



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Aerospace Studies Department Aerospace Studies
Subject AES Number 301 Title Air Force Leadership I Units: 3

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____
Course description:

Study of communication skills, leadership and quality management fundamentals, leadership ethics, and professional knowledge required of an Air Force officer.

Requested designation: Literacy and Critical Inquiry-L

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

Contact information:

Name Capt. Nikki Tugby Phone 480-965-3181

Mail code 4801 E-mail: Nikki.Smith@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Lt Col Michael J. Halick Date: 23 JAN 14

Chair/Director (Signature):

ASU – [L] CRITERIA: AES 301

YES	NO	CRITERION	IDENTIFY DOCUMENTATION SUBMITTED
X		1. At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.	Syllabus: <u>Grading & Evaluation Procedures</u>
		a. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.	
		b. Please highlight the information presented in the most recent course syllabus that verifies this description of the grading process—and label this information “C-1”.	
X		2. The composition tasks involve the gathering, interpretation, and evaluation of evidence.	Syllabus: <u>Communication Skills</u>
		a. Please describe the way(s) in which the criterion is addressed in the course design.	
		b. Please highlight the information presented in the most recent course syllabus that verifies this description of the grading process—and label this information “C-2”.	
X		3. The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.	Syllabus: <u>Communication Skills</u>
		a. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.	
		b. Please highlight the information presented in the most recent course syllabus that verifies this description of the grading process—and label this information “C-3”.	
X		4. These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.	Syllabus: <u>Attachments 1, 2, 3</u>
		a. Please describe the sequence of course assignments—and the nature of the feedback the current/most recent course instructor provides to help students do better on subsequent assignments.	
		b. Please highlight the information presented in the most recent course syllabus that verifies this description of the grading process—and label this information “C-4”.	

Criteria Chart: AES 301

CRITERIA	HOW COURSE MEETS SPIRIT	DETAILED EVIDENCE
<p>1. At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.</p> <p style="padding-left: 20px;">a. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.</p>	<p>This course outlines 3 separate oral/written assignments that account for 50% of the final grade.</p>	<p>In <u>Grading & Evaluation Criteria</u> within the syllabus, the following events are annotated:</p> <p>Official Memorandum 15% Talking Paper 15% Briefing 20%</p>
<p>2. The composition tasks involve the gathering, interpretation, and evaluation of evidence.</p> <p style="padding-left: 20px;">a. Please describe the way(s) in which the criterion is addressed in the course design.</p>	<p>Each student is required to conduct research in order to complete their three main assignments.</p>	<p>In the <u>Communication Skills</u> section of the syllabus, the students are expected to research and evaluate the following topics:</p> <p>-Career Field brief -Paper outlining the AF opportunities -Identify issue/solution within ROTC program</p>
<p>3. The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.</p> <p style="padding-left: 20px;">a. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.</p>	<p>Please see above.</p>	<p>Please see above.</p>
<p>4. These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.</p> <p style="padding-left: 20px;">a. Please describe the sequence of course assignments—and the nature of the feedback the current/most recent course instructor provides to help students do better on subsequent assignments.</p>	<p>Each student is briefed on the first day of class regarding assignments, due dates, and grade sheets used to evaluate the students' work.</p>	<p>Attachment 1 in the syllabus outlines the projected plan for the semester and provides guidance for each student accordingly. The instructor uses Attachment 2 for all briefings and the students proactively reference this in order to obtain the highest score. They are also provided the evaluation rubric for their written work in Attachment 3. Each grade sheet is handed back to the student with thorough explanation in the comment section to ensure they are on the right track. All grades are then posted onto blackboard.</p>

class search & course catalog

Term:

Search:

Subject:

Level:

Gen Studies:

Location:

Offerings:

Session:

Search

Clear
Advanced Search

AES 301 - Air Force Leadership Studies I

Fall

Course description: Study of communication skills, leadership and quality management fundamentals, leadership ethics, and professional knowledge for an Air Force officer.

Enrollment requirements: None

Units: 3

Repeatable for credit: No

General Studies: L

Offered by: College of Liberal Arts and Sciences

Class meeting details

Class #:	Days:	Start:	End:	Location:	Instructor:	Seats open:
70584	T Th	10:30 AM	11:45 AM	Tempe - SS205	Duncan, Gessner	19 of 40

Additional class details

Component: Lecture

Session: Session C

Dates: 8/22/2013 - 12/6/2013

Last day to enroll: August 28, 2013

Drop deadline: August 28, 2013

Course withdrawal deadline: November 06, 2013

Instruction Mode: In-Person

Fees: None

Special notes: This class needs to be taken in conjunction with AES 302 and AES 294

Books:

[View books for this class](#)

[Back](#)

AEROSPACE STUDIES 301: "LEADERSHIP STUDIES"
AFROTC DETACHMENT 025, ARIZONA STATE UNIVERSITY
FALL SEMESTER 2013
COURSE SYLLABUS

Instructor: **Captain Michael Gessner**
Office Phone: **(480) 965-3181**
Home Phone: **(850) 420-2870**

Office Hours: **By Appointment or Walk In**
E-Mail: **michael.gessner@asu.edu**

Classroom Meeting Times: **SS, Room 205 on Tue and Thu: 1030-1145**

I. COURSE DESCRIPTION

The AES 301 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and the communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course (for cadets only) by providing advanced leadership experiences in officer-type activities, giving cadets the opportunity to apply the leadership and management principles of this course.

II. COURSE OBJECTIVE

The AES 301 student should comprehend the following: selected individual leadership skills; personal strengths and weaknesses as applied in an Air Force environment; the responsibility and authority of the Air Force officer; the Air Force officer's responsibilities in the counseling and feedback process; the selected duties and responsibilities as a subordinate leader; and the selected concepts, principles and theories of Air Force leadership and management. The student should also apply the concepts of ethical behavior as well as listening, speaking, and writing skills in Air Force specific formats and situations with accuracy, clarity and appropriate style.

III. ATTENDANCE POLICY AND CLASS PARTICIPATION

Aerospace Studies courses are mandatory military functions for cadets. You are expected to attend every class. All students must attend at least 80% of your classes or you will receive a failing grade for the course. The class is scheduled to meet 30 times; if you miss more than **six (6)** classes you will fail to meet the 80% attendance requirement. Failure to show for class for any reason other than an ROTC scheduled conflict or something prearranged with you instructor will result in a 2% reduction in your overall class participation grade for each occurrence. Additionally, every two classes you arrive late will equate to an absence and will impact both your overall grade, as well as your attendance.

ARIZONA STATE UNIVERSITY ABSENCE POLICY

Students should notify faculty at the beginning of the semester about absences from class due to religious observances. Board of Regents policy prohibits discrimination against any student, employee, or other individual because of such individual's religious belief or practice, or any absence thereof.

Students should inform their instructors early in the semester of required class absences due to University sanctioned events or medical purposes. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence.

In order to receive full credit for your class participation grade (15%), you must attend all classes (or have an advance excuse approved by the instructor), prepare for class, ask relevant questions, and participate/stimulate classroom discussion.

IV. CLASSROOM CONDUCT

As a student taking courses designed to lead you toward a commission in the United States Air Force, you have the responsibility to begin laying the foundation from which you can build a successful career. It is therefore incumbent upon you to listen, participate, and learn what you can from this class. Do not underestimate the importance of this material to your future.

You should be at your chair at the beginning of class. All ROTC cadets will wear the prescribed uniform of the day. Civilian students and "special students" will wear business attire. **If you do not wear business attire, this will result in a reduction of class participation.** The *class leader* will call the room to attention when the commissioned officer instructor enters the room. In addition, call the room to attention whenever a commissioned officer who is senior to the officer already in the room enters. Five minutes prior to the scheduled end of class, the class leader will signal the instructor in a non-obtrusive manner. At the end of class, the *class leader* will again call the room to attention. The instructor will dismiss each class.

