

# AIRMAN LEADERSHIP SCHOOL

## COURSE SYNOPSIS



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### **ALS MISSION**

The ALS program’s mission is to prepare junior NCOs to be war fighting military professionals who can supervise and lead teams to support the employment of air, space, and cyberspace power.

### **COURSE DESCRIPTION**

Unlike other courses which evaluate one's knowledge and comprehension using end-of- course examinations, this course incorporates in-class exercises and performance tasks to assess the students’ comprehension of the lesson concepts and principles. The curriculum consists of four universal learning areas that correlate to four learning outcomes: Air Force Culture, Mission, Leadership, and Problem Solving. Each learning area consists of individual lessons which support the course outcomes. 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, and Joint Force missions.
- Collaborate and connect with members at a tactical level.
- Apply cognitive strategies to solve tactical problems.

### **CURRICULUM EVALUATION PROGRAM**

Attitudes and opinions are vital inputs used to improve the instructional program. The Curriculum Evaluation Program uses two 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 ALS.
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.

## 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 (rubrics) clearly describe each of these components. Instructors should 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.

## 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 appropriate 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 and peer stratifications. 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 and peer stratifications.
- **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.

## SCORING MODEL

Instructors evaluate performance tasks for quality and comprehensiveness and assign student grades using evaluation instruments (rubrics). 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.

<b>Assessments</b>	<b>Type</b>	<b>Weight %</b>	<b>Points</b>	<b>Passing Score</b>
Core Values	Written Product	20	100	70
Mission Brief	Presentation	20	100	70
Mission Lab	Group Presentation	20	100	70
Military Professional	Presentation	20	100	70
Problem Solving	Group Presentation	20	100	70
	<b>Total</b>	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.

<b>STRAT RANK</b>	<b>POINTS</b>
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%

## 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 to operate [think/act] critically in complex and ambiguous environments.

The Airman Leadership School consists of **192** hours (24 academic days) of guided discussion classroom, experiential exercises, performance tasks, and/or simulations. The Community College of the Air Force (CCAF) grants 10 semester hours for course completion.

Lesson	Hours	Lesson	Hours
PRO101 Program Orientation	13	LDP106 Introduction to Leadership Issues	4
HPL101 Human Performance (Not included in CIC)	20	LDP107 Substance Abuse	2
AFC 101 Core Values	5	LDP108 Equal Opportunity	2
AFC102 Trust-Based Relationships and EQ	5	LDP109 Violence Prevention	2
AFC103 Diversity	4	LDP110 SAPR	2
AFC104A Presentation Communication	6	LDP111 Supervisor Financial Readiness	2
AFC104B Modern Communication	2	PBS101A Introduction to Critical Thinking	6
AFC104C Interpersonal Communication	3	PBS101B Critical Thinking Framework	2
MSN101 Mission	30	PBS102 Problem Solving	10
LDP101 Airmanship	11	PBS103 Introduction to Negotiations	7
LDP102 Behavior Analysis	7	Commandant Time (Not included in CIC)	8
LDP103 Teams	6	Reflective Reinforcement	12
LDP104 Leadership	6	Emerging Issues	5
LDP105 Personal and Professional Development	7	Administrative Hours (Not Included in CIC)	3
<b>Total Course Hours</b>			<b>192</b>

## INDIVIDUAL LESSON OVERVIEWS

### ***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 12 hours of *Reflective Reinforcement* they will see throughout the course.

### ***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 military.

**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.

### ***AFC102, Trust-Based Relationships and Emotional Intelligence (EQ)***

**Hours:** 5 (4 Discussion/1 performance)

**Overview:** This lesson is designed to strengthen skills in building emotionally intelligent leaders and followers. This lesson should then challenge students to reflect, mature, and stretch themselves in building trust-based relationships.

**Course Goal:** Understand their purpose, service, and contribution to the Military.

**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 and EQ.
2. Describe the components of Trust and EQ.
3. Summarize strategy to restore professional relationships.

4. Demonstrate the impact of EQ on trust-based relationships.

### ***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 military.

**Course Objective:** Practice effective communication and character behaviors that builds 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.

### ***AFC104A, Presentation 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 Military 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.

### ***AFC104B, 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 affects our military 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. Understand the purpose of OPSEC and its importance in success to the mission.
2. Summarize military guidance and instructions that govern the use of modern communication.
3. Explain the potential positive and negative impacts of social media on our military's mission.

***AFC104C, Interpersonal Communication***

**Hours:** 3 (3 discussion)

**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.

**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. Explain the importance of Interpersonal Communication
2. Summarize a strategy for establishing Interpersonal Communication
3. Demonstrate the use of Interpersonal Communication skills

***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 Strategic Competition, Air Force Capabilities, The Joint Forces, The National Defense Strategy, Nuclear and Cyberspace. Students examine the services, organization structures, core functions of the services and link the efforts they deliver in executing their wing, and military missions.

**Course Goal:** Understand how military professionals connect to the wing (or equivalent) 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, & Joint Force missions.

