

Airmanship 400 (ALS) In-Resident Course Syllabus

Effective: 1 May 2026

MISSION

Prepare the next generation of Non-Commissioned Officers to supervise Airmen and execute the mission.

COURSE LEARNING OUTCOMES

1. Understand the Air Force mission, the purpose of doctrine, the profession of arms, and the concept of a warrior ethos.
2. Understand fundamental leadership concepts and problem-solving processes at the unit level.
3. Apply supervisory tools and communication concepts to manage junior enlisted members.

CURRICULUM OVERVIEW

Airmanship 400 (ALS) is a 24 academic day course that includes guided discussion of classroom methodology and experiential exercises. The course is designed to meet specific objectives associated with the three course learning outcomes. View the table below for the course breakdown.

Course Breakdown	Hours
Administrative Hours	32
Skill Refinement Hours	19
Course Orientation	4
Supervisory Skills Module	32.5
Communication Module	16.5
Leadership Module	17.5
Problem-Solving Module	22.5
Enlisted Warfighter Module	48
Total	192

COURSE REQUIREMENTS/POLICIES

1. **UNIFORM.** Each of the following uniforms are required to be worn and serviceable during Airman Leadership School:
 - a. OCP/Flight Suit/MCCUU/Type IIIs/Utilities or service equivalent
 - b. Semi-Formal/Service Blue Uniform (Class A) or service equivalent
 - c. Air Force Physical Fitness Gear or service equivalent
2. **READINESS ASSESSMENT.** Students who attend Enlisted Professional Military Education are expected to meet and adhere to service-specific physical training readiness standards. A readiness assessment will be given to all students no later than the fifth academic day of the course. All students must satisfactorily meet Air Force physical readiness standards. Failure to achieve a minimum score in each component and an overall composite score of 75 or higher will result in the student being red-lined for awards.

3. **TECHNOLOGY.** Students will be required to utilize a laptop computer and a CAC reader to access all documents necessary for course completion. Additionally, ensure laptops have the function to open Microsoft Word Documents, Adobe PDFs (utilize Adobe Acrobat Reader: Free PDF Viewer, or equivalent), and presentation software.
4. **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 material.
5. **CLASSES.** Students will attend class for guided discussions, experientials, case studies, and interactive scenarios. These discussions will complement the readings and students must contribute positively to the classroom environment.
6. **PARTICIPATION.** Student participation in classroom discussions and activities is vital to the success of the course. Students must prepare for each lesson by completing all the assigned homework and readings. Each student is expected to contribute to the discussion.
7. **GRADUATION SCORE**
The graduation score is based on academic graded assignments only but includes peer evaluations for administrative purposes.

Airmanship 400 Scoring Model		
	<i>Possible Points</i>	<i>Score Percentage</i>
Academic Graded Assignments	180	80%
Peer Leadership Evaluations	100	20%
Total Score:	280	100%

8. **PEER LEADERSHIP EVALUATIONS.** During the final week of the course, students will rank their peers based on performance and observations during the entire course. Only the top 10 students will receive points. The points awarded will be determined by the average ranking among their peers. The stratification score will account for 20% of the overall score but does not determine graduation status.

Peer Leadership Points Chart	
<i>Rank</i>	<i>Points</i>
1	100
2	90
3	80
4	70
5	60
6	50
7	40
8	30
9	20
10	10
All Remaining (11-X)	0

9. **METHODS OF EVALUATIONS.** Achievement of course outcomes are measured with assignments. Students must achieve a minimum of 70 percent cumulative score at the end of the course after completion of all assignments. The standardized evaluation instruments (rubrics and performance task checklists) describe each of the criteria students must complete for the assignment. The rubrics used in this course are designed to outline the standards students must meet to successfully complete the assignments. Instructors will utilize the rubrics to provide individualized feedback on how well the students' assignment submissions and briefings met the established criteria. 2 assignments will be graded using a 4-point rubric and 4 will be graded using a performance task checklist.

There are seven graded assignments (four written, two speaking, and one multiple-choice test) that students must complete to graduate from Airmanship 400.