Food is NOT allowed in class but drinks ARE allowed in class as long as no one leaves a mess. As soon as there is a problem, you will lose privilege. All drinks must have a cap or lid on them. Turn all cell phones to the silent/vibrate mode and do not use them during class.

V. COMMUNICATION SKILLS

Communication is a fundamental skill that you will continue to hone throughout your career, whether as an Air Force officer or as a civilian leader. In addition, Air Force writing styles and formats are, in some ways, uniquely different from those you have grown accustomed to during your academic career. As such, it is critical that cadets (and all students aspiring to become leaders) develop their writing and speaking skills. To that end, there are two written assignment and one oral presentation assignment during this semester.

C-2 ORAL PRESENTATION

The presentation is an individual briefing on a specific career field approved by the instructor by the third day of class. Each briefing is **no less than 5 minutes and no more than 7 minutes** and accompanied with a talking paper. Your briefing must leave your audience with a clear understanding of the career field and the natural assignment progression from second lieutenant through lieutenant colonel. Civilian students can either brief on the career progression of a secular career field or a topic in leadership. As a minimum you will use the Officer Career Path Guide found on blackboard as the source of your information. Beginning the first briefing day, I will randomly select an individual to brief and will continue to randomly select a briefer until everyone has presented their briefing. If you are not prepared to give your briefing when called upon you will receive a zero for your briefing grade. If you are absent and your name is called to brief you will receive a zero for your briefing unless your absence was pre-approved by me. Briefings will begin on 21 November 13 and continue to completion. C-3

NOTE: ALL INFORMATION CONTAINED IN THIS SYLLABUS, OTHER THAN GRADE AND ABSENCE POLICIES, MAY BE SUBJECT TO CHANGE WITH REASONABLE ADVANCE NOTICE.

When preparing your briefing, keep in mind slides are **required** to help your audience better understand the facts of your presentation.

Your briefing is graded using the Briefing Grading Sheet (Attachment 2) and worth a total of 200 points. **Questions and answers are not required and do not count toward the 5 to 7 minute window you are evaluated against.**

C-2 **WRITING ASSIGNMENTS**

Written communication is a vital part of accomplishing the Air Force Mission. Writing is a skill that will serve you well and is essential to anyone aspiring to become leader. There are two writing assignments this semester: a Talking Paper and an Official Memorandum.

C-3 **Talking Paper:** Each student will write a properly formatted, one-page, Talking Paper on the topic chosen for your oral communication assignment. The format is in accordance with (IAW) the Tongue & Quill. Your Talking Paper is graded using the Talking/Position Paper Evaluation Sheet (Attachment 3) and is worth a total of 150 points.

C-3 **Official Memorandum:** Each student will write a properly formatted, one-page, explanatory Official Memorandum on a current Detachment 025 event with a recommended solution. Civilian students will use one of the AES class discussions of their choice as the topic for their memorandum. The format is IAW the Tongue & Quill. Your Official Memorandum is graded using the Talking/Position Paper Evaluation Sheet (Attachment 3) and worth a total of 150 points.

Grading for each writing assignment is based on format, spelling, grammar, and content. A paper is considered late if it is not turned in by the **START** of class on the day it is due. Late papers are only accepted in extreme circumstances and must be discussed with me in advance for approval. Late papers that I agree to accept are docked 30 points for lateness and an additional 20 points for every 24 hours past the due date and time.

VI. EXAMS

There is one midterm and a cumulative final exam. Test questions for both assessments will reflect the "Lesson Objectives" and "Samples of Behavior" as outlined in United States Air Force Leadership Studies, presented in your reading assignments, and in-class lectures/discussions. Both assessments will consist of multiple choice and true/false questions. The midterm is worth 150 points and the final exam is worth 200 points.

VII. MIDTERM COUNSELING SESSIONS

Each student will schedule a mid-term counseling session with me to take place between 2 October to 31 October 13. Failure to schedule your appointment by 10 September 13 will result in a reduction of 50 points in your Class Participation grade. All cadets will report in for their counseling in Service Dress uniform. Civilian students are not required to attend a mid-term counseling session, but you are welcome too. During this session, I will provide each student with *candid* feedback on how well they are performing and areas requiring improvement. It is your responsibility to have an up-to-date Form 48 on file prior to the counseling session. Each student must prepare to discuss his/her class and ROTC goals, as well as any areas of concerns and plans for improvement, if appropriate. During the session you can provide *constructive*

NOTE: ALL INFORMATION CONTAINED IN THIS SYLLABUS, OTHER THAN GRADE AND ABSENCE POLICIES, MAY BE SUBJECT TO CHANGE WITH REASONABLE ADVANCE NOTICE.

feedback to your instructor on improvements of the class/curriculum. I am committed to providing you with the best preparation for your future as an Air Force Officer, so your candid feedback is essential.

VIII. GRADING AND EVALUATION PROCEDURES

Evaluation of your performance is based on many aspects and factors, which are objectively measured. The following percentage provides a breakdown used to determine your course grade:

Class Participation	15%	150
Midterm Exam	15%	150
Official Memorandum	15%	150
Talking Paper	15%	150
Briefing	20%	200
Final Exam	<u>20%</u>	<u>200</u>
	100%	1000

You are expected to complete all required assignments before class and come prepared to participate in classroom activities. You will turn-in all writing assignments on the date due to receive credit. The acceptance of late work or administering make-up exams for partial credit are based on the most extreme circumstances and with prior approval.

Final course grades will be awarded as follows:

Grades:	A+ 97 – 100%	B+ 87 – 90%	C+ 77 – 80%	D+ 67 – 70%
	A 94 - 97%	B 84 - 87%	C 74 – 77%	D 64 - 67%
	A- 90 – 94%	B- 80 – 84%	C- 70 – 74%	D- 60 – 64%
				E < 60%

To avoid any omissions, the upper limit of a range must be equal to the lower limit of the range directly above. Thus, a range of 87 to 90 includes all grades **up to, but not including** 90. The highest range does, however, include 100%.

IX. DISABILITY ACCOMMODATION

If you need disability accommodations in this class, please see me as soon as possible. Information regarding disability is confidential and a reminder to students when requesting accommodation for a disability that they must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC.

X. PLAGIARISM POLICY

As future Air Force officers, we expect you to exemplify our Core Values, the most important of which is “Integrity First.” Plagiarism is the attempt to pass off someone else’s work as your own. Lying requires both the act and the intent to deceive; plagiarism is viewed as lying in writing.

In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism” [as] using another’s words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and for acknowledging and documenting the source appropriately.” You can find this definition at: <http://provost.asu.edu/academicintegrity>

The AFROTC Honor Code is “**We will not lie, steal, or cheat, nor tolerate among us those who do.**”

NOTE: ALL INFORMATION CONTAINED IN THIS SYLLABUS, OTHER THAN GRADE AND ABSENCE POLICIES, MAY BE SUBJECT TO CHANGE WITH REASONABLE ADVANCE NOTICE.

XI. THREATENING BEHAVIOR POLICY


All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

XII. TEXTBOOKS

1. T-309, United States Air Force Leadership Studies
2. AU-24, Concepts for Air Force Leadership
3. The Armed Forces Officer
4. AFDD 1-1 Leadership and Force Development (electronic version)
5. AFH 33-337, Tongue and Quill (electronic version)

XIII. CONCLUSION

AES 301 presents a tremendous opportunity to broaden your leadership and management fundamental skill and your professional knowledge. As such, anticipate that this class will challenge you academically and reward you personally. This is provided that you are prepared to work hard, receptive to new ideas, and contribute your insight. I look forward to learning alongside you this semester to make AES 301 a successful building block in your development as a future leader.


MICHAEL J. GESSNER, Capt, USAF
Assistant Professor of Aerospace Studies


MICHAEL J. HALICK, Lt Col, USAF
Professor of Aerospace Studies

Attachments:

1. Class Schedule
2. Briefing Grade Sheet
3. Talking/Position Paper Evaluation Sheet

NOTE: ALL INFORMATION CONTAINED IN THIS SYLLABUS, OTHER THAN GRADE AND ABSENCE POLICIES, MAY BE SUBJECT TO CHANGE WITH REASONABLE ADVANCE NOTICE.

