



**DEPARTMENT OF THE AIR FORCE  
AIR UNIVERSITY (AETC)**

3 September 2024

MEMORANDUM FOR ALL AFROTC UNITS

FROM: HQ AFROTC/DO  
60 W. Maxwell Blvd  
Maxwell AFB AL 36112

SUBJECT: Introductory Note to Air Force Reserve Officers' Training Corps Instruction (AFROTCI) 36-2011,  
Vol 1, *Cadet's Guide to Leadership Laboratory (LLAB) Curriculum*

This revised syllabus serves as the approved guidance for Air Force Senior ROTC units in conducting Leadership Laboratory (LLAB) and is provided for immediate implementation as appropriate. Many Samples of Behavior (SOB) have been re-organized to different chapters, a few SOBs were deleted, and SOB 8.9 was added to ensure detachments practice use of the Form 2, however no substantive changes were made to any previously published SOBs. Further, HQ AFROTC/DOT will provide Mission Qualification Training (MQT) for the Form 2 both synchronously and asynchronously to better equip and prepare Detachment cadre for use of the form as part of each cadet's development and feedback.

This syllabus also reflects a nomenclature shift from "initial military training" to "Basic Cadet" and from "field training preparation" to "Basic Cadet Leader". This shift more accurately aligns the implications of General Military Course (GMC) training designations with that of the Professional Officer Course (POC). The updated designations create a clear trendline in expectations of each cadet from orientation all the way through the final year, a trendline that descriptively reflects increased responsibility, complexity, and authority – as both a follower and a leader.

Given that this revision is being published after most schools have started fall classes, Detachment Commanders are empowered to implement changes judiciously so as to not unnecessarily disrupt the continuum of training already happening at their locations. Still, they should highlight the general shift in emphasis from a focus on preparation for field training, to a focus on leadership development. In that vein, specific guidance previously included in the Vol 1 related to field training only will be released with the Field Training 2025 Operations Order at a later date.

//signed//das/3 Sep 24//  
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Director of Operations, HQ Air Force ROTC

## SUMMARY OF CHANGES

This revision:

- (1) changes the IMT developmental level to Basic Cadet (BC) and the FTP developmental level to Basic Cadet Leader (BCL)
- (2) removes all references to Gateway to POC
- (3) removes all references to Field Training Preparation
- (4) moves SOBs 9.2, 9.3, 9.4, and 9.5 from Chapter 9 to Chapter 8 and deletes SOBs 9.1, 9.6, 9.7, and 9.8
- (5) adds SOB 8.9 to establish detachment use and knowledge/proficiency levels for the OTS Form 2
- (6) moves referenced forms from the body of the instruction to the attachments
- (7) makes administrative changes/updates throughout the instruction.

This publication has been reviewed and approved by competent personnel of the preparing command in accordance with current directives on doctrine, policy, essentiality, propriety, and quality. The views and opinions expressed or implied in this publication do not carry the official sanction of the Air Education and Training Command or the Department of the Air Force (DAF).

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## PREFACE

The purpose of this text is to help you, cadre and/or Professional Officer Course (POC) cadets, develop a meaningful and stimulating Leadership Laboratory (LLAB) course for your detachment. Please keep in mind the structure of the course is up to you and your Operations Flight Commander (OFC) or Operations Officer. You are required to teach all lesson objectives and track the proficiency level for each cadet using the AFROTC-approved LLAB Objectives Tracker. However, you may present these objectives throughout the academic year in any order that works for you as approved by your OFC. Furthermore, the proficiency levels defined for each objective are based on the minimum skill level required for successful completion of the AFROTC program - at the discretion of the OFC, cadets may be directed to achieve a higher proficiency level. The Detachment Commander is the waiver authority for objective completion and proficiency level requirement for individual cadets unless delegated to the OFC.

Objectives are proficiency-based or characterized as task knowledge or performance. AFROTCI 36-2011, Vol 3, *Cadet Operations*, directs the conduct for extended cadets. They have completed the program and should be used to assist with Practical Military Training (PMT) and as mentors for special projects. Morale and team-building activities should be an inherent focus of cadet leaders and detachment staff for PMT to maintain a viable commissioning source. The design of the AFROTCI 36-2011, Vol 1 and its associated objectives provides ample opportunity and flexibility for detachments to recruit, train, and commission the world's best Air Force and Space Force Second Lieutenants.

Critiques, suggestions, and comments are welcome!

Please address any critiques, suggestions, comments, or corrections to:

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## AFROTCI 36-2011 Volume 1 - LLAB GUIDEBOOK

This Cadet's Guide to Leadership Laboratory Curriculum (LLAB Guidebook) is designed for the Professional Officer Course (POC) and cadre as a reference tool to successfully present LLAB events. This tool is not meant to be all inclusive; however, it will serve as a guide for detachment training operations. LLAB events allow cadets to practice the knowledge and skills learned in AS classes and other Practical Military Training (PMT) events. LLAB-accomplished training occurs at three different levels. First, the General Military Course (GMC) cadets gain knowledge and have an opportunity to carry out activities using practical applications. Second, LLAB gives POC cadets an opportunity to practice their leadership skills to plan, set up, execute, and provide GMCs feedback while executing LLAB. Finally, cadre provide feedback to the POCs on their leadership skills in relation to their plan, set up, execution and feedback provided to GMCs. As a POC, LLAB is your chance to practice your leadership skills that will help you learn and grow into a Second Lieutenant in today's Air Force or Space Force.

Normally, cadets are classified as AS100, AS200, AS300 and AS400 cadets corresponding to the academic course in which they are enrolled. Though this classification system works well for most cadets, it may not apply in all situations. Therefore, it may be more practical to classify and assign cadets according to their current developmental level in conjunction with the timing of their selection for the POC. For this reason, the following objectives must be satisfied to the identified competency level according to the appropriate cadet classification as follows:

**Basic Cadet (BC)** - Cadets who are part of the GMC but not yet in the academic year they will be considered for selection into the POC, normally AS100s.

**Basic Cadet Leader (BCL)** - GMC cadets in the academic year they will be considered for selection into the POC, normally AS200, AS250\*, or AS500 cadets.

**Intermediate Cadet Leader (ICL)** - Cadets who have just entered the POC, normally AS300 cadets.

**Senior Cadet Leaders (SCL)** - Cadets scheduled to be commissioned in the upcoming year, normally AS400 cadets.

*\*Detachments exercise discretion in training AS250s to the BC and BCL levels of knowledge and proficiency to ensure they have met all objectives prior to completing their AS250 year. This may include (but is not limited to) training AS250s with BC cadets in the Fall, then with BCL cadets in the Spring.*

Each objective contains the following:

**Requirements:** This is the learning objective (*i.e.*, Sample of Behavior)

**References:** Supporting materials & locations to find the information pertaining to lesson execution. All AF forms & publications are available at <https://www.e-publishing.af.mil/> or the ROTC - Enterprise Teams page.

**Institutional Competency - Sub-competency:** Links each objective to the desired learning outcomes for officer candidates.

**Instructor:** Recommended instructor-level; NOTE: most objectives require a qualified POC instructor who has completed Field Training and is approved by Detachment staff.

**Additional/Supplemental Information:** Notes and suggestions to consider when planning training.

### Objective Proficiency Codes:

**Intent:** The proficiency code identifies the desired skill level per the appropriate cadet level. The training should be designed to achieve the desired level of proficiency as stated on each objective. Inherently, a higher-level of training proficiency is required for POC cadets teaching certain critical skills; therefore, completion of Field Training is required prior to the start of training. At the discretion of cadre, cadets may be allowed to formally instruct, or evaluate cadets without completion of this course.

These proficiency codes are closely related to **Bloom's taxonomy, which is used in Academic Instructor training.** The three levels of Bloom's most closely related are the Remember, Understand, and Apply levels.

Most of the LLAB lesson objectives are cadet planned, organized, and executed under the supervision of the Detachment Commander and Operations Flight Commander.

<b>Objective Proficiency Code Key</b>	
<b>Scale Value</b>	<b>Definition: The Individual</b>
<b>Task Knowledge Level (K)</b>	<b>Subject Knowledge Training: The verb selection identifies the individual's ability to identify facts, state principles, analyze, or evaluate the subject</b>
Ka	Recall basic facts from memory ( <b>Bloom's Remember</b> )
Kb	Summarize basic facts from memory and draw conclusions about subject ( <b>Bloom's Understand</b> )
<b>Task Performance Level (P)</b>	<b>Performance Training: Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the field requirements for speed and accuracy (Bloom's Apply)</b>
P1	Can do most parts of the task. Needs only help on hardest parts (Partially Proficient - do/participate)
P2	Can do all parts of the task. Needs only a spot check of completed work (Competent - command, direct)
P3	Can do the complete task quickly and accurately. Can tell or show others how to do the task (Highly Proficient - coach/mentor, supervise, instruct)

**Note: Proficiency is intended to move from Knowledge to Performance. If an individual achieves a performance proficiency, it is assumed that knowledge has been achieved as well.**

<b>AFROTCI 36-2011 Volume 1 Objective Table</b>		<b>BC</b>	<b>BCL</b>	<b>ICL</b>	<b>SCL</b>
<b><u>Training Objective 1 - DAF and AFROTC Grade Structure and Insignia</u></b>					
<b>SOB 1.1</b>	Identify DAF enlisted grade structure by insignia and name.	Ka			
<b>SOB 1.2</b>	Identify DAF & Joint officer grade structure by insignia and name.	Ka			
<b>SOB 1.3</b>	Identify AFROTC grade structure.	Ka			
<b><u>Training Objective 2 – DAF and AFROTC Chain of Command</u></b>					
<b>SOB 2.1</b>	List the current DAF and AFROTC chain of command.	Ka			
<b>SOB 2.2</b>	Summarize the chain of command from the President of the United States to you as a cadet.		Kb		
<b><u>Training Objective 3 - AFROTC Honor Code</u></b>					
<b>SOB 3.1</b>	Define each element of the AFROTC Cadet Honor Code.	Kb			
<b>SOB 3.2</b>	Recall procedures for reporting a suspected Cadet Honor Code violation.	Ka			
<b>SOB 3.3</b>	Describe common misconceptions and improper applications of the Cadet Honor Code.	Kb			
<b><u>Training Objective 4 – DAF Customs and Courtesies</u></b>					
<b>SOB 4.1</b>	Recall proper DAF customs and courtesies expected of cadets to peers, superiors, and subordinates	Ka	Kb		
<b>SOB 4.2</b>	Practice proper forms of saluting and recognize who and when to salute	P1	P2	P3	
<b>SOB 4.3</b>	Practice reporting in/reporting out procedures.	P1	P2	P3	



<b>SOB 4.4</b>	Utilize the proper courtesies displayed during informal and formal activities	P1	P2	P3	
<b>SOB 4.5</b>	Recall procedures for proper display of the flag	Ka	Ka		
<b>SOB 4.6</b>	Describe proper customs and courtesies for outdoor ceremonies	Ka	Kb		
<b>SOB 4.7</b>	Describe proper customs and courtesies for indoor ceremonies	Ka	Kb		
<b>SOB 4.8</b>	Paraphrase proper procedures for folding the flag	Ka	Kb		
<b>SOB 4.9</b>	Demonstrate proper procedures for retreat	P1	P2	P3 <sup>1</sup>	
<b>SOB 4.10</b>	Demonstrate proper procedures for reveille	P1	P2	P3 <sup>1</sup>	
<b><u>Training Objective 5 - Military Ceremonies and Protocol</u></b>					
<b>SOB 5.1</b>	Describe Dining-In and Dining-Out procedures and protocol	Ka		Kb	
<b>SOB 5.2</b>	Describe official ceremonies protocol and procedures (award ceremony, change of command, etc.)	Ka	Ka	Kb	
<b><u>Training Objective 6 – DAF Dress and Appearance Standards</u></b>					
<b>SOB 6.1</b>	List when it is inappropriate to wear your uniform	Ka	Ka		
<b>SOB 6.2</b>	Demonstrate proper DAF grooming standards	P1	P2	P3	
<b>SOB 6.3</b>	Demonstrate proper AFROTC and DAF dress and appearance standards	P1	P2	P3	
<b><u>Training Objective 7 - Drill Positions and Movements</u></b>					
<b>SOB 7.1</b>	Demonstrate drill fundamentals	P1	P2	P3	
<b>SOB 7.2</b>	Demonstrate individual drill instruction	P1	P3		
<b>SOB 7.3</b>	Demonstrate basic drill of the flight	P1	P3		
<b>SOB 7.4</b>	Demonstrate intermediate drill of the flight	P1	P3		
<b>SOB 7.5</b>	Demonstrate advanced drill of the flight	P1	P3		

<b>SOB 7.6</b>	Demonstrate proper guidon positioning, commands, and movements		P2	P3 <sup>1</sup>	
<b>SOB 7.7</b>	Demonstrate detail marching		P3		
<b>SOB 7.8</b>	Demonstrate squadron marching		P1	P3 <sup>1</sup>	
<b>SOB 7.9</b>	Demonstrate Open Ranks Inspection	P1	P2	P3 <sup>1</sup>	
<b>SOB 7.10</b>	Demonstrate proper road guard procedures	P1	P3		
<b><u>Training Objective 8 - Effective Followership, Leadership, and Teamwork Skills</u></b>					
<b>SOB 8.1</b>	Demonstrate effective followership	P1	P2	P3	
<b>SOB 8.2</b>	Demonstrate effective team leadership	P1	P2	P3	
<b>SOB 8.3</b>	Demonstrate effective group leadership as POC-In-Charge			P2	P3
<b>SOB 8.4</b>	Demonstrate the principles of an effective debrief		P1	P2	P3
<b>SOB 8.5</b>	Recall the Airman's Foundational Competencies	Ka	Kb	Kb	Kb
<b>SOB 8.6</b>	Employ risk management principles and execute operations safely	P1	P2	P3	P3
<b>SOB 8.7</b>	Understand how mission planning impacts performance in problem solving and completing a mission		P2	P3	P3
<b>SOB 8.8</b>	Demonstrate the essentials of effective mission debrief		P2	P3	P3
<b>SOB 8.9</b>	Practice Leadership Evaluation Using the Form 2	Ka	Kb	P2	P3
<b><u>Training Objective 9 - Understand How the DAF Employs Warfighting Assets</u></b>					
<b>SOB 9.1</b>	Recall DAF contributions to the joint fight	Ka	Kb		
<b>SOB 9.2</b>	Summarize DAF warfighting assets	Ka	Kb		
<b>SOB 9.3</b>	Practice the application of DAF assets to the joint fight through a wargaming scenario or discussion	P1		P2	P3
<b><u>Training Objective 10 - Expeditionary Skills</u></b>					
<b>SOB 10.1</b>	Differentiate the different types of orders and their uses		Ka	Kb	
<b>SOB 10.2</b>	Discuss the considerations for operating in secured and/or hostile environments		Ka	Kb	

<b>SOB 10.3</b>	Utilize basic Tactics, Techniques, and Procedures to respond to attacks or threats.	P1		P2	P3
<b>SOB 10.4</b>	Respond to UXOs and IEDs	P1		P2	P3
<b>SOB 10.5</b>	Respond to identified Insider Threat/Active Shooter scenarios		P1	P3	

<b>Training Objective 11 - Preparation for Active Duty</b>					
<b>SOB 11.1</b>	Carry Out the cadet mentoring program			P1	P2
<b>SOB 11.2</b>	Practice leadership/management skills in supervising the cadet corps			P1	P2
<b>SOB 11.3</b>	Practice proper feedback and performance evaluation skills			P2	
<b>SOB 11.4</b>	Utilize the ACA during feedbacks			P2	
<b>SOB 11.5</b>	Utilize writing/evaluating narrative statements			P1	
<b>SOB 11.6</b>	Practice elements of OPBs/EPBs			P1	
<b>SOB 11.7</b>	Practice Awards & Decorations			P1	
<b>SOB 11.8</b>	Describe the appropriate usage of the indorsement format of the official memorandum			Kb	
<b>SOB 11.9</b>	Describe the administrative requirement for E-publishing usage to locate pubs and forms			Kb	

Note 1: Only selected cadets need to be proficient at this level, to fulfill Detachment training requirements.