**Performance Objectives:**

1. Comprehend the Air and Space Force's 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 military missions.

***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 at a tactical level.

**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.

***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 (or their respective branch).

**Course Objective:** Demonstrate how each military professional contributes to the USAF/USSF (or their respective branch's) mission.

**Course Outcome:** Collaborate and Connect with members at a tactical level.

**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.

### ***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 (or their respective branch).

**Course Objective:** Demonstrate how each military professional contributes to the USAF/USSF (or their respective branch's) mission.

**Course Outcome:** Collaborate and Connect with members at a tactical level.

#### **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.

### ***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 military 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 professionals fit within the USAF/USSF (or their respective branch).

**Course Objective:** Demonstrate how each military professional contributes to the USAF/USSF (or their respective branch's) mission.

**Course Outcome:** Collaborate and Connect with members at a tactical level.

#### **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.

### ***LDP105, Personal and Professional Development***

**Hours:** 7 (6 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 military 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 at a tactical level.

**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.

### ***LDP106, Introduction to Leadership Issues***

**Hours:** 4 (4 performance)

**Overview:** The objective of this lesson is to provide students with the opportunity to recognize and reinforce the importance of resiliency as leaders. Students will conclude the lesson by conducting face-to-face interpersonal sessions dealing with a wide range of leadership issues.

**Course Goal:** Understand where Air and Space professionals fit within the USAF/USSF (or their respective branch).

**Course Objective:** Demonstrate how each military professional contributes to the USAF/USSF (or their respective branch's) mission.

**Course Outcome:** Collaborate and Connect with members at a tactical level.

**Performance Objectives:**

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

### ***LDP107, Substance Abuse***

**Hours:** 2 (1 discussion/1 performance)

**Overview:** This lesson is intended to help the students identify the signs of substance abuse and familiarize them with the resources available to them and their wingmen to combat substance use abuse disorder.

**Course Goal:** Understand how military 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 at a tactical level.

**Performance Objectives:**

1. Identify signs of substance abuse and know proper referral process.
2. Explain the impact that substance abuse has on the mission.

### ***LDP108, Equal Opportunity***

Hours: 2 (2 performance/discussion)

**Overview:** This lesson is intended to help the students identify Equal Opportunity issues facing both military and civilian personnel. Additionally, it should familiarize them with the resources available that support zero tolerance policies towards harassment and unlawful discrimination.

**Course Goal:** Understand how military 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 at a tactical level.

**Performance Objectives:**

1. Comprehend leadership roles and responsibilities
2. Comprehend the impact of unlawful discrimination
3. Comprehend climate assessment methodologies

### ***LDP109, Violence Prevention***

Hours: 2 (2 performance/discussion)

**Overview:** This lesson will take what students have learned from annual Air Force training requirements and advance their understanding of how to respond to potential violence related issues and what resources are available to those in need.

**Course Goal:** Understand how military 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 at a tactical level.

**Performance Objectives:**

1. Identify risk factors pertaining to suicide and workplace violence

2. Develop practical prevention and response tools that students feel comfortable using

### ***LDP110, SAPR***

**Hours:** 2 (2 discussion)

**Overview:** This lesson will take what students have learned from the annual DOD training requirements and advance their understanding of this topic. This lesson's intent is to allow students to ask questions in a safe environment amongst peers and fill in knowledge gaps on a sensitive topic.

**Course Goal:** Understand how military 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 at a tactical level.

**Performance Objectives:**

### ***LDP111, Supervisor Financial Readiness***

**Hours:** 2 (2 discussion)

**Overview:** This discussion will help students understand the impact of financial readiness on both their lives and those within their sphere of influence. This lesson's intent is to expose military professionals to importance of financial responsibility and develop a deeper understanding of how it affects our military culture.

**Course Goal:** Understand how military 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 at a tactical level.

**Performance Objectives:**

1. Recognize the importance of personal financial management and what resources are available
2. Identify warning signs of Service members at risk for financial problems
3. Comprehend the components of Service member's military retirement system and the importance of preparing for retirement
4. Know military consumer protection law fundamentals, including Servicemembers Civil Relief Act and Military Lending Act
5. Understand future financial benefits afforded by the Department's career investment programs

### ***PBS101A, Introduction to Critical Thinking***

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

**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 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 tactical 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.

### ***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 tactical problems.

**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.

### ***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 tactical 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.

***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 tactical 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.

***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 Objective:**

1. Understand that physical fitness will increase the ability to be a professional warfighter capable of supervising and leading teams to support the employment of air, space, and cyberspace power.

***Emerging Issues*****Hours:** 5

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



### ***Reflective Reinforcement***

**Hours:** 12

Students will use the 12 hours of reflective reinforcement discussion time to develop their critical thinking by sharing what they have learned, what they think is important, and how lesson concepts can be applied to future situations.

### ***In/Out Processing & End-Of-Course Survey***

**Hours:** 3

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 and completion of the 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***

**Hours:** 8

This block of time is used at the discretion of the commandant 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.