Attachment 1

DATE	LESSON	TITLE	ASSIGNMENTS DUE
22 Aug	1	Introduction to Leadership Theory	
27 Aug	2	Air Force Core Values	
29 Aug	3	Air Force Leadership	
3 Sep	4	The Profession of Arms	
5 Sep	5	Air Force Smart Operations	
10 Sep	6	Self-Assessment	
12 Sep	7	Stress Management and Resiliency	
17 Sep	8	Sexual Assault Prevention and Response I	
19 Sep	9	Introduction to Critical Thinking	
24 Sep	10	Full Range Leadership	
26 Sep	11	Air Force Effective Writing	
1 Oct	12	Writing Strategies	
3 Oct	13	Midterm Exam Basics of Briefing	
8 Oct	14	Team Building	Official Memorandum
10 Oct	15	Problem Solving	
15 Oct		FALL BREAK	
17 Oct	16	Motivation	
22 Oct	17	Followership	
24 Oct	18	Situational Leadership	
29 Oct	19	Management Functions and Principles	
31 Oct	20	Change Management	
5 Nov	21	Editing Your Draft	
7 Nov	22	Conflict Management	
12 Nov	23	Power and Influence	Talking Paper
14 Nov	24	Professional/Unprofessional Relationships	
19 Nov	25	Professional/Unprofessional Case Studies	
21 Nov	26	Briefings	
26 Nov	26	Briefings	
28 Nov		THANKSGIVING BREAK	
3 Dec	26	Briefings	
5 Dec	26	Briefings (if necessary) Final Exam Review	
10 Dec		Final Exam	

C-4

NOTE: ALL INFORMATION CONTAINED IN THIS SYLLABUS, OTHER THAN GRADE AND ABSENCE POLICIES, MAY BE SUBJECT TO CHANGE WITH REASONABLE ADVANCE NOTICE.

BRIEFING GRADE SHEET

C-4

COMPLETED BY STUDENT

NAME OF STUDENT		DATE	<input type="checkbox"/> Advocacy Briefing	<input type="checkbox"/> Informative Briefing
CLASS	SQUADRON	FLIGHT	<input type="checkbox"/> Practice Briefing	<input type="checkbox"/> Remake Assignment
SOURCES	1	2		

COMPLETED BY EVALUATING OFFICER

CONTENT	U	S	O	U	S	O					
	INTRODUCTION	No greeting; failed to introduce self; didn't state topic/position and main points	Stated topic/position and main points; may have introduced self or greeted audience	Greeted audience, introduced self; stated topic/position and overview of main points				0	1	2	
	U	LS	S	HS	O	U	LS	S	HS	O	
	BODY	Little or no information; poor support of main points; inaccurate information; awkwardly used; inadequate sources (less than 2 sources)	Adequate development; basic information; supports main points; adequate sources (title/date)	Comprehensive development; extensive information; strong support for main points; skillfully incorporated sources							
	0	2	4	6	8						
U	LS	S	HS	O	U	LS	S	HS	O		
ADVOCACY (If Required)	Argument unclear or unconvincing, reasons lacked credibility or validity, conclusion doesn't follow reasons	Credible and valid reasons, conclusion follows directly from reasons, argument clear and easy to follow	Compelling and convincing reasons, argument extremely clear and direct, opposing arguments anticipated and refuted								
0	1	2	3	4							
U	S	O	U	S	O						
CONCLUSION	Failed to state topic/position and main points; introduced new information or rebriefed; didn't say "this concludes my briefing, are there any questions?"	Restated topic/position and main points; may have asked for questions or concluded briefing	Stated topic/position and main points; closed by stating, "this concludes my briefing, are there any questions?"				0	1	2		
DELIVERY	U	LS	S	HS	O	U	LS	S	HS	O	
	VERBAL EXPRESSION	Articulation or pronunciation problems; several vocalized pauses; grammar errors; too soft/loud; monotone; lacked emphasis; no variety; too slow/fast; artificial; lacked confidence	Some articulation or pronunciation problems; some vocalized pauses; good volume; pitch varied, good rate; appropriate emphasis and variety; confident	Good articulation and pronunciation; no vocalized pauses; appropriate volume; spontaneous pitch; varied rate; dynamic emphasis; extremely confident							
	0	2	4	6	8						
U	LS	S	HS	O	U	LS	S	HS	O		
MOVEMENT/ GESTURES/ ANIMATION	Inappropriate movement; rocking, swaying; nervous; consistently gripped or leaned on lectern; mechanical; inappropriate gestures; planned or mechanical gestures, or lack of gestures; "dead pan" or overly contorted expression hindered presentation	Movement coordinated with dialogue; natural; some appropriate gestures; aided presentation; appropriate facial expression	Used movement to aid presentation; captured attention or added emphasis; appeared natural and comfortable; gestures appeared natural and spontaneous; consistently supported verbal message with hand and arm gestures and good facial expression								
0	1	2	3	4							
U	LS	S	HS	O	U	LS	S	HS	O		
EYE CONTACT	Missing; looked over heads, looked down or ignored listeners, darted, stared; focused on visual -aids or notes	Inclusion of most listeners; few references to notes, evenly distributed	Direct and impartial throughout; inclusion of all listeners; no distracting reference to notes (exception--quotes); aided delivery and enhanced credibility								
0	1	2	3	4							
ORGANIZATION	U	LS	S	HS	O	U	LS	S	HS	O	
	CLARITY	Main points are not related to purpose and each other; organization not clear; lacking or weak transitions; less than 2 main points	Main points related to purpose and each other; organization was adequate; used mechanical transitions; adequate number of main points	Skillfully related the main points to the purpose and each other; organization aided listeners understanding and retention; used good transitions throughout which aided flow and helped listener							
	0	1	2	3	4						
U	LS	S	HS	O	U	LS	S	HS	O		
SLIDES	Inappropriate color, font, pictures, graphics; multiple or major slide errors; distracted listeners	Some appropriate color, font, pictures, graphics to aid listeners; minor slide errors	Kept audience focused; color, font, pictures, graphics contributed to the listener's understanding of subject; no slide errors including spelling and grammar								
0	1	2	3	4							

MANDATORY REQUIREMENTS		U	S	OVERALL GRADE				
MET OBJECTIVE: <i>(Presented information in a factual manner, did not advocate a position (Info Brief), advocated position [Advocacy Brief])</i>				Informative Briefing				
TIME _____ : _____ <i>(5-9 minutes for Info/Advocacy Brief) (5-7 minutes for AMS)</i>				U 0-7	LS 8-14	S 15-25	HS 26-30	O* 31-36
PREPARED BRIEFING (IAW AFH 33-337)				Advocacy Briefing (if required)				
PROFESSIONAL CONDUCT <i>(Prepared, appropriate comments/language, maintained composure)</i>				U 0-9	LS 10-16	S 17-27	HS 28-34	O* 35-40
OVERALL GRADE								

EVALUATING OFFICER COMMENTS

* To obtain an overall OUTSTANDING, the total points must include a SATISFACTORY in each category

EVALUATING OFFICER SIGNATURE	DATE	REVIEWING OFFICER SIGNATURE <i>(If Required)</i>	DATE
EVALUATING OFFICER SIGNATURE BLOCK		REVIEWING OFFICER SIGNATURE BLOCK <i>(If Required)</i>	
I have read and understand the comments regarding my performance. I do / do not wish to make a written statement.		STUDENT INITIALS	DATE

TALKING/POSITION PAPER EVALUATION SHEET

C-4

TO BE COMPLETED BY STUDENT

NAME OF STUDENT			DATE
CLASS	SQUADRON	FLIGHT	<input type="checkbox"/> INITIAL ASSIGNMENT <input type="checkbox"/> REMAKE ASSIGNMENT
TYPE OF BRIEFING		TOPIC	
INFORMATIVE PERSUASIVE			