## TRAINING OBJECTIVES AND SAMPLES OF BEHAVIORS

### 1. DAF and AFROTC grade structure and insignia

#### 1.1. Sample of Behavior: Identify DAF enlisted grade structure by insignia and name.

1.1.1. **Requirements:** Cadets should be able to identify all enlisted ranks by both insignia and name.

1.1.2. **References:** DAFI 36-2903, *Dress and Personal Appearance of Department of the Air Force Personnel*; AFH 1, *The Airman Handbook*; DAFH 33-337, *The Tongue and Quill*

1.1.3. **Institutional Competency - Sub-competency:** Enterprise Perspective - Enterprise Structure and Relationships, Leading People - Developing and Inspiring Others

1.1.4. **Instructor:** POC Cadet

1.1.5. **Additional Information:** Detachments have this information in a standardized ROTC produced guide. This guide will be delivered to cadets upon entry to ROTC. Instructors may want to use the information for evaluation purposes in LLAB and for quizzing the cadets during inspections.

#### 1.2. Sample of Behavior: Identify DAF & Joint officer grade structure by insignia and name.

1.2.1. **Requirements:** Cadets should be able to identify all officer ranks by both insignia and name.

1.2.2. **References:** DAFI 36-2903; AFH 1; DAFH 33-337

1.2.3. **Institutional Competency - Sub-competency:** Enterprise Perspective - Enterprise Structure and Relationships, Embodies Airman Culture - Remember DAF Dress and Appearance Standards

1.2.4. **Instructor:** POC Cadet

1.2.5. **Additional Information:** Detachments have this information in a standardized ROTC produced guide. This guide will be delivered to cadets upon entry to ROTC. Instructors may want to use the information for evaluation purposes in LLAB and for quizzing the cadets during inspections.

#### 1.3. Sample of Behavior: Identify AFROTC grade structure.

1.3.1. **Requirements:** Cadets should be able to identify all cadet ranks by both insignia and name.

1.3.2. **References:** DAFI 36-2903; DAFI36-2903\_AFROTCSUP, *Dress and Personal Appearance of Air Force Personnel*

1.3.3. **Institutional Competency - Sub-competency:** Enterprise Perspective - Enterprise Structure and Relationships, Embodies Airman Culture – Remember DAF Dress and Appearance Standards

1.3.4. **Instructor:** POC Cadet

1.3.5. **Additional Information:** Detachments have this information in a standardized ROTC produced guide. Instructors may want to use the information for evaluation purposes in LLAB and for quizzing the cadets during inspections. This guide will be delivered to cadets upon entry to ROTC.

## 2. DAF and AFROTC Chain of Command

### 2.1. Sample of Behavior: List the current DAF and AFROTC chain of command.

2.1.1. **Requirements:** Cadets will recall from memory the current DAF and AFROTC chain of command. While it is important that cadets know these both, it is more important to understand the concept and application of the chain of command as it pertains to the DAF.

2.1.2. **References:** <https://www.aetc.af.mil/>; <https://www.spaceforce.mil/>;  
<https://www.airuniversity.af.edu/>

2.1.3. **Institutional Competency - Sub-competency:** Enterprise Perspective - Enterprise Structure and Relationships

2.1.4. **Instructor:** POC Cadet

2.1.5. **Additional Information:** Instructors may want to use the information for evaluation purposes in LLAB and for quizzing the cadets during inspections. Reference photos in detachment (if available).

### 2.2. Sample of Behavior: Summarize the chain of command from the President of the United States to you as a cadet.

2.2.1. **Requirements:** Cadets will recall from memory the current chain of command from the President of the United States to cadet. While it is important that cadets know both, it is more important to understand the concept and application of the chain of command as it pertains to the DAF. Cadets should be able to recite both positions and names.

2.2.2. **References:** <https://www.aetc.af.mil/>; <https://www.spaceforce.mil/>;  
<https://www.airuniversity.af.edu/>

2.2.3. **Institutional Competency - Sub-competency:** Enterprise Perspective - Enterprise Structure and Relationships

2.2.4. **Instructor:** POC Cadet

2.2.5. **Additional Information:** Instructors may want to use the information for evaluation purposes in LLAB and for quizzing the cadets during inspections. Reference photos in detachment (If available).

### 3. AFROTC Honor Code

#### 3.1. Sample of Behavior: Define each element of the AFROTC Cadet Honor Code.

3.1.1. **Requirements:** This lesson is designed to teach the Cadet Honor Code. It should be taught by a cadre member or a senior POC with cadre participation. Cadets are required to know the intent and purpose along with the four elements of the Honor Code.

3.1.2. **References:** AFROTCI 36-2011, Vol 3, *Cadet Operations*

3.1.3. **Institutional Competency - Sub-competency:** Embodies Airman Culture - Ethical Leadership

3.1.4. **Instructor:** Cadre or Senior POC with cadre participation

3.1.5. **Additional Information:** This should be one of the first lessons presented to your new cadets.

#### 3.2. Sample of Behavior: Recall procedures for reporting a suspected Cadet Honor Code violation.

3.2.1. **Requirements:** Cadets will know the Cadet Honor Code and understand the procedures for reporting suspected violations. Emphasis should be given on utilizing the cadet chain of command, or direct cadre involvement, if necessary.

3.2.2. **References:** AFROTCI 36-2011, Vol 3

3.2.3. **Institutional Competency - Sub-competency:** Embodies Airman Culture - Ethical Leadership

3.2.4. **Instructor:** Cadre or Senior POC with cadre participation

3.2.5. **Additional Information:** This should be one of the first lessons presented to your new cadets. Detachments may different methods to report violations, and the process should be understood by all cadets at each detachment.

#### 3.3. Sample of Behavior: Describe common misconceptions and improper applications of the Cadet Honor Code.

3.3.1. **Requirements:** Cadets should be able to summarize the proper and improper use of the Cadet Honor Code. Emphasis should be given on improper questions, questions without purpose, and questions without probable cause. Additionally, cadets should be able to identify the difference between breaking a rule and violating the Cadet Honor Code.

3.3.2. **References:** AFROTCI 36-2011, Vol 3

3.3.3. **Institutional Competency - Sub-competency:** Embodies Airman Culture - Ethical Leadership

3.3.4. **Instructor:** Cadre or Senior POC with cadre participation

3.3.5. **Additional Information:** This should be one of the first lessons presented to your new cadets. Suggest as a group discussion by using personal examples or case studies.

#### 4. DAF Customs and Courtesies

4.1. **Sample of Behavior: Recall proper DAF customs and courtesies expected of cadets to peers, superiors, and subordinates.**

4.1.1. **Requirements:** A cadet must know customs and courtesies and give some examples to meet the Ka proficiency level. A Kb-level of proficiency requires cadets to explain why customs and courtesies are important for DAF of Air Force members.

4.1.2. **References:** AFI 1-1, *Air Force Standards*; DAFI 36-2903; AFI 34-1201, *Protocol*; AFH 1

4.1.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

4.1.4. **Instructor:** POC Cadet

4.1.5. **Additional Information:** None

4.2. **Sample of Behavior: Practice proper forms of saluting and recognize who and when to salute.**

4.2.1. **Requirements:** A cadet must demonstrate a salute and know when to salute to meet the P1 proficiency level. A P2-level of proficiency requires cadets involved in training activities to demonstrate a proper salute, explain when to salute/receive a salute, and provide characteristics of an applicable superior who should be saluted. A P3-level of proficiency requires cadets involved in training activities to demonstrate advanced knowledge and ability to supervise and train any cadets on the SOB.

4.2.2. **References:** DAFPAM 34-1203, *Drill and Ceremonies*; AFI 34-1201

4.2.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

4.2.4. **Instructor:** P3-certified Cadet

4.2.5. **Additional Information:** None



**4.3. Sample of Behavior: Practice reporting in/reporting out procedures.**

4.3.1. **Requirements:** A cadet must demonstrate the ability of reporting in/reporting out to meet the P1 proficiency level. A P2-level of proficiency requires cadets involved in training activities to demonstrate the ability of properly reporting in/reporting out and explain the steps involved in reporting in/reporting out. A P3-level of proficiency requires cadets involved in training activities to demonstrate advanced knowledge and ability to supervise and train any cadets on the SOB.

4.3.2. **References:** AFI 34-1201

4.3.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

4.3.4. **Instructor:** P3-qualified Cadet

4.3.5. **Additional Information:** None

**4.4. Sample of Behavior: Utilize the proper courtesies displayed during informal and formal activities.**

4.4.1. **Requirements:** A cadet must apply courtesies during informal and formal ceremonies to meet the P1 proficiency level. A P2-level of proficiency requires cadets involved in training activities to properly apply courtesies during informal and formal ceremonies and explain the most common mistakes executed by Airmen. A P3-level of proficiency requires cadets involved in training activities to demonstrate advanced knowledge and ability to supervise and train any cadets on the SOB.

4.4.2. **References:** AFI 1-1; DAFI 36-2903; AFI 34-1201; AFH 1

4.4.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

4.4.4. **Instructor:** P3-qualified Cadet

4.4.5. **Additional Information:** None.

**4.5. Sample of Behavior: Recall procedures for proper display of the flag.**

4.5.1. **Requirements:** A cadet must know how to properly display the American Flag and know the proper order of different flags to meet the Ka proficiency level.

4.5.2. **References:** DAFPAM 34-1203; AFI 34-1201; AFH 1; DAFPAM 34-1203

4.5.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

4.5.4. **Instructor:** POC Cadet

4.5.5. **Additional Information:** None

**4.6. Sample of Behavior: Describe proper customs and courtesies for outdoor ceremonies.**

4.6.1. **Requirements:** A cadet must know the proper customs and courtesies to implement during outdoor ceremonies to meet the Ka proficiency level. A Kb-level of proficiency requires cadets involved in training activities to explain some examples of proper customs and courtesies required during outdoor ceremonies.

4.6.2. **References:** AFI 1-1; DAFPAM 34-1203; AFI 34-1201; AFH 1

4.6.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

4.6.4. **Instructor:** POC Cadet

4.6.5. **Additional Information:** None

**4.7. Sample of Behavior: Describe proper customs and courtesies for indoor ceremonies.**

4.7.1. **Requirements:** A cadet must know the proper customs and courtesies to implement during indoor ceremonies to meet the Ka proficiency level. A Kb-level of proficiency requires cadets involved in training activities to explain some examples of proper customs and courtesies required during indoor ceremonies.

4.7.2. **References:** AFI 1-1; DAFPAM 34-1203; AFI 34-1201; AFH 1

4.7.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

4.7.4. **Instructor:** POC Cadet

4.7.5. **Additional Information:** None

**4.8. Sample of Behavior: Paraphrase proper procedures for folding the flag.**

4.8.1. **Requirements:** A cadet must know how to properly fold the American Flag to meet the Ka proficiency level. A Kb-level of proficiency requires cadets involved in training activities to explain the proper procedures for folding the American Flag.

4.8.2. **References:** DAFPAM 34-1203; AFI 34-1201; AFH 1

4.8.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

4.8.4. **Instructor:** POC Cadet

4.8.5. **Additional Information:** None

**4.9. Sample of Behavior: Describe proper procedures for retreat.**

4.9.1. **Requirements:** A cadet must participate as a formation member and observe the sequence/actions of the ceremony to meet the P1 proficiency level. A cadet must demonstrate the ability of executing retreat and the necessary commands as a commander (e.g., flight level, group level, etc.) to meet the P2 proficiency level. A P3-level of proficiency requires cadets involved in training activities to demonstrate advanced knowledge and ability to supervise and train any cadets on the SOB.

4.9.2. **References:** AFI 1-1; DAFPAM 34-1203; AFI 34-1201; AFH 1

4.9.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

4.9.4. **Instructor:** P3-qualified Cadet

4.9.5. **Additional Information:** Cadets in charge of the flag detail should have a higher level of training in executing duties (e.g., Honor Guard details, student orgs). The intent is to have a trained group of instructors/details; not having all ICL cadets certified at the P3 level on these tasks.