Airmanship 400 Assignment Scoring Model		
<i>Name</i>	<i>Type</i>	<i>Points</i>
Air and Space Achievement Medal	Written Product	32
Air Force Quarterly Award	Written Product	25
Career Specialty	Briefing w/Visual Aid	20
Enlisted Performance Brief	Written Product	25
Enlisted Warfighter	Multiple-Choice Test	30
Memorandum for Record	Written Product	23
Problem-Solving	Group Briefing w/Visual Aid	25
Academic Total		180

Air and Space Achievement Medal Assignment

Students will create an Air and Space Medal Citation that documents their own accomplishments over the course of their current assignment. Students are to use lessons

learned in class from the Decorations Program lesson as well as guidance from DAFI 36-2803, *Military Decorations and Awards Program* to properly format the decoration.

Air Force Quarterly Award Assignment

Students will write a quarterly award based on the performance and accomplishments of their assigned Paper Airman. Students are expected to use lessons learned from the Awards Program lesson as using guidance from DAFI 36-2806, *Military Awards: Criteria and Procedures* to properly format and fill out an Air Force Form 1206.

Career Specialty Briefing

This assignment is a prepared briefing with a visual aid that requires students to explain how their career specialty contributes to the execution of the squadron, wing, and MAJCOM mission.

Enlisted Performance Brief Assignment

Students will write an Enlisted Performance Brief based on the performance and accomplishments of their assigned Paper Airman. Students will use lessons learned from the Enlisted Performance Brief lesson as well as guidance from DAFI 36-2406, *Officer and Enlisted Evaluation Systems* to properly format their assignment.

Enlisted Warfighter Test

This multiple-choice test assesses comprehension of the competition continuum, national defense strategy, military organization, and operational concepts. It also covers Air Force core missions, readiness principles, operational doctrine, and agile combat employment. Students should prepare by reviewing all class activities and homework on these topics.

Memorandum for Record Assignment

Following guidelines from DAFH 33-337, *The Tongue and Quill* and using lessons learned from The Tongue and Quill lesson in class, students will create an appointment letter using the format for the official memorandum.

Problem-Solving Group Briefing

This assignment is a group presentation that allows the students to collaborate as a team to analyze a problem and determine a potential solution(s) while considering the risk associated with their plan.

10. ACADEMIC COUNSELING AND REDLINING

Students who fail to score 70% or higher on any academic assignment will receive academic counseling and be ineligible for all awards, except the Commandant Award.

Assignment Name	Points to achieve 70%	Total Points
Air and Space Achievement Medal	23	32
Air Force Quarterly Award	18	25
Career Specialty Brief	14	20
Enlisted Performance Brief	18	25
Memorandum for Record	16	23
Military Studies Test	21	30
Problem-Solving Group Brief	18	25

11. END OF COURSE SURVEY

The survey is administered to 100 percent of the student body upon course completion to determine overall effectiveness of Airmanship 400.

12. AWARDS PROGRAM

Commandants may disqualify any award candidate who fails to exhibit leadership traits and characteristics, professional behavior, military bearing, respect for authority, the highest standards of dress and appearance, exemplary standards of on and off-duty performance, and physical fitness standards.

Eligibility: Students who do not meet the minimum passing score of 70% on any assignment are ineligible (redlined) for the John L. Levitow, Distinguished Graduate, and Academic Achievement awards. Students with one or more letters of counseling, admonition, or reprimand for disciplinary or administrative issues will be considered ineligible for awards at the commandant's discretion.

John L. Levitow Award: This is the highest honor awarded. The John L. Levitow Award is the most distinguished graduate and is included as part of the top 10 percent of Distinguished Graduates. Each Airmanship 400 will have only one John L. Levitow Award recipient.

Distinguished Graduate (DG) Award: Selection criteria for this award are based on all summative evaluations (objective and/or performance as applicable), as well as instructor and peer leadership points/evaluations. The DG award will be presented to the top 10 percent of the class, excluding the John L. Levitow Award recipient.

Academic Achievement Award: This award is presented to the student with the highest academic standing, excluding the John L. Levitow Award recipient. The Academic Achievement Award is based on a student's total academic score from assignments that are administered during the course.

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.