TO BE COMPLETED BY EVALUATING OFFICER

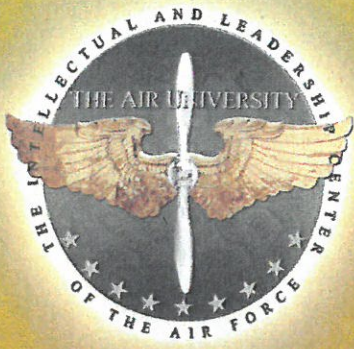
	YES	NO
1. FORMAT		
Was the format correct according to AFH 33-337?		
Title (<i>three lines, capitalized, centered, double spaced</i>)		
Dash, double-dash, triple-dash, etc. (<i>Talking paper only</i>) Paragraphs numbered (<i>Position paper only</i>)		
Bullet statements (<i>telegraphic wording, no punctuation at end of lines</i>) (<i>Talking paper only</i>)		
Spacing (<i>double spaced between bullets/single spaced within bullets</i>) (<i>Talking paper only</i>) Spacing (<i>double spaced</i>) (<i>Position paper only</i>)		
Identification line (<i>author's grade and last name, office symbol, phone number, typist's initials, date of preparation</i>)		
2. MECHANICS		
Were the mechanics acceptable?		
Grammar		
Spelling		
Punctuation		
3. CONTENT		
Was the information adequate?		
Highlighted main points and key support material		
Provided relevant and appropriate information		
Usable for future reference/decision making/staff work		
Did the paper communicate effectively?		
Purpose (<i>informative/persuasive</i>) and position readily understood		
Worded clearly and concisely		
Appropriate jargon/terminology		
Did the paper correspond with the briefing?		

RECOMMENDATION: <input type="checkbox"/> ACCEPTABLE <input type="checkbox"/> REACCOMPLISH	DUE DATE
--	----------

EVALUATING OFFICER SIGNATURE 	<p style="text-align: center;"><i>I have read and understand the comments regarding my performance. I <input type="checkbox"/> do <input type="checkbox"/> do not wish to make a written statement.</i></p>
	<div style="width: 60%;">INITIALS OF STUDENT</div> <div style="width: 35%;">DATE</div>

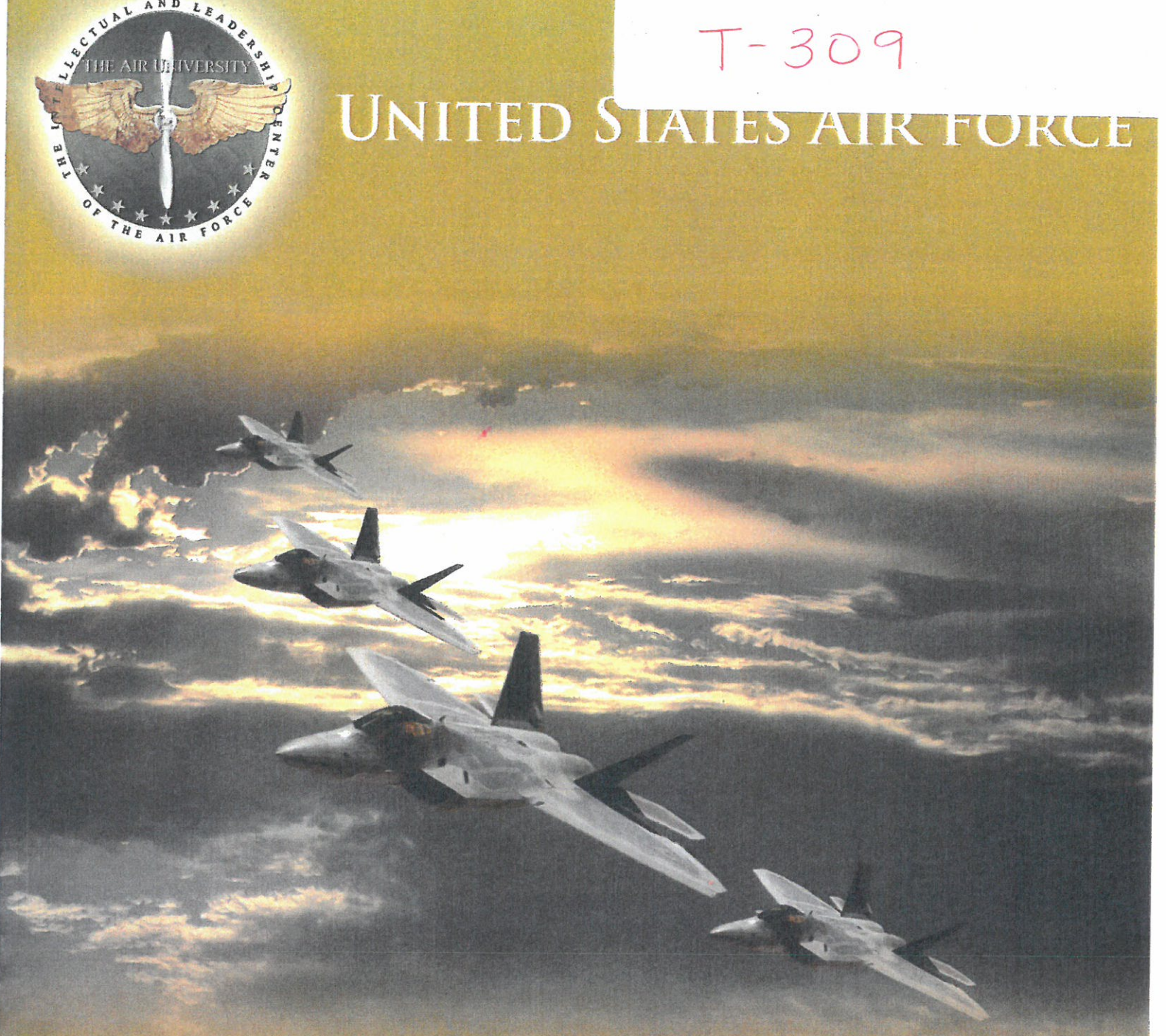
AES 301 Textbooks

- T-309, United States Air Force Leadership Studies
- AU-24, Concepts for Air Force Leadership
- The Armed Forces Officer
- AFDD 1-1, Leadership and Force Development
- AFH 33-337, Tongue and Quill



T-309

UNITED STATES AIR FORCE



LEADERSHIP STUDIES

AS 300 ROTC

2012/2013 EDITION T-309



Jeanne M. Holm Center for Officer Accessions and Citizen Development

Air and Space Studies 300

Table of Contents

LESSON	TITLE	PAGE
Lesson 1	Introduction to Leadership Theory	1
Lesson 2	Air Force Core Values - The Price of Admission	3
Lesson 3	Air Force Leadership	19
Lesson 4	The Profession of Arms	21
Lesson 5	Air Force Smart Operations	43
Lesson 6	Self-Assessment	55
Lesson 7	Stress Management and Resiliency	57
Lesson 8	Sexual Assault Prevention and Response I	59
Lesson 9	Introduction to Critical Thinking	75
Lesson 10	Full Range Leadership	77
Lesson 11	Air Force Effective Writing	93
Lesson 12	Writing Strategies	105
Lesson 13	Basics of Briefing	119
Lesson 14	Team Building	125
Lesson 15	Problem Solving	127
Lesson 16	Motivation	145
Lesson 17	Followership	147
Lesson 18	Situational Leadership	161
Lesson 19	Management Functions and Principles	167
Lesson 20	Change Management	169
Lesson 21	Editing Your Draft	171
Lesson 22	Conflict Management	175