**4.10. Sample of Behavior: Describe proper procedures for reveille.**

4.10.1. **Requirements:** A cadet must participate as a formation member and observe the sequence/actions of the ceremony to meet the P1 proficiency level. A cadet must demonstrate the ability of executing reveille and the necessary commands as a commander (e.g., flight level, group level, etc.) to meet the P2 proficiency level. A P3 level of proficiency requires cadets involved in training activities to demonstrate advanced knowledge and ability to supervise and train any cadets on the SOB.

4.10.2. **References:** AFI 1-1; DAFPAM 34-1203; AFI 34-1201; AFH 1

4.10.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

4.10.4. **Instructor:** P3-qualified Cadet

4.10.5. **Additional Information:** Cadets in charge of the flag detail should have a higher level of training in executing duties (e.g., Honor Guard details, student orgs). The intent is to have a trained group of instructors/details; not having all ICL cadets certified at the P3 level on these tasks.

**5. Military Ceremonies and Protocol**

**5.1. Sample of Behavior: Describe Dining-In and Dining-Out procedures and protocol.**

5.1.1. **Requirements:** A cadet must know the procedures and applicable protocols for a Dining-In and Dining-Out. A Kb-level of proficiency requires cadets involved in training activities to explain some examples of the procedures and applicable protocols for a Dining-In and Dining-Out.

5.1.2. **References:** AFI 1-1; AFI 34-1201

5.1.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

5.1.4. **Instructor:** POC Cadet

5.1.5. **Additional Information:** When mission requirements allow, a Dining-In or Dining Out should be held to demonstrate the application of this knowledge. Recommend cadets experience at least one of each during their AFROTC tenure.

**5.2. Sample of Behavior: Describe official ceremonies protocol and procedures (award ceremony, change of command, etc.).**

5.2.1. **Requirements:** A cadet must know the procedures and applicable protocols during award, change of command, retirement and commissioning/promotion ceremonies to meet the Ka proficiency level. A Kb-level of proficiency requires cadets involved in training activities to explain some examples of the procedures and applicable protocols during award, change of command, retirement and commissioning/promotion ceremonies.

5.2.2. **References:** AFI 1-1; DAFPAM 34-1203; AFI 34-1201; AFH 1

5.2.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

5.2.4. **Instructor:** POC Cadet

5.2.5. **Additional Information:** When mission requirements allow, awards ceremonies, changes of commands, or other official ceremonies should be held to demonstrate the application of this knowledge.

**6. DAF Dress and Appearance Standards**

**6.1. Sample of Behavior: List when it is inappropriate to wear your uniform.**

6.1.1. **Requirements:** A cadet must know when it is inappropriate to wear their uniform to meet the Ka proficiency level.

6.1.2. **References:** AFI 1-1; DAFI 36-2903

6.1.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

6.1.4. **Instructor:** POC Cadet

6.1.5. **Additional Information:** None

**6.2. Sample of Behavior: Demonstrate proper DAF grooming standards.**

6.2.1. **Requirements:** A cadet must demonstrate the ability of displaying a professional image within DAF grooming standards to meet the P1 proficiency level. A P2-level of proficiency requires cadets involved in training activities to demonstrate the ability of properly displaying a

professional image executed within DAF grooming standards and explain the most common grooming problems by Airmen. A P3-level of proficiency requires cadets involved in training activities to demonstrate advanced knowledge and ability to supervise and train any cadets on the SOB.

6.2.2. **References:** AFI 1-1; DAFI 36-2903

6.2.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

6.2.4. **Instructor:** P3-qualified Cadet

6.2.5. **Additional Information:** None

### **6.3. Sample of Behavior: Demonstrate proper AFROTC and DAF dress and appearance standards.**

6.3.1. **Requirements:** You must demonstrate the ability of wearing DAF uniforms within AFROTC and DAF dress and appearance to meet the P1 proficiency level. A P2-level of proficiency requires cadets involved in training activities to demonstrate the ability of properly wearing DAF uniforms within AFROTC and DAF dress and appearance and explain the most common uniform mistakes executed by Airmen. A P3-level of proficiency requires cadets involved in training activities to demonstrate advanced knowledge and ability to supervise and train any cadets on the SOB.

6.3.2. **References:** AFI 1-1; DAFI 36-2903; DAFI 36-2903\_AFROTCSUP

6.3.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

6.3.4. **Instructor:** P3-qualified Cadet

6.3.5. **Additional Information:** None

## **7. Drill Positions and Movements**

The following requirements are meant to be presented in the order they are grouped in the samples of behavior below. These samples of behavior are intended to make each cadet competent in the drill and ceremonies movements and procedures. If time does not permit this to occur, each individual SOB should be presented as cohesively as possible.

### **7.1. Sample of Behavior: Demonstrate drill fundamentals.**

7.1.1. **Requirements:** Cadets must be able to apply basic fundamentals and display proper command voice and proper drill commands. To achieve P1 proficiency, cadets must recognize basic individual drill commands, voice characteristics of each command, and their corresponding movements. To achieve P2 proficiency, cadets must be able to command a flight in most situations they can expect to encounter. To achieve P3 proficiency, cadets must understand how to command a flight in all situations and be able to instruct all drill fundamentals.

7.1.2. **References:** DAFPAM 34-1203; AFH 1

7.1.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

7.1.4. **Instructor:** POC Cadet

7.1.5. **Additional Information:** N/A

**7.2. Sample of Behavior: Demonstrate individual drill instruction.**

7.2.1. **Requirements:** Cadets must be able to perform basic drill positions individually or within a flight. To achieve P1 proficiency, cadets must recognize basic individual drill commands and execute as required while stationary. To achieve P3 proficiency, cadets must be able to recognize all drill commands, call commands, execute as required while stationary with no outside instruction, understand how to command a flight in all situations, and be able to instruct all drill fundamentals. The following positions apply to this SOB:

7.2.1.1. Attention and parade rest

7.2.1.2. Right / Left Face

7.2.1.3. About Face

7.2.1.4. Present / Order Arms

7.2.2. **References:** DAFPAM 34-1203; AFH 1

7.2.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

7.2.4. **Instructor:** POC Cadet

7.2.5. **Additional Information:** This lesson is intended to be instructed while individuals or flights are stationary rather than while marching.

**7.3. Sample of Behavior: Demonstrate basic drill of the flight.**

7.3.1. **Requirements:** Cadets must be able to perform basic drill of the flight from within the flight. To achieve P1 proficiency, cadets must recognize basic individual drill commands and execute as required while within a flight. To achieve P3 proficiency, cadets must be able to recognize all drill commands, execute as required while within a flight with no outside instruction, and be able to instruct other cadets on proper movement execution. The following positions apply to this SOB:

7.3.1.1. Basic marching, halting, and cadence principles (e.g., dress, cover, interval, and distance and adherence to cadence)

7.3.1.2. Line and inverted line

7.3.1.3. Column and inverted column formation

7.3.1.4. Formation of a flight

7.3.1.5. Cover

7.3.2. **References:** DAFPAM 34-1203; AFH 1

7.3.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

7.3.4. **Instructor:** POC Cadet

7.3.5. **Additional Information:** This lesson is intended to be while marching a flight back and forth along a straight path. This lesson could be used as an opportunity for BCL cadets to instruct BC cadets if they are P3-certified.

**7.4. Sample of Behavior: Demonstrate intermediate drill of the flight.**

7.4.1. **Requirements:** Cadets must be able to perform basic drill of the flight from within the flight. To achieve P1 proficiency, cadets must recognize basic individual drill commands and execute as required while within a flight. To achieve P3 proficiency, cadets must be able to recognize all drill commands, execute as required while within a flight with no outside instruction, and be able to instruct other cadets on proper movement execution. The following positions apply to this SOB:

7.4.1.1. Column Movements

7.4.1.2. Flanking Movements

7.4.1.3. Right / Left Step

7.4.1.4. March to the Rear

7.4.1.5. Double time / Quick time

7.4.1.6. Route Step

7.4.1.7. Transferring of command

7.4.2. **References:** DAFPAM 34-1203

7.4.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

7.4.4. **Instructor:** POC Cadet

7.4.5. **Additional Information:** This lesson could be used as an opportunity for BCL cadets to instruct BC cadets if they are P3-certified.

**7.5. Sample of Behavior: Demonstrate advanced drill of the flight.**

7.5.1. **Requirements:** Cadets must be able to perform basic drill of the flight from within the flight. To achieve P1 proficiency, cadets must recognize basic individual drill commands and execute as required while within a flight. To achieve P3 proficiency, cadets must be able to recognize all drill commands, execute as required while within a flight with no outside instruction, and be able to instruct other cadets on proper movement execution. The following positions apply to this SOB:

7.5.1.1. Column of Files

7.5.1.2. Change Step

7.5.2. **References:** DAFPAM 34-1203

7.5.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

7.5.4. **Instructor:** POC Cadet

7.5.5. **Additional Information:** This lesson could be used as an opportunity for BCL cadets to instruct BC cadets if they are P3-certified.

**7.6. Sample of Behavior: Demonstrate proper guidon positioning, commands, and movements.**

7.6.1. **Requirements:** Cadets must be able to perform the duties of the guidon bearer, as required. To achieve P2 proficiency, cadets are required to be able to perform the duties of the guidon bearer with minimal errors. A P3-level of proficiency is only required for select cadets involved in training activities, and they are required to understand all aspects of guidon procedures and be able to instruct cadets.

7.6.2. **References:** DAFPAM 34-1203

7.6.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

7.6.4. **Instructor:** P3-qualified Cadet

7.6.5. **Additional Information:** N/A

**7.7. Sample of Behavior: Demonstrate detail marching.**

7.7.1. **Requirements:** Cadets must be able to march and command as a detail. To achieve P3 proficiency, they must be able to march as a detail in most situations they can expect to encounter with no outside instruction, cadets are required to understand all aspects of detail marching and be able to instruct cadets.

7.7.2. **References:** DAFPAM 34-1203 AFH 1

7.7.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos



7.7.4. **Instructor:** P3-qualified Cadet

7.7.5. **Additional Information:** N/A

7.8. **Sample of Behavior: Demonstrate Squadron marching.**

7.8.1. **Requirements:** Cadets must understand and demonstrate the fundamentals of squadron marching. To achieve P1 proficiency, cadets must march as a member of a squadron with instruction as needed and understand the differences between flight and squadron marching procedures. A P3-level of proficiency is only required for select cadets involved in training activities, and they are required to understand all aspects of squadron marching procedures and be able to instruct GMC cadets.

7.8.2. **References:** DAFPAM 34-1203

7.8.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

7.8.4. **Instructor:** P3-qualified Cadet

7.8.5. **Additional Information:** Cadets should practice squadron marching fundamentals from the squadron commander position as time permits but is not required for P1-level proficiency.

7.9. **Sample of Behavior: Demonstrate Open Ranks Inspection.**

7.9.1. **Requirements:** Cadets must be able to perform an Open Ranks Inspection (ORI). To achieve P1 proficiency, cadets are required to execute an ORI as a member of a flight. To achieve P2 proficiency cadets are required to command an ORI with minimal execution errors. A P3-level of proficiency is only required for select cadets involved in training activities, and they are required to instruct ORI procedures and/or command an ORI with little to no outside instruction. The following positions apply to this SOB:

7.9.1.1. ORI procedures

7.9.1.2. Individuals to leave ranks

7.9.1.3. Open / Close Ranks

7.9.1.4. Count Off

7.9.1.5. Dress Right

7.9.2. **References:** DAFPAM 34-1203; AFH 1

7.9.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

7.9.4. **Instructor:** Select P3-qualified Cadet

7.9.5. **Additional Information:** This lesson could be used as an opportunity for BCL cadets

to instruct BC cadets if they are P3-certified. If time permits, cadets should be given the opportunity to command an ORI, however the minimum is to participate as a member of the flight.

**7.10. Sample of Behavior: Demonstrate proper road guard procedures.**

7.10.1. **Requirements:** Cadets must guide a flight across a two-lane road given multiple lane configurations with assistance as necessary to meet the P1 proficiency level. A P3-level of proficiency requires cadets to demonstrate advanced knowledge and ability to train proper road guard procedures and instruct GMC cadets.

7.10.2. **References:** N/A

7.10.3. **Institutional Competency – Sub Competencies:** Developing Self – Accountability, Communication, Decision Making, Initiative, Self-Control; Developing Others – Teamwork, Leadership; Developing Ideas – Analytical Thinking; Creative Thinking; Developing Organizations – Precision

7.10.4. **Instructor:** P3-qualified Cadet

7.10.5. **Supplemental Information:**

**GENERAL INFORMATION:**

Road guards ensure the safety of cadets during transit. Road guards are required for all student formations greater than eight students. For flights seven or smaller, the Flt/CC will act as road guard for their flight. Details of two to four cadets do not require road guards.

The last individual(s) in the rear of each element will serve as a road guard. Required safety equipment for road guards: fluorescent/reflective vest or reflective belt, and flashlight (during hours of darkness). Occasionally, situations may warrant more or less than two road guards (ex: intersections with greater than 2 possible vehicular traffic routes). Squadron formations require four road guards; they will be positioned in groups of two approximately six paces ahead and behind the formation.

Flights will not “piggyback” units (march more than one unit across the street without allowing traffic to proceed between them) when crossing streets. Staff may do so only when deemed necessary but will make every effort not to obstruct the flow of traffic.

The Cadet Flight Commander will render all courtesies for the flight. If an officer (on foot) or staff vehicle passes (from the front) the person in charge will render courtesies. If a staff vehicle approaches the flight while crossing an intersection the road guard will not salute (due to safety). The person in charge will march the flight across the street, halt the flight, call in the road guards, and then render courtesies to the staff vehicle.

**PROCEDURES:**

For safety reasons, flights will always be halted prior to entering a hazard area so the Flt/CC can ensure the safety of the posting road guards. Hazard areas include all intersections where vehicular transit occurs including parking lots.

The Flt/CC will move forward, post in front of the flight at the sidewalk/hazard edge. The Flt/CC will wave traffic past OR motion for the traffic to stop by extending either arm and displaying the

palm of the hand with the fingers pointed upward.

The Flt/CC will then march into the intersection and post in the middle of the road, perform an about face (so they are facing the flight), ensure traffic is stopped and command, “Road guards, OUT.”