Airmanship 400 Course Overview

Mandatory Course Pre-Requisite Readings:

- The Case for Change: Optimizing the Air Force for Great Power Competition
- Air Force Doctrine Publication 1: The Air Force
- Air Force Instruction 1-1: Air Force Standards

Administrative Hours

OVERVIEW

This document encompasses all the course time given for administrative hours and functions that are not considered direct instructional hours (listed below). *CONTACT HOURS: 32.0*

- ***School House In/Out-Processing:*** The first hour is to be used for in-processing and the second hour for out-processing. *CONTACT HOURS: 2.0*
- ***Uniform Inspections:*** This allocated time is to conduct the EPME Class A uniform inspection, which is a requirement in accordance with the EPME Handbook. This must be conducted within the first five days of the course. *CONTACT HOURS: 3.0*
- ***Readiness Assessment:*** This allocated time is to conduct the EPME Readiness Assessment, which is a requirement in accordance with the EPME Handbook. This must be conducted within the first five days of the course. *CONTACT HOURS: 2.0*
- ***Human Performance:*** Throughout the course students will participate in a physical fitness program that is enjoyable, rewarding, and safe. Students with annotated medical restrictions documented on a completed AF Form 422, *Medical Profile* or AF Form 469, *Duty Limiting Condition Report* must adhere to their profile and participate to the level of their abilities. *CONTACT HOURS: 18.0*
- ***Peer Leadership Evaluations/Feedback and Instructor Feedback:*** Students will conduct peer to peer feedback and stratifications based on their performance throughout the course. This time will also be used by instructors to provide individualized feedback to each student based on their performance during the course. *CONTACT HOURS: 5.0*
- ***Graduation Practice:*** Students will participate as much as possible in planning the graduation event to reinforce the importance of military traditions, communication skills, and effective leadership. Students will wear the semi-formal dress uniform (or other service equivalent) for graduation. *CONTACT HOURS: 2.0*

Skill Refinement Hours

OVERVIEW

This document encompasses all the course time given for Reflective Reinforcement or Commandant's Time. *CONTACT HOURS: 19.0*

- ***Reflective Reinforcement:*** This time is to reinforce lesson concepts and provide time to pause between learning episodes, to include processing new materials learned. *CONTACT HOURS: 8.0*
- ***Commandant's Time:*** This time is reserved for guest lecturers, subject matter experts (SMEs), or speakers of opportunity, and used to enhance the curriculum. Commandant's time will not be used for fitness, group runs, mixers, local team building events, or other activities not related to the academic mission. *CONTACT HOURS: 11.0*

Course Orientation

METHOD OF ENGAGEMENT: Informational Lecture

LESSON OVERVIEW

This is the introductory lesson for the Airmanship 400 course. The lesson is designed to introduce students to the learning environment and the various activities they will be participating in (listed below). *CONTACT HOURS: 4.0*

- **Mission, Outcomes, and Learning Objectives:** Students will be introduced to the course mission and outcomes. This time will also introduce any mandatory student briefings as prescribed by the EPME Handbook. *CONTACT HOURS: 0.5*
- **Procedural Guidance:** This time will introduce any mandatory student briefings as prescribed by Barnes Center for Enlisted Education Policy. *CONTACT HOURS: 0.5*
- **Local Topics:** Schoolhouses will brief local topics and any local requirements the students need. *CONTACT HOURS: 1.0*
- **Learning Management System (LMS):** Students will review LMS requirements and functions. *CONTACT HOURS: 1.0*
- **Successful Learning in EPME:** Students will be introduced to successful learning techniques and adult learner theory. *CONTACT HOURS: 1.0*

MODULE

Supervisory Skills

LESSON TITLE

Airman Support and Response Actions

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Identify local resources that support Air Force personnel.
- Discuss how to support and respond to sensitive issues Airmen may face.

LESSON OVERVIEW

During this lesson, students will research various airman support resources that are available to airman and why this information is important to them as a supervisor. Students will learn the supervisory skills necessary to support airmen through sensitive situations. *CONTACT HOURS: 3.0*

REQUIRED READINGS

- *Enlisted Force Structure:* Pages 16-17
- Review the DAF Integrated Resilience website: <https://www.resilience.af.mil/Resilience/>

Awards Program

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Assignment

LESSON OBJECTIVE

- Demonstrate how to properly write a quarterly award utilizing AF form 1206.

LESSON OVERVIEW

Students will be introduced to the awards recognition program and the elements that make up a narrative performance statement. Students will be introduced to the Air Force Form 1206 and the elements and how to properly fill out an award package using this form. Students will have the opportunity to practice writing a 1206 for a paper airman while working in groups in class and then be evaluated on their ability to create quarterly awards for their accomplishments. *CONTACT HOURS: 5.0*

REQUIRED READINGS

- Read Chapter 19 of *The Tongue & Quill*.
- Be familiar with the authorized acronyms listing from the AFPC website.

Decorations Program

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Assignment

LESSON OBJECTIVE

- Demonstrate how to properly write an Air and Space Force Achievement Medal.

