circumstances include: (1) death or terminal illness notification of a family member or (2) marital, family, or financial situations. Actions may include temporary absence, administrative release, or early graduation. Students should speak to their instructor about the academic ramifications if they decide to continue the academic program versus early release to tend to extenuating circumstances.

Graduation Criteria

To graduate, all students must meet the following requirements:

- **Lessons with assessments:** Students will be assessed on curriculum material by way of four performance tasks and one lab. Students must score the minimum passing standard on each performance task.
- **Lessons with no assessments:** For those lessons that do not have performance tasks, students will participate and meet lesson objectives to the instructor and commandant's satisfaction. Students will participate in all aspects of every academic program and event, to include stratification of their peers. Students with medical profiles that limit their ability to participate in specific physical activities will meet graduation requirements as determined by the commandant on a case-by-case basis.

All instances pertaining to students not meeting lesson objectives due to a lack of participation will be documented. Remediation or other appropriate administrative action will be taken to correct this unacceptable behavior. Multiple infractions may lead to a student's release from the course.

- **Awards Eligibility:** To be eligible for the John L. Levitow, Distinguished Graduate, or Academic Achievement Awards, students must meet the minimum passing standard on every performance task.

Student Responsibilities

- Academic Responsibilities:

-- Adhere to class schedule attendance requirements and engage in the learning process by completing all homework, objective, performance, and remediation assignments on time. In class, students are expected to participate, actively listen, critically think, and willingly discuss course concepts and principles.

-- Students are highly encouraged to engage in after-hour study groups and review sessions as deemed necessary to meet graduation requirements.

-- Students must put forth the effort necessary to achieve all learning outcomes. Students who turn in late assignments are subject to administrative corrective action.

- **Participation:** Students will participate in many activities that are not directly assessed towards a graduation score. Unless prevented by a medical profile, students will participate in all course programs and events, to include physical fitness sessions. Satisfactory participation is predicated on the student's attitude, willingness to participate, and effort put forth during the program or event to the instructor and commandant's satisfaction, and not on level of performance or outcome. Unsatisfactory participation is considered a matter of military integrity; therefore, instructors will counsel and document substandard student performance and behavior accordingly.

- **Additional Duties:** Additional duties are part of any Air and Space Force mission; EPME is no different. While temporarily assigned to the academy, students are expected to participate and fulfill assigned additional duties. If an additional duty or duties impede a student's ability to fulfill academic requirements, it is the student's responsibility to inform their instructor immediately.

- **Well-Rounded Students:** It is not enough to excel in only one area; well-roundedness is essential to a leader's effectiveness in today's Air and Space Force. Participation and accomplishment throughout all EPME program elements supports the Air and Space professional's success as a supervisor, leader, and citizen.

- **Integrity:** All students must adhere to the highest standards of academic integrity and are prohibited from engaging in plagiarism, cheating, misrepresentation, unprofessional relationships, or any other act constituting a lack of academic or military integrity. Students who violate this directive are subject to adverse administrative action including release from the academy.

Community College of the Air Force (CCAF) Classroom: All ALS flight rooms are approved CCAF classrooms.

Faculty Responsibilities

ALS faculty will maintain accountability and control of the student body at all times and exercise sound classroom management practices and techniques. This responsibility includes observing student behavior, counseling, and correcting in a timely manner students who violate standards. ALS faculty will monitor student attitude, willingness to participate, and effort throughout the course, and counsel as necessary those students who exhibit marginal or unsatisfactory performance in any of these areas.

Remediation

The remediation process is a series of actions that occur due to a student's failure to meet minimum academic requirements. Students who fail a performance task will retake (re-fire) the assignment. Students who fail the re-fire will meet an Academic Review Board (ARB).

Academic Review Boards (ARB)

An ARB will convene when students cannot meet graduation criteria and when remediation and reevaluation attempts are unsuccessful. The purpose of the ARB is to determine whether the institution and the student fulfilled their respective responsibilities. A key consideration during the investigation is whether the student engaged in the learning process. Disciplinary release is only considered when sufficient evidence proves the student did not put forth enough effort, or failed to fulfill their academic responsibilities.