On the command, “Road guards, OUT,” each road guard will go to the lane as directed by the Flt/CC. They will face oncoming traffic at modified parade rest with the right arm up and palm flat with the fingers pointed upward. If carrying a flashlight, road guards will hold the flashlight in the extended arm with the beam pointed down.

The Flt/CC will command the flight to march across the intersection and perform the necessary facing movements so they can observe the flight at all times.

Once the flight is through the intersection, the Flt/CC will halt the flight and command, “Road guards, IN.” The Flt/CC will remain in the intersection and continue to halt existing traffic while the road guards return to the rear of the flight. The Flt/CC does not give further commands (e.g., “Forward, MARCH”) until rejoining the flight.

Road guards or formation leaders will report vehicles that fail to observe safety precautions or follow road guard directions. Cadets will report the time, place, type of vehicle, license number (if known), and description of the violation to their instructor.

When two or more formations approach opposite ends of a hazard, the formation proceeding to an appointment has priority and the returning formation must yield. The returning formation must move to the side opposite of the hazard and out of the proceeding formation’s path. Once the formation with priority has passed, the returning formation will resume transit on the designated route and execute all road guard procedures as needed.

## **8. Effective Followership, Leadership, and Teamwork Skills**

### **8.1. Sample of Behavior: Demonstrate effective followership.**

8.1.1. **Requirements:** This objective can be accomplished through mission scenarios, group/team leadership problems, or assigned special projects. As the development of effective followership skills is an evolutionary process, cadets should demonstrate effective followership skills IAW the current academic models. To obtain the P1 proficiency level, cadets should be able to demonstrate strong participation skills and be effective contributors. For P2, cadets should demonstrate a strong understanding of followership skills, anticipate the needs of the leader, and perform their roles based on the leader’s intent. To obtain the P3-level of proficiency, cadets should be able to apply all aspects of effective followership and foster continued skills growth in subordinates.

8.1.2. **References:** Current model of followership behavior (AS curriculum); AFH 1

8.1.3. **Institutional Competency - Sub-competency:** Fostering Collaborative Relationships - Build Teams and Coalitions

8.1.4. **Instructor/Facilitator:** P3-qualified Cadet

## 8.2. **Sample of Behavior: Demonstrate effective team leadership.**

8.2.1. **Requirements:** This objective can be accomplished through mission scenarios, group/team leadership problems, or assigned special projects. As the development of effective leadership skills is an evolutionary process, cadets should demonstrate effective leadership skills IAW the current academic models (*e.g.*, Full Range Leadership Model, or FRLM). To obtain the P1 proficiency level, cadets should be given an opportunity to apply the basics of team-leading throughout their first year in the program. For P2, cadets should be able to effectively lead small teams towards mission success. To obtain the P3-level of proficiency, cadets should be able to apply all aspects of leadership skills, effectively lead teams, and foster continued skills growth in subordinates.

8.2.2. **References:** Current leadership model (AS curriculum); AFH 1

8.2.3. **Institutional Competency - Sub-competency:** Fostering Collaborative Relationships - Build Teams and Coalitions

8.2.4. **Instructor/Facilitator:** P3-qualified Cadet

## 8.3. **Sample of Behavior: Demonstrate effective group leadership as the POC-In- Charge.**

8.3.1. **Requirements:** This objective seeks to assess the group leadership skills of project officers in charge of leading, planning, and executing large scale events such as Leadership Laboratory, Physical Training, or special events. ICL cadets should be able to demonstrate effective planning skills, time management, and leadership behaviors to obtain P2. To obtain the P3-level of proficiency, SCL cadets should be highly competent, proven project managers and leaders, and be able to effectively evaluate the performance of subordinate POC using the POC-In-Charge Evaluation Form.

8.3.2. **References:** POC-In-Charge Evaluation Form

8.3.3. **Institutional Competency - Sub-competency:** Fostering Collaborative Relationships - Build Teams and Coalitions

8.3.4. **Instructor/Facilitator:** P3-qualified Cadet

8.3.5. **Additional Information:** POC-In-Charge Evaluation Form will be used to evaluate ICL cadets.

## 8.4. **Sample of Behavior: Demonstrate the principles of an effective debrief.**

8.4.1. **Requirements:** This objective seeks to instill the concept of mission debrief into all AFROTC training activities with a goal of building a culture of learning through shared experience. At a minimum, BCL cadets must be able to effectively lead a team debrief to obtain the P1 proficiency level. P2-level of proficiency requires cadets to debrief training events by facilitating group discussion, recalling points of failure and/or success, and identifying learning points. The P3-level of proficiency requires cadets to fully appreciate the concept of effective debrief and how it ties to future mission success, identify root cause, pinpoint catalysts for success, and capture critical learning points from the activity. Qualified P3 cadets will also be able to effectively evaluate cadet-led debriefs while fostering continued growth in subordinates.

8.4.2. **References:** POC-In-Charge Evaluation Form

8.4.3. **Institutional Competency - Sub-competency:** Fostering Collaborative Relationships - Build Teams and Coalitions

8.4.4. **Instructor/Facilitator:** P3-qualified Cadet

8.4.5. **Additional Information:** Cadets commonly mistake end-of-scenario feedback for debriefs. However, while feedback is primarily focused on the individual being evaluated, debrief is the team's opportunity to openly discuss "how" the mission was executed, drill down to the root cause for any issues that occurred during the mission, and focus on areas of learning to help propel the team to future success. The debrief process is deeply rooted in the aviation community, however, the concepts can be applied cross-functionally. The instructor should strive to tie the value of candid and constructive debriefs as a foundational element of continued officer professional development and mission accomplishment.

8.5. **Sample of Behavior: Recall the Airman's Foundational Competencies.**

8.5.1. **Requirement:** The Ka-level of knowledge requires cadets to be able to identify the four major competency areas. The Kb-level of knowledge requires cadets to summarize the four major competency areas, recognize their applicable sub-competencies, and be familiar with the associated levels of proficiency for each sub-competency.

8.5.2. **References:** AFH 36-2647, *Competency Modeling*

8.5.3. **Institutional Competency – Sub Competencies:** Developing Self – Accountability, Information Seeking; Developing Others – Teamwork, Develops People, Leadership, Developing Ideas – Analytical Thinking

8.5.4. **Instructor:** P2-qualified cadet or Detachment cadre

8.6. **Sample of Behavior: Employ risk management principles and execute operations safely.**

8.6.1. **Requirement:** The P1-level of knowledge requires cadets to recognize the five-step risk management (RM) process, be able to identify major risks, and identify basic mitigation techniques. To achieve P2 cadets must be able to complete AF Form 4437, *Deliberate Risk Assessment Worksheet*, and submit to the proper level of risk acceptance. They will be able to communicate risks and mitigation strategies effectively to their team. P3-level cadets must be able to summarize the five-step RM process, complete the AF Form 4437 without assistance from cadre, and demonstrate advanced knowledge to train and supervise BCL cadets.

8.6.2. **References:** DAFI 90-802, *Risk Management*; AF Form 4437; AFTTP 3-4

8.6.3. **Institutional Competency – Sub Competencies:** Developing Self – Accountability, Communication, Decision Making, Information Seeking, Initiative; Developing Others – Teamwork, Leadership; Developing Ideas – Analytical Thinking, Creative Thinking, Fostering Innovation; Developing Organizations – Resource Management, Results Focused, Strategic Thinking, Precision

8.6.4. **Instructor:** P3-qualified cadet or Detachment cadre

**8.7. Sample of Behavior: Understand how mission planning impacts performance in problem solving and completing a mission.**

8.7.1. **Requirement:** To meet P2, cadets must be able to analyze a problem, communicate a plan, and initiate a course of action. To meet P3, cadets must be able to effectively analyze a problem, solicit inputs, analyze and mitigate risk, brief, and execute a course of action with a small to medium size team.

8.7.2. **References:** AFTTP 3-4; AFH 36-2647

8.7.3. **Institutional Competency – Sub Competencies:** Developing Self – Communication, Decision Making, Information Seeking, Flexibility, Initiative; Developing Others – Teamwork, Leadership, Fosters Inclusion; Developing Ideas – Analytical Thinking, Creative Thinking, Fostering Innovation, Influence; Developing Organizations – Change Management, Strategic Thinking, Precision

8.7.4. **Instructor:** POC cadet or Detachment cadre

8.7.5. **Additional Information:** Recommended to be practiced in conjunction with all leadership opportunities, not just exclusively scenarios and GLPs.

**8.8. Sample of Behavior: Demonstrate the essentials of effective mission debrief.**

8.8.1. **Requirement:** To meet P2, cadets must be familiar with aspects of debriefing and be able to identify team's strengths and weaknesses which contributed to mission success or failure. To meet P3, cadets must be able to effectively determine root causes of failure, catalysts of success, and capture lessons learned with a small to medium size team.

8.8.2. **References:** AFTTP 3-4; AFH 36-2647; Debrief Format

8.8.3. **Institutional Competency – Sub Competencies:** Developing Self – Communication, Decision Making, Information Seeking, Flexibility, Initiative; Developing Others – Teamwork, Leadership, Fosters Inclusion; Developing Ideas – Analytical Thinking, Creative Thinking, Fostering Innovation, Influence; Developing Organizations – Change Management, Strategic Thinking, Precision

8.8.4. **Instructor:** POC cadet or Detachment cadre

8.8.5. **Additional Information:** Recommended to be practiced in conjunction with all leadership opportunities, not just exclusively scenarios and Group Leadership Problems (GLPs).

**8.9. Sample of Behavior: Practice Leadership Evaluation Using the Form 2**

8.9.1. **Requirement:** Detachments will employ the Form 2 for evaluating a cadet's proficiency as a leader when given a specific task, mission, or objective. The Form 2 can be used as a feedback tool for any leadership roles, however it is best suited for assessing proficiency of a leader during shorter activities (e.g. GLPs, Mission Command Experience (MCE), a single event, etc.)

8.9.1.1. The Ka-level of knowledge requires cadets to be able to identify the sections, attributes, references, and scoring of the Form 2.

8.9.1.2. The Kb-level of knowledge requires cadets to summarize the process to complete the Form 2

and its use as an evaluative tool.

- 8.9.1.3. To meet P2, cadets must be able to use the Form 2 to assess another cadet's leadership proficiency and share specific observations of behaviors resulting in the score for each measured attribute.
  - 8.9.1.4. To meet P3, cadets must be observed by cadre while using the Form 2 to evaluate a BC or BCL, and an ICL cadet during a leadership event.
  - 8.9.1.5. Evaluation Standard: BC and BCL cadets will be evaluated against the Basic level of proficiency for each measured Officer Leadership Attributes.
  - 8.9.1.6. Evaluation Standard: FT, ICL, and SCL cadets will be evaluated against the Intermediate level of proficiency for each measured Officer Leadership Attributes.
- 8.9.2. **References:** AFH 36-2647, *Competency Modeling*; USSF Competency Framework <https://usaf.dps.mil/sites/hqsf/CHCO/etmo/SitePages/Competency-Framework.aspx>; OTS Form 2 (AFROTC Modified), *Leadership Attribute Assessment*.
- 8.9.3. **Institutional Competency – Sub Competencies:** Developing Self – Accountability, Information Seeking; Developing Others – Teamwork, Develops People, Leadership, Developing Ideas – Analytical Thinking
- 8.9.4. **Instructor:** P3-qualified cadet or Detachment cadre
- 8.9.5. **Supplemental Material:**

#### FORM 2 INSTRUCTIONS:

The FORM 2 assesses cadets serving in leadership roles on their execution of DAF Foundational Competencies from AFH 36-2647 and the USSF Competency Framework. All tasks should be evaluated at the basic or intermediate standard of proficiency based on cadets developmental level.

The major areas of Professionalism, Communication, Warfighting, Leadership, and Mission Execution contain sub-areas from the Air Force and Space Force Foundational Competencies.

For each sub-area, score a "+1" if the leaders meets or exceeds the required proficiency, a "-1" if they do not meet the proficiency, or a "0" if the behavior was not observed.

For each major area, the score will be a "+1" if the sum of the sub areas is greater than or equal to 1. If the sum of the sub areas is equal to 0, the major area score will be "0". If the sum of the sub areas is less than 0, the major area will be scored "-1".

For example, under PROFESSIONALISM, if an instructor observes and grades the following, the major area grade will be a "+1".

		Demonstrated required proficiency		
		Did NOT meet required proficiency		
		Competency Not Observed		
Airman <small>reference to AFH 36-2647 - Guardian Competency reference to USSF Competency Framework Oct 22</small>		N/O	-	+
<b>PROFESSIONALISM</b>	OLA Total (-1, 0, +1):		1	
P1 Perseverance <sup>1.2</sup>	- Promote Autonomy <sup>2.6</sup>			X
P2 Flexibility <sup>1.6</sup>	- Adapt <sup>1.9</sup>			X
P3 Resilience <sup>1.7</sup>	- Be Resilient <sup>3.7</sup>	X		
P4 Self Control <sup>1.9</sup>	- Demonstrate Humility <sup>2.3</sup>		X	
P5 Change Management <sup>4.3</sup>	- Manage Change <sup>1.8</sup>			X

Traits in the “The Leader of Character” section are pass/fail. The default grade for each area is “pass” unless the cadet being evaluated demonstrates obvious behaviors counter to the trait. For example, if the cadet being evaluated berates a teammate or does not address a subordinate who aggressively demeans someone, the evaluatee may earn a failure. A leader who willfully does not attempt to exceed the bare minimums without justification may also earn a failure.

The overall score on the Form 2 is the sum of the major areas. A passing score is greater than or equal to an OLA Competency Score of “+1”. A failure in any of the three “Leader of Character” areas is an automatic failure on the entire assessment.