LESSON OVERVIEW

Students will be introduced to Air Force decorations and will learn about the elements that make up a decoration package. Students will learn proper formatting of the Air and Space Force Medal and will be evaluated on their ability to create an Air Force decoration using the guidance provided. *CONTACT HOURS: 5.0*

REQUIRED READINGS

- N/A

Enlisted Performance Brief

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Assignment

LESSON OBJECTIVE

- Demonstrate how to properly write an enlisted performance brief.

LESSON OVERVIEW

Students will be introduced to the enlisted evaluation system and the purpose of accomplishing annual evaluations. Students will also learn how to craft a performance statement for an EPB while tying these accomplishments to the Airmen Leadership Qualities. Students will have the opportunity to practice this during class in groups using

Paper Airmen scenarios and will then be evaluated on their ability to write an evaluation on their own accomplishments. *CONTACT HOURS: 7.0*

REQUIRED READINGS

- AFI 36-2406, *Officer and Enlisted Evaluation Systems*: Chapter 1 (paragraph 1.1 – 1.3 and 1.6.3) and Chapter 4.

Personal and Professional Development

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Explain the differences between personal and professional development.

LESSON OVERVIEW

This lesson will show students the differences that exist between personal and professional development. Additionally, students will have the opportunity to develop personal and professional goals as well as learn whose responsibility it is to develop airmen. Finally, students will do a group research activity on various development opportunities that students should be aware of as new supervisors. *CONTACT HOURS: 4.0*

REQUIRED READINGS

- *Air Force Handbook 1*: Section 8A – Airman Comprehensive Assessment
- *Enlisted Force Structure*: Pages 11-14

Publications and Forms

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Identify applicable publications and forms to perform supervisory functions.

LESSON OVERVIEW

During this lesson, students will be introduced to the Air Force e-Publications website. Students will have the opportunity to navigate the website and briefly research various commonly used publications and forms. Students will learn how these publications and forms are relevant and important to them as supervisors. *CONTACT HOURS: 2.5*

REQUIRED READINGS

- N/A

Standards and Discipline

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Explain supervisory expectations and processes regarding Air Force standards and discipline.
- Demonstrate how to properly write a Letter of Counseling (LOC).

LESSON OVERVIEW

During this lesson, students will learn about standards and expectations as well as the differences that exist between the two and where they are derived from. Students will be introduced to the progressive discipline process and be presented with scenarios that will require them to create a letter of counseling. *CONTACT HOURS: 6.0*

REQUIRED READINGS

- *The Enlisted Force Structure: Pages 16-17*
- Standards and Discipline student reading

MODULE

Communication

LESSON TITLE

Interpersonal Communication and Feedback

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Summarize fundamental interpersonal communication concepts.
- Conduct an initial feedback session as a supervisor.

LESSON OVERVIEW

This discussion will familiarize students with the basic elements of Interpersonal Communication. This lesson's intent is to help students understand how to conduct a one-on-one interpersonal communication session from the perspective of both a leader and a follower. *CONTACT HOURS: 5.5*

REQUIRED READINGS

- AFI 36-2406, *Officer and Enlisted Evaluation System: Chapter 2*
- Interpersonal Communications Student Reading

Presentation Communication

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Assignment

LESSON OBJECTIVE

- Summarize fundamental communication concepts and techniques.

LESSON OVERVIEW

This lesson enables students to understand the need to effectively communicate with 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 Military communicators. Students will have the opportunity to demonstrate what they have learned through this lesson by delivering an individual presentation on their career specialty. *CONTACT HOURS: 6.0*

REQUIRED READINGS

- DAFH 33-337, *The Tongue and Quill*: Chapters 1-3, 10

Tongue and Quill

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Assignment

LESSON OBJECTIVE

- Demonstrate proficiency in written communication by developing an official memorandum.

LESSON OVERVIEW

Students will be introduced to *The Tongue and Quill* and the chapters that will assist them with improving their written communication skills. Students will learn about appropriate communication through social media and will also learn how to use the Official Memorandum to communicate formally. Students will be assessed on their ability to use the guidance provided to format a memorandum for record. *CONTACT HOURS: 5.0*

REQUIRED READINGS

- DAFH 33-337, *The Tongue and Quill*: Chapters 12, 14 and 25

MODULE

Leadership

LESSON TITLE

Behavior Analysis

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Discuss what motivates individuals using fundamental behavioral analysis concepts.

LESSON OVERVIEW

The Behavior Analysis lesson is intended to help the students recognize the relationship between behavior analysis and collaborating with others. Students will learn about the key elements that make up behavior analysis and will also learn about behavioral influences.