Air and Space Studies 300

Table of Contents

LESSON	TITLE	PAGE
Lesson 23	Power and Influence	177
Lesson 24	Professional/Unprofessional Relationships	179
Lesson 25	Professional/Unprofessional Relationships Case Studies	185
Lesson 26	Briefings (Communication Skills Application)	199
Lesson 27	<i>The Caine Mutiny</i> - A Study in Dynamic Subordinancy	201
Lesson 28	Air Force Equal Opportunity Program	217
Lesson 29	Effective Supervision	233
Lesson 30	Developing Airmen	245
Lesson 31	Sexual Assault Prevention and Response II	247
Lesson 32	Leadership Authority and Responsibility	257
Lesson 33	Corrective Supervision and Counseling	275
Lesson 34	Counseling and Practicum	297
Lesson 35	Air Force Core Values Case Studies	311
Lesson 36	Standards and Accountability	319
Lesson 37	Leadership and Management Case Studies	335
Lesson 38	<i>12 Angry Men</i>	345
Lesson 39	Joint Ethics	347
Lesson 40	The Supervisor's In-Basket	359
Lesson 41	Ethical and Moral Leadership in the Military	405
Lesson 42	Capstone - <i>Remember the Titans</i>	417
Lesson 43	Briefings (Communication Skills Application)	423

AU-24



CONCEPTS FOR AIR FORCE LEADERSHIP

Richard I. Lester, PhD
Executive Editor

A. Glenn Morton, PhD
Associate Editor

Air University Press
Maxwell Air Force Base, Alabama

2001

Contents

	<i>Page</i>
<i>Preface</i>	<i>xiii</i>
<i>Introduction to the Fourth Edition</i>	<i>xv</i>
PROFESSIONAL DIMENSION	
Professional Dimension	1
Section 1	
Expertise and the Need for Leadership	
The Military Oath of Office	5
Col Orwyn Sampson	
Leadership: Objective and Moral Courage	7
Col Allan W. Howey	
Prospects for Military Education	9
Lt Gen Leonard D. Holder Jr. and Williamson Murray	
The Professional Soldier and the Warrior Spirit	17
Lt Col Donald R. Baucom	
The Need To Be More Professional . . . Whatever That Means	25
Col John J. Grace	
Generalship	33
Barbara W. Tuchman	
The Leadership-Integrity Link	39
Gen Ronald R. Fogleman	
Concepts in Leadership	41
CMSgt David J. Campanale	
The Pillars of Generalship	43
Maj John M. Vermillion	
Section 2	
Responsibility, Ethics, Values, and the Code of Conduct	
Reflections on Core Values	53
Gen Michael E. Ryan	
Ethics Theory for the Military Professional	55
Chaplain (Col) Samuel D. Maloney	
Hobson's Choice: Responsibility and Accountability	61

	<i>Page</i>
The Code of Conduct	63
Robert K. Ruhl	
“Sir, I Assume Command”	67
Col Peter A. Land	
The Military in the Service of the State	73
Sir John Winthrop Hackett	
Core Values	81
Sheila E. Widnall and Gen Ronald R. Fogleman	
Dynamic Subordinancy	83
William J. Crockett	
The Responsibility of Leadership in Command	91
Gen John Michael Loh	
The American Military and the Western Idea	93
Maj Thomas J. Begines	
The Ten Rules of Good Followership	99
Col Phillip S. Meilinger	
Sex, Lies, and Unprofessional Relationships	103
Col Michael F. Turner	
An Ethic without Heroes	105
Lt Lawrence Bauer	

Section 3
Mentoring, Diversity, Professionalism, and the Total Force

Use of a Mentor to Enhance Professionalism in the Air Force	111
Lt Col James D. Young	
Leadership and the Art of Mentoring: Tool Kit for the Time Machine	117
John C. Kunich and Richard I. Lester	
Civilian Personnel: Preparing to Meet the Future	129
Roger M. Blanchard	
The Air National Guard’s Contribution to the Total Force	131
Brig Gen Craig R. McKinley	
Leadership Principles and Concepts for Emergency Response Forces	137
Lt Col David F. Bird Jr.	
Learning Leadership	139
Ursula G. Lohmann	
Guard and Reserve: Making a Difference	143
Gen Colin L. Powell	

	<i>Page</i>
Leading/Valuing Diversity	147
Sandra A. McGruder	

ORGANIZATIONAL DIMENSION

Organizational Dimension	149
--------------------------------	-----

Section 4 Organizational Leadership

Organization Theory for Leaders	153
Frank R. Hunsicker	
Executive Strategy Issues for Very Large Organizations	159
William E. Turcotte	
What Makes a Top Executive?	165
Morgan W. McCall Jr. and Michael M. Lombardo	
Determinants of Effective Utilization of Leader Abilities	171
Fred E. Fiedler and Frederick W. Gibson	
Leadership: A Performing Art in a Complex Society	177
Gordon L. Lippitt	
Organizational and Leadership Principles for Senior Leaders	181
Gen W. L. Creech	
Strategic Leadership and the Narrow Mind: What We Don't Do Well and Why	187
Col Fernando Giancotti	

Section 5 Leadership and Management Interface

Leadership and Power Base Development: Using Power Effectively to Manage Diversity and Job-Related Interdependence in Complex Organizations	193
Barton J. Michelson	
Structuring Project Teams and Building Cohesiveness	201
J. Davidson Frame	
Innovation and the Military Mind	209
Air Vice-Marshal R. A. Mason	
The Military as a Bureaucracy: The Super Activity Trap	213
George S. Odiorne	

Section 6 Practical Leadership

Leadership	219
Air Vice-Marshal J. R. Walker	

	<i>Page</i>
Practical Leadership	223
Gen Thomas C. Richards	
Leadership and High Technology	227
Brig Gen Stuart R. Boyd	
Leadership at the Top—Insights for Aspiring Leaders	231
Maj Gen Perry M. Smith	
Principles of Servant Leadership	235
Ken Blanchard	
Learning about Leadership	237
Lt Col Jim Lauria	
Profile of a Leader: The Wallenberg Effect	239
John C. Kunich and Richard I. Lester	
Thirteen Traits of Effective Leaders	247
Col Henry W. “Kodak” Horton	
The Important Balance of Hi Tech-Hi Touch	249
Bob Gaylor	

INTERPERSONAL DIMENSION

Interpersonal Dimension	251
-----------------------------------	-----

Section 7

Leadership Theories and Styles

Thinking and Learning about Leadership	255
Thomas E. Cronin	
The Uses of Leadership Theory	265
James Owens	
Leadership Style and Managerial Effectiveness: An Exercise in Self-Analysis	271
Joseph C. Latona	
The Courage of Sam Bird	275
B. T. Collins	
A Situational Leadership Model for Military Leaders	279
Col Donald E. Waddell III	

Section 8

Understanding People’s Needs

Serve Your Soldiers to Win	289
Maj Don T. Riley	

	<i>Page</i>
A Winning Combination: Leadership and Teamwork	293
Col Ian R. Cartwright	
Leadership Principles for the Successful Company Grade Officer	295
Capt Hardy J. Sellers III	

**Section 9
Communication**

Effective Writing: A New Millennium—An Old Challenge	301
Col Samuel E. Riddlebarger	
Effective Communication: “If Anything Can Go Wrong, It Will”	307
Lt Col William S. Pine and Lt William R. Bauman	
Leaders Communicating Effectively	309
John A. Kline	
Symbolic Leadership: The Symbolic Nature of Leadership	315
Jim Vickrey	

**Section 10
Feedback and Creativity**

Feedback: A Unique Key to Leadership	321
Lt Col Henry A. Staley	
Military Dissent and Junior Officers	323
Maj William Timothy O’Connell	
The Creative Leader	327
Lt Comdr Anthony Kendall	
Leadership	333
Gen Bennie L. Davis	
Doing the Right Thing	337
Burt Nanus	
Reflections on Leadership for Would-Be Commanders	341
I. B. Holley	

PERSPECTIVES

Perspectives	345
Leadership and Doctrine	347
Maj Gen Lance L. Smith	
Anatomy of Leadership: Images and Reflections—The Pattern of Air Leadership	349
Gen Ira C. Eaker	