B. OFFICER LEADERSHIP ATTRIBUTES		N/O	-	+
Airman <small>reference to AFH 36-2647 - Guardian Competency reference to USSF Competency Framework Oct 22</small>		N/O	-	+
<b>PROFESSIONALISM</b>	OLA Total (-1, 0, +1):		1	
P1 Perseverance <sup>1.2</sup>	- Promote Autonomy <sup>2.6</sup>			X
P2 Flexibility <sup>1.6</sup>	- Adapt <sup>1.9</sup>			X
P3 Resilience <sup>1.7</sup>	- Be Resilient <sup>3.7</sup>	X		
P4 Self Control <sup>1.9</sup>	- Demonstrate Humility <sup>2.3</sup>		X	
P5 Change Management <sup>4.3</sup>	- Manage Change <sup>1.8</sup>			X
<b>COMMUNICATION</b>	OLA Total (-1, 0, +1):		1	
C1 Communication <sup>1.3</sup>	- Communicate Effectively <sup>2.4</sup>			X
C2 Teamwork <sup>2.1</sup>	- Foster Cooperation <sup>2.7</sup>			X
C3 Develops People <sup>2.2</sup>	- Develop Others <sup>2.5</sup>	X		
C4 Service Mindset <sup>2.3</sup>	- Trust in Teammates <sup>1.11</sup>		X	
C5 Fosters Inclusion <sup>2.5</sup>	- Advance Inclusion and Equality <sup>2.2</sup>			X
<b>WARFIGHTING</b>	OLA Total (-1, 0, +1):		0	
W1 Information Seeking <sup>1.5</sup>	- Demonstrate Curiosity <sup>1.10</sup> / Learn and Improve <sup>1.4</sup>		X	
W2 Initiative <sup>1.8</sup>	- Demonstrate Initiative <sup>3.1</sup>		X	
W3 Analytical Thinking <sup>3.1</sup>	- Think Analytically <sup>3.5</sup>			X
W4 Digital Literacy <sup>3.2</sup>	- Be Digital Literate <sup>3.3</sup>	X		
W5 Creative Thinking <sup>3.3</sup>	- Engage Creatively <sup>1.7</sup>			X
<b>LEADERSHIP <sup>2.4</sup></b>	OLA Total (-1, 0, +1):		0	
L1 Decision Making <sup>1.4</sup>	- Use Problem Solving Skills <sup>1.3</sup>			X
L2 Fosters Innovation <sup>3.4</sup>	- Embrace Risk <sup>3.6</sup>		X	
L3 Influence <sup>3.5</sup>	- Network <sup>3.4</sup>	X		
L4 Strategic Thinking <sup>4.4</sup>	- Recognize Opportunities <sup>3.2</sup> / Champion a Vision <sup>1.2</sup>		X	
L5 Moral/Physical Courage <sup>AFTIP 3.4</sup>				X
<b>MISSION EXECUTION</b>	OLA Total (-1, 0, +1):		-1	
M1 Accountability <sup>1.1</sup>	- Be Accountable to Others <sup>2.1</sup>		X	
M2 Resource Management <sup>4.1</sup>	- Effectively Plan and Organize <sup>1.6</sup>		X	
M3 Results Focused <sup>4.2</sup>	- Advocate Boldly <sup>1.5</sup>		X	
M4 Precision <sup>4.5</sup>	- Recognize Patterns and Interactions <sup>1.1</sup>		X	
M5 Hardiness of Spirit <sup>AFTIP 3.4</sup>				X
<b>OLA COMPETENCY SCORE (SUM OF OLA TOTAL)</b>	≥ +1 = PASS		1	



## 9. Understand how the DAF employs warfighting assets

### 9.1. Sample of Behavior: Recall the DAF contributions to the joint fight.

9.1.1. **Requirements:** Review and recite DAF missions, purposes, and core competencies to achieve the Ka proficiency level. Kb-level proficiency requires BCL cadets to be able to summarize the basic facts from memory and draw conclusions.

9.1.2. **References:** AFD 1, *Air Force Culture*  
(<https://www.doctrine.af.mil/Operational-Level-Doctrine/AFDP-1-The-Air-Force/>)

9.1.3. **Institutional Competency - Sub-competency:** Employing Military Capabilities  
- Understanding Unit, Air Force, Joint, and Coalition Capabilities

9.1.4. **Instructor:** POC cadet

9.1.5. **Additional Information:** The cadet is meant to gain a base level knowledge of the capabilities the Air Force delivers. This can be accomplished using Warrior Knowledge.

### 9.2. Sample of Behavior: Summarize DAF warfighting assets.

9.2.1. **Requirements:** Identify and discuss assets across all DAF domains. For Ka-level proficiency, cadets should be able to identify some assets in each domain by name and primary mission. For Kb-level proficiency, cadets should be able to identify most assets in each domain by name, primary mission, and key characteristics.

9.2.2. **References:** AF.mil - Factsheets; Air Force Magazine - Air Force Almanac, Janes.com

9.2.3. **Institutional Competency - Sub-competency:** Employing Military Capabilities  
- Understanding Unit, Air Force, Joint, and Coalition Capabilities

9.2.4. **Instructor:** SCL cadet

9.2.5. **Additional Information:** None

### 9.3. Sample of Behavior: Practice the application of DAF assets to the joint fight through a wargaming scenario or discussion.

9.3.1. **Requirements:** Utilize knowledge of Air Force and Space Force assets and their primary missions in a wargame scenario. P1-level should be an active participant in a scenario. P2-level should be capable of leading a small team in a scenario. P3-level should be capable of leading and instructing a full scenario.

9.3.2. **References:** AF.mil - Factsheets; Air Force Magazine - Air Force Almanac; AFEX Training Disc; ADWAR Training Disc; Icarus Manual, Kingfish ACE Manual

9.3.3. **Institutional Competency - Sub-competency:** Employing Military Capabilities  
- Understanding Unit, Air Force, Joint, and Coalition Capabilities

9.3.4. **Instructor:** SCL cadet

9.3.5. **Additional Information:** This can be accomplished in numerous ways, to include,

but not limited to: AFEX, AFEX 2.0 Tabletop War Game, ADWAR, Icarus, Kingfish ACE, Wargaming discussion.

## 10. Expeditionary Skills

There is no requirement to perform advanced training or performance-based objectives unless supported by OFC. If necessary, performance-based objectives will be trained/taught at FT by experienced instructors. Cadets will be evaluated on their ability to think critically, make decisions in stressful situations, and demonstrate command presence during scenarios, not on their technical abilities to accomplish Airman's Manual tasks. The following skills are considered core competencies desired of all Second Lieutenants.

### 10.1. Sample of Behavior: Differentiate the different types of orders and their uses.

10.1.1. **Requirements:** Cadets must be able to differentiate the three different types of orders (warning, operation, and fragmentary) and describe the purpose of each in the operational context to achieve the Ka knowledge proficiency level. A Kb-knowledge level of proficiency requires cadets involved in training activities to possess advanced knowledge and ability to train and supervise BCL cadets.

10.1.2. **References:** AFTTP 3-4

10.1.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

10.1.4. **Instructor:** P3-qualified Cadet

10.1.5. **Additional Information:** Cadets are most familiar with the Operation Order (OPORD) which details the daily/weekly AFROTC schedule. Changes to an OPORD are often communicated by word of mouth, text, social media/email--in the operational construct, these changes could be implemented using a fragmentary order (FRAGO). Warning orders are the least familiar to the AFROTC construct; however, real-world application can be demonstrated by looking at current events and understanding that when threats emerge or humanitarian crises arise, warning orders (WARNORDs) signal to specific units of forthcoming taskings.

### 10.2. Sample of Behavior: Discuss the considerations for operating in secured and/or hostile environments.

10.2.1. **Requirements:** At the Ka-level, GMC cadets should be able to recall and discuss the different procedures for operating in secured or hostile environments based on the following topics:

10.2.1.1. Entry control points, badging/identification, and entry authority

10.2.1.2. Rule of Engagement (ROEs)

10.2.1.3. Antiterrorism and Force Protection Conditions (FPCONs)

10.2.1.4. Operational Security (OPSEC)

A Kb-knowledge level of proficiency requires cadets involved in training activities to

demonstrate advanced knowledge and ability to train and supervise BCL cadets.

10.2.2. **References:** AFTTP 3-4

10.2.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

10.2.4. **Instructor:** P3-qualified Cadet

10.2.5. **Additional Information:** This lesson is not intended to be a PowerPoint briefing. Ideally, the instructor(s) use creative methods to reinforce the knowledge from the Airman's Manual in an expeditionary-like environment as the cadets will experience at Field Training. Ensure that cadets understand protecting the DAF's critical assets to include resources, people, and infrastructure is vital to effective mission accomplishment. Secured perimeters provide standoff protection from threats and only authorized individuals are allowed into areas based on authority granted to them considering several critical factors as described in the Airman's Manual. During elevated threat-levels and FPCONs, additional measures may be adopted. Understanding asset protection and OPSEC considerations limit exposure by Airman to threats. When deployed or operating in hostile environments, ROE consider additional operational limits or instructions for use of force in hostile environments.

**10.3. Sample of Behavior: Utilize basic Tactics, Techniques, and Procedures (TTPs) to respond to attacks or threats.**

10.3.1. **Requirements:** At the P1-level, GMC cadets should be to demonstrate responding to attacks or threats based on the following topics:

10.3.1.1. Sign/Countersign

10.3.1.2. Phonetic Alphabet

10.3.1.3. SALUTE

Cadets are expected to know the underlying knowledge and demonstrate proficiency through scenarios and/or testing. A P3-performance level of proficiency requires cadets involved in training activities to demonstrate advanced knowledge and ability to train and supervise BCL cadets.

10.3.2. **References:** AFTTP 3-4

10.3.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

10.3.4. **Instructor:** P3-qualified Cadet

10.3.5. **Additional Information:** Sign/countersign is an infrequent skill that will be required during operational and exercise evaluations on active duty. This lesson is not intended to be a PowerPoint briefing. Ideally, the instructor(s) use creative methods to reinforce the knowledge from the Airman's Manual in an expeditionary-like environment as the cadets will experience at Field Training.

#### 10.4. **Sample of Behavior: Respond to UXOs and IEDs.**

10.4.1. **Requirements:** At the P1-level, GMC cadets should be able to demonstrate responding to unexploded ordinance (UXOs) and Improvised Explosive Device (IEDs) on the following topics:

10.4.1.1. Identify IED Characteristics and recall the 5-Cs (Confirm, Clear, Cordon, Check, Control)

10.4.1.2. Respond and report identified UXOs/IEDs

Cadets are expected to know the underlying knowledge and demonstrate proficiency through scenarios and/or testing. A P3-performance level of proficiency requires cadets involved in training activities to demonstrate advanced knowledge and ability to train and supervise BCL cadets.

10.4.2. **References:** AFTTP 3-4

10.4.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture - Warrior Ethos

10.4.4. **Instructor:** P3-qualified Cadet

11.5.5. **Additional Information:** This lesson is not intended to be a PowerPoint briefing. Ideally, the instructor(s) use creative methods to reinforce the knowledge from the Airman's Manual in an expeditionary-like environment as the cadets will experience at Field Training.

#### 10.5. **Sample of Behavior: Respond to identified Insider Threat/Active Shooter scenarios.**

10.5.1. **Requirements:** At the P1-level, GMC cadets should be to demonstrate responding to attacks or threats based on the following topics:

10.5.1.1. Categories of insider threats and conceptual framework designed to counter

10.5.1.2. Definitions and indicators of active shooters

10.5.1.3. Understand preparations needed to respond appropriately

10.5.1.4. Practice response and reporting

10.5.1.5. Cadets are expected to know the underlying knowledge and demonstrate proficiency through scenarios and/or testing. A P3-performance level of proficiency requires cadets involved in training activities to demonstrate advanced knowledge and ability to train and supervise BCL cadets

10.5.2. **References:** AFTTP 3-4

10.5.3. **Institutional Competency - Sub-competency:** Embodies Airmen Culture -

Warrior Ethos

10.5.4. **Instructor:** P3-qualified Cadet

10.5.5. **Additional Information:** Training may be supplemented by local law enforcement agencies. At a minimum, cadets should walk-through and discuss responding to an active shooter scenario.

## 11. Preparation for Active Duty

### 11.1. **Sample of Behavior: Carry out the cadet mentoring program.**

11.1.1. **Requirements:** Every detachment must have a cadet mentoring program. Detachments have the ability to develop and administer the program as they determine. To achieve the required proficiency level of P1, cadets should incorporate lessons from the AS curriculum in mentorship and development of GMC cadets. To achieve the P2-proficiency level, cadets should demonstrate proficiency/competency in mentorship and administration of the program.

11.1.2. **References:** DAFMAN 36-2643, *Coaching and Mentoring Program*, AS curriculum

11.1.3. **Institutional Competency - Sub-competency:** Leading People - Developing and Inspiring Others, Taking Care of People

11.1.4. **Instructor:** Cadre or SCL/ICL cadet (with cadre advisement)

11.1.5. **Additional Information:** It is recommended that the mentor is not the mentee's primary cadet supervisor.

### 11.2. **Sample of Behavior: Practice leadership/management skills in supervising the cadet corps.**

11.2.1. **Requirements:** To achieve this objective, cadets must be placed in a leadership position within the organizational chart and demonstrate leadership responsibility within the cadet corps. Cadets must design and conduct the LLAB program, guided by the operations plan and LLAB objectives. Cadets may identify corps problems, procedures or activities and apply quality principles to improve the program. To achieve the required proficiency level of P1, cadets should incorporate lessons from the AS curriculum in effective supervision of GMC cadets. To achieve the P2-proficiency level, cadets should demonstrate proficiency/competency in effective supervision and leadership/management skills.

11.2.2. **References:** AFROTCI 36-2011, Vol 3; AS curriculum

11.2.3. **Institutional Competency - Sub-competency:** Leading People - Developing and Inspiring Others

11.2.4. **Instructor:** Cadre or SCL/ICL cadet (with cadre advisement)

11.2.5. **Additional Information:** If a cadet is unable to serve in a leadership position see AFROTCI 36-2011, Vol 3 for OFC waiver authority.

### 11.3. Sample of Behavior: Practice proper feedback and performance evaluation skills.

11.3.1. **Requirements:** In conjunction with the academic curriculum, ICL cadets will apply lessons learned in their roles within the organization as they provide feedback and performance evaluations to subordinates. SCL cadets will continue building on their skills as they attain a higher level of proficiency in providing/receiving feedback and evaluating subordinates.