CONTACT HOURS: 3.5

REQUIRED READINGS

- Behavioral Influences
- Key Elements of Behavior Analysis

Emotional Intelligence

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Recognize fundamental concepts of emotional intelligence.

LESSON OVERVIEW

This lesson is designed to introduce the concept of emotional intelligence to the students and the elements that make up emotional intelligence. Additionally, students will take an emotional intelligence self-assessment which will allow them to reflect on their current EQ, and how they can improve their emotional intelligence. Finally, students will learn how emotional intelligence can help them become better leaders. *CONTACT HOURS: 2.0*

REQUIRED READINGS

- Emotional Intelligence Student Reading

Leadership

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Discuss fundamental leadership concepts in a military organization.

LESSON OVERVIEW

Students will learn about various leadership qualities and motivators. Students will learn how effective and ineffective leadership impacts mission success for military teams.

CONTACT HOURS: 4.5

REQUIRED READING

- Research and Identify Four Poor Leadership Qualities
- Research the relationship between leadership and management
- Self- Assessment and Your Right to Lead
- Leadership Qualities
- Leading Change

Teams

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Discuss how to manage team functions and dynamics at the unit level.

LESSON OVERVIEW

Students will learn about the differences that exist between a team and a group. Students will learn about various team roles, responsibilities, and team dynamics. Additionally, students will learn about the various stages of team development. Finally, students will discover their preferred team member roles. The students should focus on how these factors directly contribute to their effectiveness as team members, team leaders, first-line supervisors, and NCOs. *CONTACT HOURS: 4.5*

REQUIRED READINGS

- Teams Dimension Profile Example
- Teams Student Reading

- E-TMPRE Reading

Trust Based Relationships

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Discuss why building trust is critical in a professional relationship.

LESSON OVERVIEW

Students will learn the importance that trust has in being an effective leader. Additionally, students will learn of the consequences of broken trust as well as how to repair broken trust.

CONTACT HOURS: 3.0

REQUIRED READINGS

- Emotional Constructs of Trust Student Reading

MODULE

Problem-Solving

LESSON TITLE

Introduction to Critical Thinking

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Summarize critical thinking hindrances and biases.

LESSON OVERVIEW

This lesson introduces students to the types of thinking, characteristics of a proficient thinker, and hindrances of a thinker to act as a foundation to problem-solving. *CONTACT HOURS: 6.0*

REQUIRED READINGS

- Practical Guide to Critical Thinking Student Reading

Introduction to Negotiations

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Demonstrate negotiation strategies during a scenario-based exercise.

LESSON OVERVIEW

Students will be introduced to the concept of negotiations, key terms that are relevant to negotiations and the negotiations environment. Students will demonstrate what they have learned by negotiating during an award board activity. *CONTACT HOURS: 7.0*

REQUIRED READINGS

- Foundational Negotiation Concepts Student Reading

Problem-Solving

METHOD OF ENGAGEMENT: Guided Discussion, Performance, Assignment

LESSON OBJECTIVE

- Interpret the Air Force problem-solving and risk management processes for unit-level issues.

LESSON OVERVIEW

Students will be introduced to the Air Force problem-solving process, including risk management techniques to address unit-level problems. Problem-solving characteristics and adaptive-innovator theory will be introduced. Students will then develop a group briefing to explain how they would use the process for a unit-level problem. *CONTACT HOURS: 9.5*

REQUIRED READINGS

- *Air Force Handbook 1: Practical Problem-Solving Method*, Pages 255-257
- *Air Force Handbook 1: Risk Management*, Pages 336-341
- 8-Step Practical Problem-Solving Process
- 10 Characteristics of a Good Problem-Solver
- Adaptive-Innovative Theory

MODULE

Enlisted Warfighter

LESSON TITLE

Air Force Core Missions

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Define each of the Air Force core missions.
- Explain how your career specialty impacts your squadron, wing, and MAJCOM missions.

LESSON OVERVIEW

The Air Force Core Missions lesson educates students on the five Air Force Core Missions. Additionally, students will provide an individual presentation on their Air Force Specialty Code (AFSC) showcasing how their career field contributes to the mission. *CONTACT HOURS: 8.0*

REQUIRED READINGS

- *The Joint Team*: Pages 32-33, 35 (at a minimum)

Airmanship

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Define what it means to be an Airman in the Profession of Arms.