	<i>Page</i>
Is This a One-Mistake Air Force?	355
Edgar F. Puryear Jr.	
First Sergeantry	363
CMSgt Roger M. Ball	
Down from the Mountaintop, or Demythologizing “Leadership”	367
Robert C. Burgee	
The 4 Competencies of Leadership	371
Warren Bennis	
Posttrauma Support from a Leadership Perspective: Swedish Peacekeeping Experiences.	377
Gerry Larsson	
Duty, Honor, Country	383
Gen Douglas MacArthur	
“SIJAN! My Name Is Lance Peter Sijan!”	387
Lt Col Fred A. Meurer	
You Can Drag a Horse to Water but You Can’t Make It Drink Unless It Is Thirsty.	393
Bruce J. Avolio and Bernard M. Bass	
Guidelines for Leadership	401
Gen Robert T. Herres	
Leadership as a Function of Experience	405
Gen Bryce Poe II	
Leadership That Inspires Excellence	413
Brig Gen Steve Ritchie	
A Leadership Perspective	417
Gen Duane H. Cassidy	
On Leadership	419
Gen Omar N. Bradley	
Military Leadership: What Is It? Can It Be Taught?	423
Gen Maxwell D. Taylor	
A Single-Hearted Desire	427
Gen Armistead L. Long	
Leadership	429
Douglas Freeman	
The Challenge of Leadership.	435
Brig Gen Robin Olds	

	<i>Page</i>
Leadership under Severe Stress: A Grounded Theory Study	441
Gerry Larsson, Ann Johansson, Tina Jansson, and Gunilla Grönlund	
Leadership: Creativity and Innovation.	449
William R. Klemm	
Leadership	463
Maj C. A. Bach	
Resource Management for Commanders: An Evolving Strategy	469
Lt Col Paul G. Hough	
NATO 1988–1991: Historical Leadership as Viewed through Three Lenses.	475
Gen John A. Shaud	
Foundational Qualities of Effective Leaders: A Different Perspective.	481
Capt Stephan T. Shardy	
History and Leadership: Molding and Shaping the Future	485
MSgt Ellery Wallwork, TSgt Randy Bergeron, and TSgt Mark Stanley	
Leadership: Some Thoughts after Thirty Years	489
Dewey E. Johnson	
Leadership	495
Air Vice-Marshal Ron Dick	
Valuing Leadership in an Era of Prophets, Politicians, and Pugilists	501
Maj Charles T. Barco	
Leadership Is in the Eye of the Follower.	507
James M. Kouzes and Barry Z. Posner	
Bob Galvin on Heritage, Creativity, and Leadership	511
Kenneth Houston Paterson	
Leadership for the 21st Century	513
Frederick S. Ciaccio	
What <i>Is</i> Leadership?	517
Max De Pree	
Leadership: More Doing Than Dash	519
Peter F. Drucker	
A Perspective on Effective Leadership	521
Gen John L. Piotrowski	
Author Index.	527

ILLUSTRATIONS

<i>Table</i>	<i>Page</i>
1	Percentage of the Total Air Force 135
2	Summary of the Five Test Studies 172
3	Correlations between Leader Intelligence and Group Performance under Conditions of Low, Moderate, and High Stress 173
4	Correlations between Leader Intelligence Scores and Performance for Conditions in which the Leader Is Directive or Nondirective with High or Low Group Support 174
5	Factors Increasing Position Power 195
6	Influence Strategies 196
7	Most-to-Least Popular Strategies Used in All Countries 196
8	Different Forms of Influence 196
9	What Leaders Say Are the Obstacles to Leadership in America (Percentage) 257
10	Changes in MLQ-Follower Ratings According to Whether the Change Was Proposed in the 66 Participants' Personal Leadership Development Plans 397

<i>Figure</i>	
1	An Organization and Its Environment 154
2	The Leader's Role 158
3	An Analytical Approach for Diagnosing an Organization and Framing Priorities 164
4	Mean Performance Scores of Relatively Intelligent and Less Intelligent Leaders in Four Different Types of Group Situations 175
5	Leadership: The Exercise of Power 194
6	Leadership: The Exercise of Power 197
7	Leadership: The Exercise of Power 198
8	Leadership: The Exercise of Power 199
9	Communication Channels 202
10	Isomorphic Team Structure 204

<i>Figure</i>	<i>Page</i>
11 Specialty Team Structure	205
12 Egoless Team Structure	206
13 Surgical Team Approach	207
14 Schematic of a Cybernetic System: The Most Commonly Used of the Systems Approaches Feedback	214
15 Continuum of Leader Behavior	280
16 Leader-Dominant and Follower-Dominant Styles and Chronology	280
17 Hersey and Blanchard’s Situational Leadership Model	281
18 The AWC Leadership Model	281
19 Situational Component of the AWC Leadership Model	281
20 Levels of Leadership	282
21 The Situation: Peace or War?	284
22 Joint and Combined Leadership	285
23 Staff versus Operational Leadership	285
24 Prospective Design of a Study of Swedish Peacekeeping Soldiers	378
25 Conditions Affecting Experiences of Psychological Debriefings	379
26 Model of Leadership under Severe Stress and the Underlying Circumstances	443
27 A Common Misconception about the “Magic” of Creativity—Somehow “Stuff” Is Put into the Mind and Wondrous Creations Come Out	450
28 The Creative Process Is a Systematic Organization of Distinct Mental Events	451
29 Creative People See Things in More than One Way	453
30 Good Ideas Have to Be Nurtured to Yield Their Fruit	460
31 “Reaching Synergy”	502
32 Pathway of Arête	505

Army Pamphlet 600-2
DOD GEN-36A
NAVEDTRA 46905-A
AFP 190-13
NAVMC 2563

AMERICAN FORCES INFORMATION
SERVICE

THE ARMED FORCES OFFICER

Headquarters
Departments of the Army, Department of
Defense, The Navy, The Air Force, and
The Marine Corps
Washington, DC
1 February 1988

UNCLASSIFIED

Headquarters
Departments of the Army,
Department of Defense, The Navy,
The Air Force, and The Marine
Corps
Washington, DC

1 February 1988

*Army Pamphlet 600-2
*DOD GEN-36A
*NAVEDTRA 46905-A
*AFP 190-13
*NAVMC 2563

AMERICAN FORCES INFORMATION SERVICE

THE ARMED FORCES OFFICER

By Order of the Secretary of the Army:

CARL E. VUONO
General, United States Army
Chief of Staff

Official:

R. L. DILWORTH
Brigadier General, United States Army
The Adjutant General

History. This publication has been organized to make it compatible with the Army electronic publishing database. No content has been changed.

Summary. This book is about American Armed Forces officers of all services and grades. It is an American book and makes no apology for its point of view. The book's roots are in the writings of both military and civil leaders; it depends heavily on the thoughts and philosophical guidance of Army Brig. Gen. S. L. A.

Marshall, who wrote the original and classic "Armed Forces Officer." It was written to provide a foundation of thought, conduct, standards and duty for officers.

Applicability. This official Department of Defense publication is for the use of personnel in the military services.

Proponent and exception authority. The proponent is the Office of the Secretary of Defense, Washington.

Suggested Improvements. Not Applicable.

Distribution. THE ARMED FORCES

OFFICER (*DoD GEN-36A*)—This official Department of Defense publication is for the use of personnel in the military services. The American Forces Information Service does not stock copies of this publication for general distribution. For additional copies, contact your command or your service publication distribution center.

Contents (Listed by paragraph and page number)

Chapter 1

Special Trust and Confidence, page 2

Purpose of this Book • 1-1, page 1

The 200-Year Tradition of the Oath • 1-2, page 1

A Commission is Never Lightly Given • 1-3, page 1

A Lifestyle of Commitment, Dedication, and Fun • 1-4, page 1

There are Times of National Disenchantment • 1-5, page 1

The Nation Expects More from the Military Officer • 1-6, page 2

High Standards of Honor Versus the Flawed System of Buying Commissions • 1-7, page 2

*This publication supersedes DoD GEN-36/DA Pam 600-2/NAVEDTRA 46905/AFP 190-13/NAVMC 2563 (Rev. 75), dated July 22, 1975.