11.3.2. **References:** AFI 36-2406, *Officer and Enlisted Evaluations Systems*; AF Form 724A, *Airman Comprehensive Assessment Worksheet (2Lt – Col)*; AF Form 932, *Airman Comprehensive Assessment Worksheet (MSgt – CMSgt)*; AF Form 931, *Airman Comprehensive Assessment Worksheet (AB – TSgt)*

11.3.3. **Institutional Competency - Sub-competency:** Leading People - Developing and Inspiring Others

11.3.4. **Instructor:** Cadre or SCL/ICL cadet (with cadre guidance)

11.3.5. **Additional Information:** Recommend introducing the Airman Comprehensive Assessment (ACA) forms to ICL cadets early in the fall semester or during the feedback academic curriculum.

### 11.4. Sample of Behavior: Utilize the Airman Comprehensive Assessment during feedbacks.

11.4.1. **Requirements:** Cadets must utilize the ACA feedback form during initial & midterm feedback sessions either as supervisors or subordinates. These feedback sessions should have the intent to establish expectations of performance and feedback to meet P1 criteria.

11.4.2. **References:** AFI 36-2406; AF Form 724A; AF Form 932; AF Form 931

11.4.3. **Institutional Competency - Sub-competency:** Embodies Airman Culture - Develops Self, Leading People Developing and Inspiring Others

11.4.4. **Instructor:** Cadre or SCL/ICL cadet (with cadre advisement)

11.4.5. **Additional Information:** The OFC has discretion of which ACA feedback form is utilized.

### 11.5. Sample of Behavior: Utilize writing/evaluating Airman Leadership Quality (ALQ) narrative statements.

11.5.1. **Requirements:** Cadets will gain exposure to writing effective narrative performance statements through the academic curriculum and practical application. The intent is to understand the basic components of an Airman Leadership Quality statement and be able to identify aspects of an effective narrative statement.

11.5.2. **References:** DAFH 33-337; AFI 36-2406; AF Form 715, *Officer Performance Brief (O-1 Thru O-6)*; AF Form 716, *Enlisted Performance Brief*; AFH 1; DAF Form 1206, *Nomination for Award*

11.5.3. **Institutional Competency - Sub-competency:** Communicating - Speaking & Writing, Leading People Developing and Inspiring Others

11.5.4. **Instructor:** Cadre or SCL/ICL cadet (with cadre advisement)

11.5.5. **Additional Information:** Cadre will determine effective progression and administer a program that meets the needs of the detachment.

**11.6. Sample of Behavior: Practice elements of Officer Performance Brief/Enlisted Performance Brief.**

11.6.1. **Requirements:** The intent is to understand the sections, ratings, and mechanics of drafting the performance briefs. Cadets must utilize either the OPB, EPB, or a combination of both within their organizational structure. Cadre will determine the extent of which sections of the forms will be completed. By the end of the ICL year, cadets should be familiar and partially proficient with these forms to meet the P1-level.

11.6.2. **References:** AFI 36-2406; AF Form 715; AF Form 716; AFH 1

11.6.3. **Institutional Competency - Sub-competency:** Leading People - Developing & Inspiring Others, Communicating - Speaking & Writing

11.6.4. **Instructor:** Cadre or SCL/ICL cadet (with cadre advisement)

11.6.5. **Additional Information:** Cadre will determine effective progression and administer a program that meets the needs of the detachment.

**11.7. Sample of Behavior: Practice Awards & Decorations.**

11.7.1. **Requirements:** The intent is to understand the mechanics and purpose of drafting awards and decorations. Cadets must utilize correct forms and citations associated with awards and decorations. By the end of the ICL year, cadets should be familiar and partially proficient with these awards and citations to meet the P1-level.

11.7.2. **References:** DAFI 36-2803, *Military Decorations and Awards Program*; DAFI36-2903\_AFROTCSUP, AFROTCI 36-2011, Vol 3; AU-1, *Air University Style and Author Guide*

11.7.3. **Institutional Competency - Sub-competency:** Leading People - Developing & Inspiring Others, Embodies Airman Culture - Warrior Ethos

11.7.4. **Instructor:** Cadre or SCL/ICL cadet (with cadre advisement)

11.7.5. **Additional Information:** Cadre will determine effective progression and administer a program that meets the needs of the detachment. Citation templates are available within the appendix.

**11.8. Sample of Behavior: Describe the appropriate usage of the indorsement format of the official memorandum.**

11.8.1. **Requirements:** The intent is that cadets are familiar with an indorsement format of

the official memorandum and when it is appropriate to utilize the document. It also should highlight the routing procedures and proper formatting to attain the understanding level of proficiency.

11.8.2. **References:** DAFH 33-337

11.8.3. **Institutional Competency - Sub-competency:** Communicating - Speaking & Writing

11.8.4. **Instructor:** Cadre or SCL/ICL cadet (with cadre advisement)

11.8.5. **Additional Information:** The goal of this objective is to ensure cadet leadership is aware of and coordinating approval of requests at the appropriate level (typically, the cadre). An appropriate example is the OFC's approval of the OPLAN or OPORDs.

11.9. **Sample of Behavior: Describe the administrative requirement for E-publishing usage to locate pubs and forms.**

11.9.1. **Requirements:** The intent is to familiarize cadets with the usage of DAF publications and forms along with where to find them. Cadets should be able to identify the series of instructions, proper waiver authorities, and types of forms available to attain the understanding level of proficiency.

11.9.2. **References:** DAFI 33-360, *Publications and Forms Management*

11.9.3. **Institutional Competency - Sub-competency:** Enterprise Perspective - Government Organization and Processes

11.9.4. **Instructor:** Cadre or SCL/ICL cadet (with cadre advisement)

11.9.5. **Additional Information:** Utilize Air Force e-publishing website along with DAFI 33-360: <https://www.e-publishing.af.mil/>



## ATTACHMENT 1 – POC-IN-CHARGE EVALUATION FORM

<b>AFROTC POC IN CHARGE EVALUATION</b>		
<b>SECTION I: ASSESSMENT DATA</b>		<b>DATE:</b>
<b>CADET NAME: (Last, First, M.)</b>	<b>CLASS:</b>	<b>PMT EVENT:</b>
<b>SECTION II: GRADED AREAS</b>		
<b>PLANNING: Considers Cadet Wing (CW) deadlines, develops thorough documentation (e.g., Operations Orders, trainer information packages, Risk Management plan), receives approved plan in advance of Practical Military Training (PMT) event</b>		
<b>Ineffective – 1</b>	<b>Satisfactory – 3</b>	<b>Highly Effective – 5</b>
<ul style="list-style-type: none"> <li>- Missed two or more deadlines</li> <li>- Failed to receive approved plan prior to PMT event</li> <li>- POC did not receive info packages required for training</li> </ul>	<ul style="list-style-type: none"> <li>- Missed one or less deadlines</li> <li>- Developed plan and resolved comments prior to approval</li> <li>- POC understood training responsibilities for PMT event</li> </ul>	<ul style="list-style-type: none"> <li>- No deadlines missed</li> <li>- Developed a robust plan with clarity and attention to detail as well as made provisions for deviations</li> <li>- Expertly prepared POC in advance of PMT event</li> </ul>
<b>NOTES:</b>		
<b>COMMUNICATION: Provides clear written/verbal communication with Cadet Wing and/or Cadre, facilitates Cadet Wing interaction, informs trainers of PMT roles/responsibilities</b>		
<b>Ineffective – 1</b>	<b>Satisfactory – 3</b>	<b>Highly Effective – 5</b>
<ul style="list-style-type: none"> <li>- Failed to communicate with POC and/or Cadre</li> <li>- Lacked GMC and POC interaction</li> <li>- Minimal delegation and task management</li> </ul>	<ul style="list-style-type: none"> <li>- Adequately communicated with POC and/or Cadre</li> <li>- Fostered Cadet Wing interaction</li> <li>- Most PMT requirements delegated and level-loaded amongst POC cadets</li> </ul>	<ul style="list-style-type: none"> <li>- All written/verbal communication clear and concise</li> <li>- Established 360-degree communication</li> <li>- Appropriately delegated and resource managed all phases</li> </ul>
<b>NOTES:</b>		
<b>DECISION-MAKING: Makes clear and timely decisions, considers lessons learned and continuity, applies calculated risk into processes.</b>		
<b>Ineffective – 1</b>	<b>Satisfactory – 2</b>	<b>Highly Effective – 3</b>
<ul style="list-style-type: none"> <li>- Unable to make decisions</li> <li>- Disregarded instructions, continuity, and other source documents to substantiate requirements</li> <li>- Did not apply Risk Management process</li> </ul>	<ul style="list-style-type: none"> <li>- Made decisions when necessary</li> <li>- Applied available instructions, continuity, and other source documents to substantiate requirements</li> <li>- Applied Risk Management process</li> </ul>	<ul style="list-style-type: none"> <li>- Delivered effective and just-in-time decision-making logic</li> <li>- Utilized all available information streams in furtherance of followership/leadership principles</li> <li>- Used full Risk Management process with mitigation approaches for all objectives and weather considerations</li> </ul>
<b>NOTES:</b>		
<b>LEADERSHIP: Demonstrates command presence, motivates and directs Cadet Wing to carry out PMT mission/objectives, develops and cares for GMC training</b>		
<b>Ineffective – 1</b>	<b>Satisfactory – 3</b>	<b>Highly Effective – 5</b>
<ul style="list-style-type: none"> <li>- Lacked confidence and command presence</li> <li>- Failed to motivate and direct PMT objectives</li> <li>- Neglected trainer and/or trainee requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Acceptable level of confidence and command presence</li> <li>- Competent motivation and expectation management</li> <li>- Managed trainer and/or trainee requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Led by example underpinned in the AF Core Values</li> <li>- Inspired GMC and garnered mission accomplishment</li> <li>- Expertly identified necessary changes for optimal trainer and/or trainee requirements</li> </ul>
<b>NOTES:</b>		
<b>MISSION: Understands mission requirements, reinforces importance of leadership/followership skills in laboratory environment, and meets assigned objectives/samples of behavior</b>		
<b>Ineffective – 1</b>	<b>Satisfactory – 2</b>	<b>Highly Effective – 3</b>
<ul style="list-style-type: none"> <li>- Did not understand mission</li> <li>- Insufficient application of objectives into followership and/or leadership knowledge/performance requirements</li> <li>- Did not complete one or more training objectives</li> </ul>	<ul style="list-style-type: none"> <li>- Understood and articulated mission to Cadet Wing</li> <li>- Appropriate application of objectives into followership and/or leadership knowledge/performance requirements</li> <li>- Completed training objectives</li> </ul>	<ul style="list-style-type: none"> <li>- Expertly communicated mission and reinforced importance into laboratory environment</li> <li>- Choreographed mission into all facets of PMT</li> <li>- Seamlessly delivered all training objectives and samples of behavior</li> </ul>
<b>NOTES:</b>		
<b>DEBRIEF: Reflects on individual and Cadet Wing performance (e.g., measures of performance) to complete objectives; develops lessons learned and incorporates into continuity, creates action items</b>		
<b>Ineffective – 1</b>	<b>Satisfactory – 2</b>	<b>Highly Effective – 3</b>
<ul style="list-style-type: none"> <li>- Did not measure PMT performance</li> <li>- Insufficient application of debriefing objective into leading PMT environment</li> <li>- No after action report (AAR) and/or action items (AI)</li> <li>- Incomplete or no wrap-up discussion and/or meeting conducted</li> </ul>	<ul style="list-style-type: none"> <li>- Reflected on results and measured CW performance</li> <li>- Effective application of debriefing lesson objective into PMT environment</li> <li>- Conducted AAR and developed AIs</li> <li>- Closed PMT responsibilities through meeting and/or other means in line with business operations</li> </ul>	<ul style="list-style-type: none"> <li>- Expertly communicated performance to determine failures and successes</li> <li>- Created a PMT environment with observed GMC and POC feedback mechanisms</li> <li>- AAR and/or AIs identified root cause analysis on failed objectives and/or added to standard operating procedures</li> <li>- Conducted post-PMT meeting in line with business operations, solicited feedback and areas of improvement</li> </ul>
<b>NOTES:</b>		

**SECTION III: ADDITIONAL NOTES (DETAIL PLANNING, DEVELOPMENT, EXECUTION PHASES; HIGHLIGHT STRENGTHS; AREAS OF IMPROVEMENT/LESSONS LEARNED)**

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**SECTION IV: POST ASSESSMENT (REMEDIAL TRAINING AND FOLLOW-UP ASSESSMENT)**

--

Rank/Name of Evaluating Cadet:	Signature:	Date:
Signature of Evaluated Cadet:		TOTAL SCORE (Out of 24):
<b>CERTIFICATION (PASSED OR FAILED)</b>	Rank/Name of Certifying Cadre and Signature:	Date:

**ATTACHMENT 2 - CITATION TEMPLATES**



**AIR FORCE RESERVE OFFICER TRAINING CORPS  
DETACHMENT XXX**

THIS IS TO CERTIFY THAT

**THE AIR FORCE ROTC ACHIEVEMENT AWARD**

HAS BEEN AWARDED TO

**CADET FOURTH CLASS JOHN F. DOE**

FOR

**OUTSTANDING ACHIEVEMENT**

**26 AUGUST 2023 TO 3 DECEMBER 2023**

**ACCOMPLISHMENTS**

Cadet Fourth Class John F. Doe distinguished himself by outstanding achievement as Duty Title, Air Force Reserve Officer Training Corps Detachment XXX, City or University, State. The citation body will be written on this template in accordance with DAFMAN 36-2806 and the most current Air University Writing Guide with the intent to mirror the Air and Space Achievement Medal standards. The length of the citation should not exceed 1350 characters and be written in Courier New at 11 font size only. The opening and closing sentences provided are acceptable, although other options are provided in DAFMAN 36-2806. For compound grade titles, such as Cadet Fourth Class and so on, spell out the complete grade title in the opening sentence and then use the short title Cadet in the balance of the citation. Only authorized abbreviations and acronyms on the approved DAF abbreviations and acronyms list may be used. Award to no more than 15 percent of the corps each academic term. The accomplishments of Cadet Doe reflect credit upon himself and the United States Air Force Reserve Officer Training Corps Detachment XXX.