LESSON OVERVIEW

During this lesson, students will define professionalism, take a deeper look at the Profession of Arms, discuss progressive professionalism, and tie it to leadership and management. Students will also accomplish the Air Force Portraits of Courage Activity, where students will learn about the various contributions made by previous airmen. *CONTACT HOURS: 4.0*

REQUIRED READINGS

- *Air Force Handbook 1: Chapter 2, Section A-B*
- *A Profession of Arms: Our Core Values: Chapters 1-4*
- Summary of the US Constitution
- Tuskegee Airmen

Core Values

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Discuss the importance of core and personal values when addressing values conflict.

LESSON OVERVIEW

This lesson enables students to focus on accepting and correlating the core values as a guide in ethical decision-making. The lesson concludes by addressing ethical conflicts and aligning personal values with the Air Force core values. *CONTACT HOURS: 3.0*

REQUIRED READINGS

- Review of court martial cases on Judge Advocate Air Force Docket
- *Air Force Handbook 1: Chapter 1, Section C-D*

Drill and Ceremonies

METHOD OF ENGAGEMENT: Lecture, Performance

LESSON OBJECTIVE

- Demonstrate proper execution of drill and ceremony movements by following established procedures.

LESSON OVERVIEW

This lesson is designed to provide ALS students with practical experience in drill and ceremony functions, reinforcing their leadership skills through structured movement and execution of commands. By applying established procedures, students will develop the ability to lead, follow, and execute precise movements in a group setting, emphasizing discipline, teamwork, and attention to detail. *CONTACT HOURS: 4.0*

REQUIRED READINGS

- N/A

Enlisted Warfighter Test

METHOD OF ENGAGEMENT: Multiple-Choice Test

LESSON OBJECTIVES

- N/A

LESSON OVERVIEW

The Military Studies Test will be conducted during this lesson. *CONTACT HOURS: 2.0*

REQUIRED READINGS

- All reading materials, lesson notes, and other applicable course content from all Enlisted Warfighter module lesson plans.

Joint Forces Overview

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Define fundamental joint force functions and concepts.

LESSON OVERVIEW

This lesson is intended to provide the students with knowledge of the other military services. Understanding the form and function of the other branches will better serve the students when assigned to a joint environment. *CONTACT HOURS: 5.0*

REQUIRED READINGS

- Review all military branches on the U.S. Department of Defense, *Military Units*: <https://www.defense.gov/Multimedia/Experience/Military-Units/>
- Joint Publication 1, Volume 1 Preface: Pages i-ii
- *The Joint Team*: Pages 11-12, 24-29

National Defense Strategy

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVES

- Interpret fundamental concepts of the National Defense Strategy (NDS).
- Summarize adversarial threat capabilities.

LESSON OVERVIEW

This lesson aims to familiarize the students with the National Defense Strategy, or adversaries to become better informed on how it affects them as Airmen and the Air Force as a whole. *CONTACT HOURS: 7.0*

REQUIRED READINGS

- The Joint Team: Pages 8-9, 32-35
- Factsheet-Cybersecurity
- Summary-NPR

- Factsheet-NDS

National Military Organization

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Interpret fundamental functions and capabilities of the national security framework.

LESSON OVERVIEW

The intent of this lesson is to provide students' knowledge and understanding of how the military is organized and structured. Students should know how the US Military and DoD contributes to the defense of our nation. *CONTACT HOURS: 3.5*

REQUIRED READINGS

- Review Combatant Commands Webpage: <https://www.defense.gov/About/combatant-commands/>
- AFDP 3-27, *Homeland Operations – National Strategy for Homeland Security*: Pages 5-9
- Review the Joint Chiefs of Staff official website: <https://www.jcs.mil/About/>
- National Military Organization Student Reading
- Review A-Staff Handout

Operational Concepts

METHOD OF ENGAGEMENT: Guided Discussion, Performance

LESSON OBJECTIVE

- Interpret published operational doctrine and how it is applied during military operations.

LESSON OVERVIEW

The intent of this lesson is to familiarize students with the concepts of mission command, agile combat employment and mission ready Airmen. Students will comprehend how these concepts are relevant to themselves. *CONTACT HOURS: 11.5*

REQUIRED READINGS

- AFDP 1-1, *Mission Command*
- AFDP 3-0, *Operations*: Pages 2-6, 23, 47-57
- AFDP 5-0, *Planning*: Pages 5-9
- *The Noncommissioned Officer and Petty Officer*: Pages 7-17