Contents—Continued

Chapter 2

What Is an Officer?, page 3

The Makings of a Good Officer • 2-1, page 3

Peace-at-any-Price Thinking • 2-2, page 3

An Armed Forces Officer's Duty is Multi-Faceted • 2-3, page 3

Lessons from the Past and Adaptability Today • 2-4, page 4

Chapter 3

Responsibility and Privilege, page 5

RHIP—Rank Hath Its Privileges • 3-1, page 5

Responsibility is Balanced with Privilege • 3-2, page 5

Abuse of Privilege in a Historical Context • 3-3, page 5

The Officer's Job is to Put his or her People First • 3-4, page 5

Chapter 4

Planning Your Career, page 6

The Individual Takes Responsibility for Career Planning • 4-1, page 6

Seeking Opportunities and Getting Ahead • 4-2, page 7

Fundamental Concepts of Career Progression • 4-3, page 7

Doing Your Job Well Includes Schooling • 4-4, page 7

Chapter 5

Joint and Allied Duty, page 7

Understanding Cultures of the World • 5-1, page 7

The Need for Foreign Language Studies • 5-2, page 8

Types of National Duty • 5-3, page 8

Do Your Homework in Adjusting to the Host Nation • 5-4, page 8

Chapter 6

Keeping Your House in Order, page 9

Frequent Moves and Banking • 6-1, page 9

Cash Reserve and Saving • 6-2, page 9

Financial Preparations for Success • 6-3, page 9

Chapter 7

Where Is the Real Service?, page 10

The Mission Begins Wherever a Service Member is Assigned • 7-1, page 10

The System Functions If All Do Their Jobs • 7-2, page 10

Set the Standard at Your Post • 7-3, page 11

Chapter 8

Getting Along With People, page 12

People Respond the Way They are Treated • 8-1, page 12

The Thirteen Mistakes • 8-2, page 12

Mutual Respect Between People • 8-3, page 12

Chapter 9

Leadership, page 13

Famous Leaders from all Molds • 9-1, page 13

Colonel Warren Moore • 9-2, page 13

Management and Leadership Skills • 9-3, page 14

The Common Denominators of Leadership • 9-4, page 14

Chapter 10

The Mission, page 15

The System will Meet the Demand of the Mission • 10-1, page 15

Contents—Continued

All Members Must Take Responsibility • 10-2, *page 15*
When an Order is Given • 10-3, *page 16*
Decision-Making • 10-4, *page 16*

Chapter 11

Knowing Your Job, *page 17*

Mastering the Assigned Job Through Learning • 11-1, *page 17*
Knowledge to Utilize Resources Wisely • 11-2, *page 17*

Chapter 12

Writing and Speaking, *page 18*

Command is Exercised by Communication • 12-1, *page 18*
Writing • 12-2, *page 19*
Speaking • 12-3, *page 20*

Chapter 13

The Art of Instruction, *page 21*

The Essence of Teaching • 13-1, *page 21*
Example Itself as Teacher • 13-2, *page 21*

Chapter 14

Communicating With Your People, *page 23*

Counseling Subordinates • 14-1, *page 23*
Getting People to Talk • 14-2, *page 23*
Leadership is Communication Understood by both Parties • 14-3, *page 23*
Determining What Data to Communicate • 14-4, *page 23*
Skillful Listening • 14-5, *page 23*
Conveying Clear Information • 14-6, *page 23*
Trustworthy Information • 14-7, *page 23*
Articulating the Goals • 14-8, *page 24*
Lifestyle and Moral Codes • 14-9, *page 24*
Common Sense Rules • 14-10, *page 24*

Chapter 15

Discipline, *page 25*

Discipline is Essential • 15-1, *page 25*
Discipline Must Have a Purpose • 15-2, *page 25*
Saluting as a Symbol • 15-3, *page 25*
Accepting the Rules Makes a Society Work • 15-4, *page 25*
Differences Between Civil Sector and Military • 15-5, *page 26*
Leadership Achieves Willing Subordination • 15-6, *page 26*
Discipline & Morale in Balance • 15-7, *page 26*

Chapter 16

Reward and Punishment, *page 26*

The Idea of Justice • 16-1, *page 26*
Uniform Code of Military Justice • 16-2, *page 26*
Promoting the General Good • 16-3, *page 27*
The "Golden Rule"—Punishment for Those Deserving • 16-4, *page 28*
People Expect Their Due. • 16-5, *page 28*

Chapter 17

Morale, *page 29*

Adapting Tactics for Battle Situation • 17-1, *page 29*
Confidence in Wise Direction • 17-2, *page 29*
New Recruits • 17-3, *page 29*

Contents—Continued

Lesson of the Marines at Khe San • 17-4, *page 30*
The Art of Command • 17-5, *page 30*

Chapter 18

Esprit, *page 30*

Service to Loyalties • 18-1, *page 30*

Individualism Gives Way to Belonging to an Organized System • 18-2, *page 31*

Chapter 19

Moral and Physical Welfare, *page 31*

High Moral Standards • 19-1, *page 32*

Physical Training • 19-2, *page 32*

Chapter 20

Duty, *page 33*

Duty is the Framework of the System • 20-1, *page 33*

Doing what is Expected • 20-2, *page 33*

Purpose of the Military • 20-3, *page 33*

Chapter 21

American Ideals, *page 34*

The Service Officer's Commitment to the Constitution • 21-1, *page 34*

Roles in the Military Establishment • 21-2, *page 34*

Constitutional Defense that is Legal and Moral • 21-3, *page 34*

Urged to Sacrifice in a Free Society • 21-4, *page 34*

Young People Learn Fundamental Skills Without Prejudice • 21-5, *page 35*

Responding to National Demands as the Legal Exercise of Authority • 21-6, *page 35*

Chapter 22

You and Your People, *page 36*

Developing People • 22-1, *page 36*

Understanding Motivation • 22-2, *page 36*

The Nation's Sons and Daughters are Entrusted into the Military's Care • 22-3, *page 36*

Creating a Team—Not Enemies • 22-4, *page 36*

Learning Names is Important • 22-5, *page 36*

Good Manners and Social Rules • 22-6, *page 36*

Chapter 23

The Code of Conduct, *page 38*

History of the Code • 23-1, *page 38*

Battle Lessons • 23-2, *page 38*

Code of Conduct • 23-3, *page 39*

A North Vietnam POW Relies on the Code of Conduct • 23-4, *page 39*

Chapter 24

Americans in Combat, *page 40*

Immediate Combat Versus Buildup Period • 24-1, *page 40*

Training and Collateral Studies Prepare the Officer for Combat • 24-2, *page 40*

Each Service has Differing Missions • 24-3, *page 40*

Fundamental Propositions are Holding True Since 1775 • 24-4, *page 40*

The Fundamental Propositions • 24-5, *page 40*

Chapter 25

Present and Future Trends, *page 43*

Military Technology Through History • 25-1, *page 43*

Sophisticated Systems Deliver Timely Information • 25-2, *page 44*

Contents—Continued

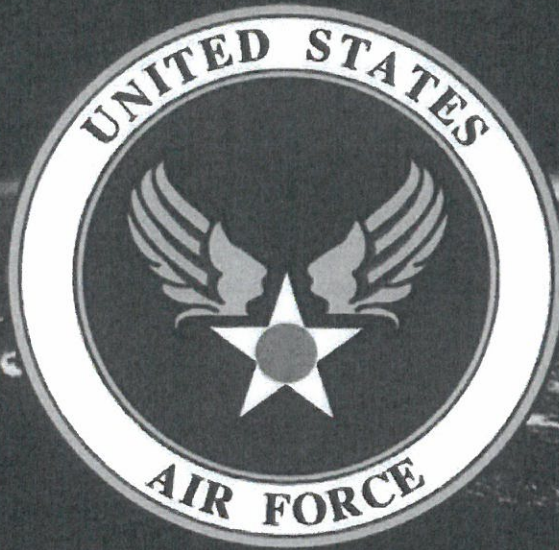
- Some Systems Have Changed More Than Others • 25-3, *page 44*
- An Officer Must Learn New Acronyms. • 25-4, *page 44*
- Substance Abuse is Unacceptable • 25-5, *page 44*
- Americans Deployed Abroad Can Become Targets • 25-6, *page 45*
- An Officer Must be Aware of Family Pressures • 25-7, *page 45*
- The Nuclear Threat is a Constant Concern • 25-8, *page 45*
- International Geo-Politics Must be Studied to Assess Risks • 25-9, *page 45*
- Being a Guardian of the Defense Budget • 25-10, *page 46*
- Mutual Respect Yields an Effective Organization • 25-11, *page 46*

Appendixes

- A.** Suggested Reading, *page 47*
- B.** Acknowledgments, *page 49*

AFDD 1-1

Air Force Basic Doctrine, Organization, and Command



Air Force Doctrine Document 1
14 October 2011

This document complements related discussion found in Joint Publication 1,
Doctrine for the Armed Forces of the United States.