GIVEN UNDER MY HAND

**3 December 2023**



**AIR FORCE RESERVE OFFICER TRAINING CORPS  
DETACHMENT XXX**

THIS IS TO CERTIFY THAT

**THE AIR FORCE ROTC COMMENDATION AWARD**

HAS BEEN AWARDED TO

**CADET THIRD CLASS JOHN F. DOE**

FOR

**MERITORIOUS SERVICE**

**26 AUGUST 2023 TO 3 DECEMBER 2023**

**ACCOMPLISHMENTS**

Cadet Third Class John F. Doe distinguished himself by outstanding achievement as Duty Title, Air Force Reserve Officer Training Corps Detachment XXX, City or University, State. The citation body should be written on this template in accordance with DAFMAN 36-2806 and the most current Air University Writing Guide with the intent to mirror the Air and Space Commendation Medal standards. The length of the citation should not exceed 1350 characters and be written in Courier New at 11 font size only. The opening and closing sentences provided are acceptable, although other options are provided in DAFMAN 36-2806. For compound grade titles, such as Cadet Fourth Class and so on, spell out the complete grade title in the opening sentence and then use the short title Cadet in the balance of the citation. Only authorized abbreviations and acronyms on the approved DAF abbreviations and acronyms list may be used. The Air Force ROTC Commendation Award may be awarded to cadets each academic term, but per the AFROTCI 36-2011 must be reserved to no more than 10 percent of the corps. The distinctive accomplishments of Cadet Doe reflect credit upon himself and the United States Air Force Reserve Officer Training Corps Detachment XXX.



**AIR FORCE RESERVE OFFICER TRAINING CORPS  
DETACHMENT XXX**

THIS IS TO CERTIFY THAT

**THE AIR FORCE ROTC MERITORIOUS SERVICE AWARD**

**FIRST OAK LEAF CLUSTER**

HAS BEEN AWARDED TO

**CADET CAPTAIN JOHN F. DOE**

FOR

**MERITORIOUS SERVICE**

**26 AUGUST 2023 TO 3 DECEMBER 2023**

**ACCOMPLISHMENTS**

Cadet Captain John F. Doe distinguished himself in the performance of outstanding service to the Air Force Reserve Officer Training Corps Detachment XXX, City or University, State as the Cadet Duty Position. The citation body should be written on this template and in accordance with the most current DAFMAN 36-2806 and the Air University Writing Guide with the intent to mirror the Meritorious Service Medal standards. The length of the citation should not exceed 1350 characters and be written in Courier New at 11 font size only. The opening and closing sentences provided in this template are acceptable, although other options are provided in DAFMAN 36-2806. When using compound grade titles, such as Cadet Captain and so on, spell out the complete grade title in the opening sentence and then use the short title Cadet in the balance of the citation. Only authorized abbreviations and acronyms on the approved DAF abbreviations and acronyms list may be used. The Air Force ROTC Meritorious Service Award may be awarded to cadets each academic term, but according to AFROTCI 36-2011 must be reserved to no more than 5 percent of the corps. The singularly distinctive accomplishments of Cadet Doe reflect great credit upon himself and the United States Air Force Reserve Officer Training Corps Detachment XXX.

## ATTACHMENT 3 - OPERATIONS PLAN TEMPLATE

**BY ORDER OF THE COMMANDER**

**CADET WING OPERATIONS PLAN**

**000th CADET WING AFROTC**



**DD MONTH YYYY**

**Spring Semester 2024**

**COMPLIANCE WITH THIS PLAN IS MANDATORY**

---

**ACCESSIBILITY:** *\*State where this document can be accessed for your detachment here*

**RELEASABILITY:** Cadre and Cadets of AFROTC Detachment 000

*\*This is a document that must include training location dates and times so for OPSEC reasons, should be kept password protected and realizable to cadets and cadre.*

---

000 CW/CC

Certified by: AFROTC Det 000 OFC, Rank, Name  
(Captain Officer-in-Charge)

Supersedes: CADET WING OPERATIONS PLAN, DD MMM YY

Page: ###

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IAW AFROTCI 36-2011, Vol 3, *Cadet Operations* para 10.2.13. The OPLAN is designed to provide the Cadet Wing, or equivalent, an OFC approved training roadmap for a specific semester. At a minimum, OPLANs must include:

10.2.13.1. When the required training objectives are to be presented within the semester. If any training objectives for the academic year will not be presented during the semester, the current OPLAN must account for these missed objectives in either a previous or subsequent OPLAN that falls within the same academic year.

10.2.13.2. When concurrently enrolled cadets (e.g., AS250 Cadets) are to be presented all required training objectives IAW the current academic year's AFROTCI 36-2011, Vol 1.

10.2.13.3. The authorized positions for POC Cadets to include the organizational chart, leadership position designation, and duty descriptions.

10.2.13.4. The plan for the Cadet Wing, or equivalent, to acquire and track attendance for all Mandatory PMT events.

The OPLAN content is highly adjustable to what the detachment feels is necessary apart from the AFROTCI 36-2011 required items and the following:

- **Table of Contents**
- **Indorsement Line**
- **Objective Table**
- **Unit Manning Document**
- **Cadet Wing Position Descriptions**

## **Example Table of Contents**

### **SECTION A – SITUATION**

- 1 - Situation
- 2 - Mission
- 3 - Classification of Cadets
- 4 - Administration

### **SECTION B – WING ORGANIZATION**

- 1 - Command of the Cadet Wing
- 2 - Wing Structure
- 3 - Cadet Appointments and Rotation
- 4 – PMT Events

### **SECTION C – LLAB ORGANIZATION**

- 1 - Goals
- 2 - Execution
- 3 - Deployment
- 4 - Employment

### **SECTION D – PHYSICAL TRAINING**

- 1 – PMT

### **SECTION E – OUTSIDE ACTIVITIES**

- 1 – PMT or Voluntary PMT
- 2 - Non PMT or Non AFROTC Sponsored Activities

### **SECTION F – AWARDS CRITERIA**

- 1 - Honor Flight and Warrior Flight
- 2 - AFROTC Meritorious Service Award
- 3 - AFROTC Commendation Award
- 4 - AFROTC Achievement Award
- 5 - Warrior Spirit Award
- 6 - Academic Honors Award
- 7 - Physical Fitness Award
- 8 - College Scholarship Recipients
- 9 - Recruiting Award
- 10 - Superior Performer

### **SECTION G – EVALUATION AND DISCIPLINE**

- 1 – Evaluation
- 2 – Discipline

## Example Indorsement Line

**1. MISSION.** The mission of the 000th Air Force Reserve Officer Training Corps Cadet Wing is to successfully complete all AFROTC objectives in order to develop leadership qualities that will enable cadets to become future Air Force (*or Space Force*) officers. To fulfill this mission, the Cadet Wing will conduct training that augments the Holm Center's academic curriculum by providing prospective Air Force (*or Space Force*) officers opportunities and feedback needed to develop the leadership, managerial, and supervisory skills required of successful Air Force (*or Space Force*) officers. The goals of the AFROTC LLAB curriculum are:

Provide first-year cadets an informative and motivational program designed to recruit, retain, and familiarize cadets with the Air Force (*or Space Force*) way of life and foster leadership, followership, teamwork, and esprit de corps.

1.1. Provide cadets scheduled to attend FT with the mental and physical skills needed to succeed in the AFROTC FT environment.

1.2. Provide cadets returning from FT sufficient opportunities to demonstrate and develop the leadership and management skills needed to successfully function as active duty officers.

1.3. Provide cadets to be commissioned additional opportunities to demonstrate and develop the leadership and management skills needed to successfully function as an active duty officer and to adequately prepare them to transition from the AFROTC environment to active duty.

JOE M. SNUFFY, C/Col, AFROTC  
Commander, 000 CW

1st Ind, AFROTC DET 000/OFC MEMORANDUM

FOR CW/CC

Approved  Disapprove

OFFICER I. CHARGE, Capt, USAF  
Operations Flight Commander



### Example Objectives Table

#### Lead Lab Overview & Projected Objectives

<b>TW</b>	<b>Date</b>	<b>GMC OBJs</b>	<b>UOD &amp; DETAILS</b>	<b>POC OBJs</b>
<b>1</b>	29-Aug-20XX	1,4, 5, 6	UOD: Civilian Uniform/Blues, ABUs Details: Briefings, Transit to/from Apogee, Drill and Ceremonies Practice, Retreat, Flight Time	7, 8, 9, 10
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				
<b>7</b>				
<b>8</b>				
<b>9</b>				
<b>10</b>				
<b>11</b>				
<b>12</b>				
<b>13</b>				

### Example Unit Manning Document

This Unit Manning Document lists each position along with its official title, office symbol, and rank of the cadet holding that position.

Office Symbol	Office Title/Function	Rank	Name
<b>Wing Staff</b>			
CW/CC	Cadet Wing Commander	C/Col	
CW/CD	Cadet Wing Deputy Commander	C/Col	
CW/IG	Inspector General	C/Lt Col	
CW/DIG	Deputy Inspector General	C/1st Lt	
CW/CCE	Commander's Executive	C/Maj	
GMCL	General Military Course Liaison	C/3C	
<b>Training Readiness Group</b>			
TRG/CC	Training Readiness Group Commander	C/Lt Col	
TRG/CD	Training Readiness Group Deputy Commander	C/Maj	
BCS/CC	Basic Cadet Squadron Commander	C/Capt	
BCS/CCA	Basic Cadet Squadron Alpha Flight Commander	C/1st Lt	
BCS/CCB	Basic Cadet Squadron Bravo Flight Commander	C/1st Lt	
BCLS/CC	Basic Cadet Leader Squadron Commander	C/1st Lt	
BCLS/CCD	Basic Cadet Leader Squadron Delta Flight Commander	C/Capt	

## Operations Group

OG/CC	Operations Group Commander	C/Lt Col	
OG/CD	Deputy Operations Group Commander	C/Maj	
PFS/CC	Physical Fitness Squadron Commander	C/Capt	
PFS/CD	Deputy Physical Fitness Squadron Commander	C/1st Lt	
OSS/CC	Operations Support Squadron Commander	C/Capt	
OSS/CD	Operations Support Squadron Commander Deputy	C/1st Lt	
HGS/CC	Honor Guard Squadron Commander	C/Capt	
MSG/CC	Mission Support Group Commander	C/Lt Col	
MSG/CD	Mission Support Group Deputy Commander	C/Maj	
RA	Resource Advisor	C/1st Lt	
PAO	Public Affairs Officer	C/1st Lt	
RO	Recruiting Officer	C/1st Lt	
FSS/CC	Force Support Squadron Commander	C/Capt	
FSS/CD	Force Support Squadron Deputy Commander	C/1st Lt	

## Example Cadet Wing Position Descriptions

### 000<sup>th</sup> Cadet Wing Position Descriptions

#### CADET WING STAFF

##### *Cadet Wing Commander - CW/CC*

**Reports to:** Operations Flight Commander

**Function:** Directs and is responsible for all actions within the Cadet Wing.

**Duties:** The CW/CC is responsible for:

- Accomplishment of all tasks as stated in the Mission Directive.
- Enforcing all job descriptions within the Cadet Wing as stated within this document.
- Conducting staff meetings as required with all key cadet officer personnel.
- Maintaining appearance, discipline, effectiveness, training, and conduct of the Cadet Wing in accordance with the standards of all AFROTC regulations.
- Leading the POC and GMC in accomplishment of the detachment mission and greater AFROTC mission.
- Effectively delegating to and supervising the CW/CD, IG, OG/CC, TRG/CC, and MSG/CC.
- Performing other duties as assigned.

**Deliverables:**

- Cadet Wing OPLAN, Cadet Wing Detachment Policy, Continuity Binder, Submit Weekly WAR to OFC.

##### *Cadet Wing Deputy Commander - CW/CD*

**Reports to:** CW/CC

**Function:** To advise & support CW/CC in the direction of all actions for the Cadet Wing.

**Duties:** The CW/CD is responsible for:

- Assuming command of the Cadet Wing in the absence of the CW/CC.
- Submitting a weekly hard copy report at the end of LLAB to the OFC detailing the attendance of the wing IAW AFROTCI 36-2011 Section 9.10.1. Should any cadet fall under 80% attendance the OFC will be notified.
- Planning, running, and facilitating discussion for Wing Staff meetings. Review notes with Wing Staff and Cadre to implement changes. Additionally, follow up on how the changes have been implemented.
- Taking notes during LLAB based on what training was supposed to accomplish, if it was

- accomplished, if an objective must be revisited, and how it can be improved for the future.
- Supervising training and staff performance while enforcing CW/CC policies and Wing policies according to AFROTCI 36-2010, AFROTCI 36-2011, Vol 1, *Cadet's Guide to Leadership Laboratory (LLAB) Curriculum*, DAFMAN 36-2905, *Fitness Program* and DAFI 91-202, *Mishap Prevention Program*.
- Monitor Cadet "Failure to Perform" files along with CW/IG.
- Being an extension of the Wing Commander to alleviate workload and performing other duties as assigned.