Disciplinary Review Boards (DRB)

When students violate Air and Space Force directives or individual school policies, the school may consider disciplinary release. Examples include: lack of effort, disruptive/poor attitude, engaging in unprofessional relationships, academic irresponsibility, cheating, plagiarism, misrepresentation, or other conduct in violation of local policies or the UCMJ. The commandant will convene the DRB to serve as an investigative body and objectively evaluate all circumstances and issues pertaining to the situation.

Student Releases

There are three types of releases: *administrative*, *academic*, and *disciplinary*.

- **Administrative Release:** Students are administratively released when they encounter extenuating circumstances, or when recalled by their commander.
- **Academic Release:** Students are academically released when they fail to meet minimum academic requirements. Academic releases render students ineligible for reentry into any EPME course of instruction for three months (90 days) from the release date.
- **Disciplinary Release:** Students are disciplinary released when they violate Air and Space Force directives or individual school policies (e.g., cheating, lack of effort, disruptive or poor attitude, or other conduct in violation of the UCMJ). Disciplinary releases render students ineligible for reentry into any EPME course of instruction for one year (365 days) from the release date.

Peer Feedback and Stratification

Feedback is a primary focus and integral part of any EPME resident course. Therefore, students will participate in peer feedback throughout their time at ALS.

- **Peer Feedback:** Peer feedback is based on peer assessments completed by students at a specific time during the course. These assessments are based upon 10 observable behaviors. Students will perform these peer assessments in the EPME Course Application Toolkit (ECAT) accessible through the LMS. After completing the peer assessments, students will receive time to view their individual assessments and they will then participate in face-to-face feedback.
- **Peer Stratification:** Upon completion of the peer assessments, students will be

prompted to stratify their peers in ECAT. These stratifications will take place in conjunction with the peer assessments once throughout the course.

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.

COURSE DESCRIPTION

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.

Unlike other courses which evaluate one's knowledge and comprehension using end-of- course examinations, this 192-hour (24 academic day) course incorporates guided discussions, 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. The Community College of **ALS SCORING MODEL**

the Air Force (CCAF) grants 8 semester hours for course completion.

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.

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	14	100	70
Mission Brief	Presentation	19	100	70
Mission Lab	Group Presentation	29	100	70
Air and Space Professional	Presentation	14	100	70
Problem Solving	Group Presentation	24	100	70
	Total	100	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%

LESSONS

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 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 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.

System Requirements for Airman Leadership School

	Minimum	Recommended
<u>Operating System</u>	Windows 8, Mac OSX 10.6, or later	Windows 8.1 or later, latest Mac OSX
<u>Processor</u>	2 GHz processor	2.86 GHz or faster processor
<u>Memory</u>	4 GB of RAM or higher	8 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Wireless	WPA2 Personal Encryption capable (802.1x)	WPA2 Personal Encryption capable (802.1bg)
<u>Internet Browser**</u>	IE10, latest Chrome or Firefox	IE11, Safari 6, latest Chrome Version or latest Firefox Version
Word Processing Program	Any word processing program that will the ability to save documents in PDF format	

Antivirus	Any up to date antivirus
Acrobat Pro	Version 9+
Adobe Acrobat Reader or Adobe Acrobat Pro	Version 9+

Mobile Devices

Devices, such as, the Apple iPad, Android Tablets, or Windows Slates, it is highly recommended that you bring a keyboard and mouse that will connect to these devices since you will be required to compose several essays. External keyboards or mice will not be provided by the schoolhouse for these devices.

Wireless	WPA2 Personal Encryption capable (802.1x)	WPA2 Personal Encryption capable (802.1x)
<u>Internet Browser</u>	Mobile IE, Safari Mobile (latest), Chrome or Firefox	
Word Processing Program	Any word processing program that will the ability to save documents in PDF format	
Antivirus	Any up to date antivirus	
Adobe Acrobat Reader or Adobe Acrobat Pro	Version 9+	

Government Systems

Government systems should have the Standard Desktop Top (SDC) v3.4 (with Office 2010) with Google Chrome or Firefox installed and the wireless connection turned on prior to coming to the schoolhouse.

Notes:

Headphones/earbuds will be required to complete the course and are not provided by the schoolhouse.

All software, drivers, and updates must be installed prior to arriving at the schoolhouse.

Any system older than 3 years may not have the processing power to work with our current version of the Learning Management System and its components.

Smartphones are not considered a viable method to complete the course.

Laptops must have current date and time set.

It is recommended to bring a CAC reader.