TABLE OF CONTENTS

PREFACE	vii
CHAPTER ONE—Doctrine	1
Doctrine Defined.....	1
Policy, Strategy, and Doctrine	3
Uses of Doctrine	4
Sources of Doctrine	6
Levels of Doctrine	8
Types of Doctrine	9
Doctrine, Operating Concepts, and Vision.....	9
CHAPTER TWO—Airpower	11
Airpower	11
The Foundations of Airpower.....	13
'Airmindedness'	18
The Airman's Perspective.....	19
CHAPTER THREE—War.....	21
The Nature of War	22
Traditional and Irregular War.....	23
Culture and War	24
Levels of War.....	25
The Range of Military Operations	26
CHAPTER FOUR—Principles and Tenets	29
Principles of Joint Operations	29
Principles of War	29
Unity of Command	30
Objective	30
Offensive.....	31
Mass	32
Maneuver	33
Economy of Force	33
Security	34
Surprise.....	35
Simplicity.....	35
Additional Principles of Operations.....	35
Unity of Effort	36
Restraint.....	36
Perseverance	36
Legitimacy.....	37
Tenets of Airpower	37
Centralized Control and Decentralized Execution.....	38
Flexibility and Versatility.....	39
Synergistic Effects.....	40
Persistence	40

Concentration.....	41
Priority.....	41
Balance.....	41
CHAPTER FIVE—Air Force Functions.....	42
Roles.....	42
Missions.....	42
Functions.....	43
Core Functions.....	43
Nuclear Deterrence Operations.....	43
Air Superiority.....	45
Space Superiority.....	45
Cyberspace Superiority.....	46
Command and Control.....	47
Global Integrated Intelligence, Surveillance, and Reconnaissance.....	48
Global Precision Attack.....	48
Special Operations.....	49
Rapid Global Mobility.....	50
Personnel Recovery.....	51
Agile Combat Support.....	52
Building Partnerships.....	53
CHAPTER SIX—Commanding and Organizing Air Force Forces.....	54
The Commander, Air Force Forces.....	55
Operational Responsibilities of the COMAFFOR.....	56
Service Responsibilities of the COMAFFOR.....	57
The Air Expeditionary Force.....	58
The Air Expeditionary Task Force (AETF).....	59
Regional Organization and Control.....	62
Functional Organization and Control.....	63
AETF Organization.....	63
Numbered Expeditionary Air Force.....	63
Air Expeditionary Task Force-X.....	64
Air Expeditionary Wing.....	64
Air Expeditionary Group.....	64
Air Expeditionary Squadron.....	65
Expeditionary Elements below Squadron Level.....	65
Provisional Units.....	67
Designation of Expeditionary Units.....	67
Examples of AETFs.....	68
Command and Control Mechanisms.....	69
Air Operations Center (AOC).....	70
AFFOR Staff.....	71
Distributed/Split Operations.....	72
Command Relationship Models for Air Force Forces.....	73
In-Theater Forces.....	74
Out-of-Theater Forces.....	74
Functional Forces.....	75

Transient Forces	75
Forces in Exercises	76
Transfer of Functional Forces to a Geographic Command	76
Integrating Regional and Functional Air Force Forces	78
Integrating Air Mobility Operations	78
Integrating Space Operations	79
Integrating Special Operations	80
Integrating Cyberspace Operations	82
Nuclear Support to Regional Commands	83
Integrating the Air Reserve Components	83
Homeland Organizational Considerations	83
The Senior/Host Air Force Installation Commander	85
CHAPTER SEVEN—The Air Force Component Within the Joint Force	88
Joint Force Organizational Basics	88
The Joint Force Air Component Commander	90
Control of Other Services' Aviation Capabilities	92
Air Force Component Presentation Considerations	94
Levels of Force Presentation	94
Theater-Level Component	95
Sub-Theater-Level Component	96
Sub-Theater-Level AETF in Support of a JTF	97
Force Attachment Considerations	97
Achieving Unity of Effort	98
Joint Air Component Coordination Element	99
Air Component Relationships within a Joint Force	100
Theater Air Component Command Mechanism	101
Joint Liaisons in the AOC	101
Joint Staffs	103
Joint Staff Composition	103
Commanders and Staff	103
JFACC Staff	103
Multi-Hatting Commanders/Span of Command	104
Multinational and Interagency Integration	104
Multinational Operations	104
Interagency Coordination	106
CONCLUSION	107
APPENDIX A—Command Relationships and Authorities	109
APPENDIX B—The Air Operations Center	114
APPENDIX C—The AFFOR Staff	117
APPENDIX D—The Air Reserve Components	121
REFERENCES	124
GLOSSARY	125

The Tongue and Quill

AFH 33-337
1 AUGUST 2004

*Communication is an essential tool for the
twenty-first century Air Force*

THE CONTENTS

PART I: COMMUNICATON BASICS	1
Chapter 1: A Basic Philosophy of Communication.....	3
Chapter 2: Seven Steps to Effective Communication: An Overview.....	9
PART II: PREPARING TO WRITE AND SPEAK	15
Chapter 3: Analyzing Purpose and Audience.....	17
Chapter 4: Researching Your Topic.....	25
Chapter 5: Supporting Your Ideas.....	41
Chapter 6: Organizing and Outlining Your Thoughts.....	55
PART III: WRITING WITH FOCUS	63
Chapter 7: Writing Your Draft	65
Chapter 8: Editing Your Draft.....	91
Chapter 9: Fighting for Feedback and Getting Approval.....	105
PART IV: FACE-TO-FACE: SPEAKING AND LISTENING	113
Chapter 10: Air Force Speaking	115
Chapter 11: Effective Listening Strategies.....	131
PART V: WORKPLACE CHALLENGES	141
Chapter 12: Electronic Communication	143
Chapter 13: Meetings	155

PART VI: AIR FORCE WRITING PRODUCTS AND TEMPLATES	165
The Quill.....	165
Personal Letter.....	167
Official Memorandum	183
In Turn Memo	187
Indorsement Memo.....	189
Short-Note Reply.....	193
Memorandum for Record	195
Trip Report	197
Staff Study Report.....	199
Talking Paper	209
Bullet Background Paper.....	211
Background Paper	215
Position Paper.....	217
Staff Summary Sheet.....	219
Performance Report	225
Awards and Decorations.....	237
Air Force Publications.....	241
Biography	243
Résumé	247
Envelope.....	259
APPENDIX 1: THE MECHANICS OF WRITING	263
Glossary of Common Grammatical and Writing Terms.....	265
Punctuation Guidelines: An Alphabetical Listing.....	273
Abbreviating ABCs	309
Capitalization Guidelines	317
Numbers, Numbers, Numbers	331
APPENDIX 2: THE MECHANICS OF RESEARCH	337
APPENDIX 3: EFFECTIVE READING STRATEGIES	355
APPENDIX 4: BIBLIOGRAPHY AND OTHER REFERENCES	365
THE INDEX	367
Alphabetical Arrangement of Topics	