**Deliverables:**

- Performance Folders, Morale Reports, Submit Weekly WAR to CW/CC, Continuity Binder



<b>3. Admin</b>	<b>a. Objectives</b>									
	List all objectives to be accomplished for this specific PMT event									
	<b>b. Weather</b>									
	Event will be conducted:	Indoors/Outdoors								
	Projected Weather Forecast:  (Source: <a href="http://www.accuweather.com">http://www.accuweather.com</a> )	Sunny	High:	82°	Low:	62°	Precip:	25%	Winds / Gusts:	5 / 8 mph
Impact Plan:	In case of weather-related impacts/cancellations, determined by Cadre or campus admin, the CW/CC will ensure all cadets are notified ASAP as to the mitigation plan / cancellation of PMT.									
<b>c. Risk Management</b>	IAW AFROTCI36-2011, para 1.13.7 Risk management has been incorporated into all facets of the detachment, to include the training program. This 5-step Deliberate process is IAW AFI90-802 <i>Risk Management</i> . Any activity determined to be of medium or high risk after control measures are implemented must receive Det Commander approval.									
	<b>Step 1:</b> ID Hazards	<b>Step 2:</b> Assess Risk			<b>Step 3:</b> Controls Measure		<b>Step 4:</b> Implementation	<b>Step 5:</b> Supervise		
	Hazard / Causes	Severe	Prob	Assessment	Mitigation Measure	New Assessment	Method	CW/CC Initials	OFC Initials	
	Incident Weather	IV	F	Low	LLab is indoors	Low	See Wx impact plan, notify cadets of Wx hazards for transit			
	<b>Overall Risk Assessment</b>				<b>Overall Risk after Controls</b>		Det/CC Approval if more than Medium	<b>Det/CC Initials</b>		
<b>4. Approval</b>										
<b>a. CW/CC Approval/Signature</b>										
<b>b. OFC Approval /Signature</b>	APPROVE				DISAPPROVE			DATE		
<b>5. PMT Time Deviation Waiver Approval (if applicable)</b>										
<b>a. Guidance</b>	IAW AFROTCI 36-2011, paragraph 10.3.4.4, Limit all PMT to no more than 6 hours per week (Monday through Sunday). The Det/CC holds approval authority to exceed weekly limit.									
<b>b. Deviation</b>	Cadets Affected		Deviation Amt				Total PMT			

<b>c. Justification</b>					
<b>d. Det/CC Approval/Signature</b>	APPROVE		DISAPPROVE	DATE:	
	<b>FIRST M. LAST, Lt Col, USAF</b> Commander, AFROTC Detachment <b>XXX</b>				

Risk Assessment Matrix		Probability/Frequency of Occurrence Over Time				
		Frequent Continuously experienced	Likely Will occur frequently	Occasional Will occur several times	Seldom Unlikely, can be expected to occur	Unlikely Improbably, but possible to occur
<b>Severity/Effect of Hazard</b>	<b>Catastrophic</b> Death, loss of limb, loss of eyes	Extremely High	Extremely High	High	High	Medium
	<b>Critical</b> Non-commissioning/unable to fly: loss of consciousness, significant ligament tears, significant joint damage	Extremely High	High	High	Medium	Low
	<b>Moderate</b> Injury/places cadet on MRS, bone breakage, serious sprains, stitches needed	High	Medium	Medium	Low	Low
	<b>Negligible</b> No impact to MRS, bumps/bruises, minor sprains	Medium	Low	Low	Low	Low



**ATTACHMENT 5 - INDORSEMENT MEMORANDUM TEMPLATE**

DD MMM YY

MEMORANDUM FOR AFROTC DET XXX CW/CC [Office symbol for 1st Indorsement] FROM:

AFROTC DET XXX CW/CD [Originator]

SUBJECT: Indorsement Memorandum Format

1. The indorsement memorandum is useful when documented history of action is required, such as when gathering formal comments for a document or in handling legal and disciplinary actions. As such, indorse official memorandums only, not personal letters.

a. Use the indorsement format within or between U.S. military organizations or between U.S. military organizations and civilian organizations under contract with the Air Force (*or Space Force*). When space allows, place indorsements on the original memorandum or a previous indorsement page.

b. Number each indorsement in sequence (1st Ind, 2d Ind, 3d Ind,...). Begin the first indorsement on the second line below the last element of the previous indorsement. Follow the indorsement number with your office symbol.

2. Please send this sample to the AFROTC DET XXX/OFC for his indorsement. If you have any further questions, you can reach me at (555) 888-9999 or [detxxxcwcd@gmail.com](mailto:detxxxcwcd@gmail.com).

[Originator's signature block]

//SIGNED//

FIRST M. LAST, C/Col, AFROTC

Deputy Commander, Cadet Wing

1st Ind, AFROTC DET XXX CW/CC [1st Indorsement office symbol] [1st Ind: DD MMM YY MEMORANDUM FOR AFROTC DET XXX/OFC [2d Indorsement official]

Concur/~~Non concur~~. Please approve. If you have any questions, please contact me first.

[1st Indorsement official's signature block]

//SIGNED//

FIRST M. LAST, C/Col, AFROTC

Commander, Cadet

2d Ind to AFROTC DET XXX CW/CD, [Date of memo: DD MMM YY, Indorsement Memorandum Format

AFROTC DET XXX/OFC [2d Indorsement office symbol] [2d Ind: DD MMM YY

MEMORANDUM FOR AFROTC DET XXX CW/CD [Originator]

Approved/~~Disapproved~~.

[2d Indorsement official's signature block]

//SIGNED//

FIRST M. LAST, Major, USAF

Operations Flight Commander,  
AFROTC Detachment XXX

**ATTACHMENT 6 - OBJECTIVE TRACKER**

		<b>Training Objective 1</b>	<b>SOB 1.1</b>	<b>SOB 1.2</b>	<b>SOB 1.3</b>	<b>Training Objective 2</b>	<b>SOB 2.1</b>
<b>LLAB per OPLAN:</b>							
BC			Ka	Ka	Ka		Ka
BCL							
AS250			Ka	Ka	Ka		Ka
ICL							
SCL							
<b>Name</b>	<b>AS Class</b>						
C/Last	AS100		X				
C/Last	AS200	X	X	X	X		X

(Sample Excel Tracker)

**ATTACHMENT 7 – FLIGHT DRILL EVALUATION SCORECARD**

Left Face	0	1	Column Left	0	1
Right Face	0	1	Column Right	0	1
About Face	0	1	Left Flank	0	1
Parade Rest	0	1	Right Flank	0	1
Attention	0	1	To the Rear	0	1
Present Arms	0	1	Change Step	0	1
Left Step	0	1	Order Arms	0	1
Right Step	0	1	Mark Time	0	1
Forward March	0	1	Flight Halt	0	1
Half Step	0	1	Cover	0	1
<b>Total - Required Movements</b>				<b>/ 20</b>	
<b>NOTES</b>					
<b>FINAL SCORE</b>				<b>/ 100</b>	
Evaluator Name and Position				Date	
Left Face	0	1	Column Left	0	1
Right Face	0	1	Column Right	0	1
About Face	0	1	Left Flank	0	1
Parade Rest	0	1	Right Flank	0	1
Attention	0	1	To the Rear	0	1
Present Arms	0	1	Change Step	0	1
Left Step	0	1	Order Arms	0	1
Right Step	0	1	Mark Time	0	1
Forward March	0	1	Flight Halt	0	1
Half Step	0	1	Cover	0	1
<b>Total - Required Movements</b>				<b>/ 20</b>	
<b>NOTES</b>					
<b>FINAL SCORE</b>				<b>/ 100</b>	
Evaluator Name and Position				Date	

## FT Drill Evaluation Instructions

### General Guidance:

Trainees are evaluated on their leadership ability and drill capability while performing as FLT/CC. The FLT/CC will control a flight of 12 cadets and guidon bearer (total 13 members). A second evaluation opportunity can be granted at the discretion of the Squadron Commander or higher for extenuating circumstances. Poor performance is not considered an extenuating circumstance. All trainees in an encampment must be evaluated at a comparable location (size, grade, surface type, etc.) with comparable flight sizes. Trainees are not required to follow the sequence listed on the drill evaluation card, but all required movements must be accomplished in the allotted time. Trainees have the authority to add and arrange commands/movements as they see fit. There will be a primary and secondary evaluator per drill pad to ensure all boundaries are being monitored. Flights will be arranged in 3 elements, 4 ranks deep. Final sizes will be clarified to suit the size of the drill pad and are at the discretion of the FDE evaluator.

### Set Up: (Conducted by FDE Staff)

1. Equipment:
  - a. Primary Evaluator clipboards: drill card packets, FDE score sheets, drill evaluation card packets, stopwatch, and writing utensil.
  - b. Prepare Secondary Evaluator clipboards: laminated FDE form, and erasable marker and paper towels.
  - c. Prepare four cones per drill pads.
2. Drill pad will be a minimum of 40'x40' on predominantly flat, level surface.

### Procedures: (For Evaluators)

1. The Evaluator will introduce themselves and read the following instructions to the cadet being evaluated:
  - a. After this briefing you will be provided a drill card with a list of movements and given five minutes to command your flight through those movements.
  - b. You have a one-minute planning period to review the drill card, ask questions and to arrange your flight anywhere within your assigned drill pad.
  - c. Once the one-minute planning period is up, you will report in using the following statement: "Sir/ Ma'am \_\_\_\_\_ Flight is ready for drill evaluation."
  - d. The five-minute timer will start once you've called your first drill movement.
  - e. You can reference the drill card an unlimited number of times.
  - f. Movements may be completed in any order.
  - g. If you break a boundary, return to the drill area and continue the evaluation.
  - h. Once you have completed all the movements on the drill card, you will report out using the following statement: "Sir/ Ma'am \_\_\_\_\_ Flight has completed the drill evaluation."
2. The evaluator will keep time and indicate when time has expired.
3. If the Cadet exceeds the five-minute time limit, step in and state: "Due to time constraints, the evaluation is terminated."
4. Debrief the Cadet and review their FDE performance with them.
5. Once complete, have the cadet rejoin the ranks and call the next cadet for evaluation.

## ATTACHMENT 8 – DEBRIEF FORMAT

### DEBRIEF FORMAT

#### PURPOSE

Debriefing is defined as the reconstruction and evaluation of an event to determine how to replicate success and avoid repeat mistakes. A successful debrief depends on the ability to critically analyze events and the willingness to admit mistakes. The debrief process should encompass a review of events, identification of problems, determination of root causes and development of lessons learned. Immediately following an evaluated event, Cadet Team Leads will conduct a team debrief (2 mins max), followed by a debrief with the evaluator (1 min max). The evaluator will then provide feedback to the Cadet Team Lead (2 mins max).

TEAM LEAD

MAX/TRAINING DAY

--	--

What was the mission? Did your team complete the mission? If not, what were the primary causes of mission failure?

--

What did the team do well? How can those skills be used in the future to improve yourself and the team?

--

What did not go well? What can both the leader and the team do better to ensure success moving forward?

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Additional Comments/Lessons Learned

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ATTACHMENT 9 – OTS FORM 2, LEADERSHIP ATTRIBUTE ASSESSMENT

LEADERSHIP ATTRIBUTE ASSESSMENT		Date:									
<b>A. ADMINISTRATION</b>											
Trainee Name (Rank Last, First):	Flight Instructor Name (Rank Last, First):										
Class Number/Flight Number:	Assessing Instructor Name (Rank Last, First):										
Not Used:	ISAF / ISSF	BC Class RCL other:									
SITUATION											
EXECUTION											
Comments Mandatory for any Does Not Meet Marks:											
<b>B. OFFICER LEADERSHIP ATTRIBUTES</b>											
AFROTIC Cadets at Detachments: Basic Level of Proficiency											
AFROTIC Cadets at Field Training: Intermediate Level of Proficiency											
<i>Attribution address to AFOTC 2007 - Canadian Competency Address of Recognition/Innovation</i>											
<b>PROFESSIONALISM</b>	OIA Total (-1.0, +1)	0									
P1 Perseverance 12	- Promote Autonomy 26										
P2 Flexibility 16	- Adapt 19										
P3 Resilience 17	- Be Resilient 37										
P4 Self Control 19	- Demonstrate Humility 23										
P5 Change Management 43	- Manage Change 18										
<b>COMMUNICATION</b>		OIA Total (-1.0, +1)									
C1 Communication 13	- Communicate Effectively 24	0									
C2 Teamwork 21	- Foster Cooperation 27										
C3 Develops People 22	- Develop Others 25										
C4 Service Mindset 23	- Trust in Teammates 111										
C5 Fosters Inclusion 25	- Advance Inclusion and Equality 22										
<b>WARFIGHTING</b>		OIA Total (-1.0, +1)									
W1 Information Seeking 15	- Demonstrate Curiosity 10 / Learn and Improve 14	0									
W2 Initiative 18	- Demonstrate Initiative 31										
W3 Analytical Thinking 31	- Think Analytically 35										
W4 Digital Literacy 32	- Be Digital/Literate 33										
W5 Creative Thinking 33	- Engage Creatively 17										
<b>LEADERSHIP</b>		OIA Total (-1.0, +1)									
L1 Decision Making 14	- Use Problem Solving Skills 13	0									
L2 Fosters Innovation 34	- Enhance Risk 36										
L3 Influence 35	- Network 34										
L4 Strategic Thinking 44	- Recognize Opportunities 32 / Champion a Vision 12										
<b>MISSION EXECUTION</b>		OIA Total (-1.0, +1)									
M1 Accountability 11	- Be Accountable to Others 21	0									
M2 Resource Management 41	- Effectively Plan and Organize 16										
M3 Results Focused 42	- Advocate Boldly 15										
M4 Precision 43	- Recognize Patterns and Interactions 11										
<b>M5 Hardiness of Spirit</b>		OIA Total (-1.0, +1)									
<b>OIA COMPETENCY SCORE (SUM OF OIA TOTAL)</b>		≥+1 = PASS									
<b>LEADER OF CHARACTER</b>		0									
<table border="1"> <tr> <td>P</td> <td>F</td> <td>INHONORABLY</td> </tr> <tr> <td>P</td> <td>F</td> <td>LIFT OTHERS</td> </tr> <tr> <td>P</td> <td>F</td> <td>ELEVATE PERFORMANCE</td> </tr> </table>		P	F	INHONORABLY	P	F	LIFT OTHERS	P	F	ELEVATE PERFORMANCE	
P	F	INHONORABLY									
P	F	LIFT OTHERS									
P	F	ELEVATE PERFORMANCE									
-1 OFFICER TRAINEE DID NOT DEMONSTRATE THIS TRAIT AT THE APPROPRIATE PROFICIENCY LEVEL.											
+1 OFFICER TRAINEE DEMONSTRATED THIS TRAIT AT THE APPROPRIATE PROFICIENCY LEVEL.											
N/O NOT OBSERVED											
Trainee Signature:	Assessing Instructor Signature:										

OTS Form 2, 20240119  
AFROTIC Modified 23 Aug 24

Reset Form

## OFFICER LEADERSHIP ATTRIBUTE ASSESSMENT

### Form 2 Instructions:

- All sections in part A and B must be completed.
- The major areas of Professionalism, Communication, Warfighting, Leadership, and Mission Execution contain sub-areas from the Air Force and Space Force Foundational Competencies.
- For each sub-area, cadets will be scored as a "+1" if they meet or exceed the required proficiency, a "-1" if they do not meet the proficiency, or a "0" if the behavior was not observed.
- For each major area, the score will be a "+1" if the sum of the sub-areas is greater than or equal to 1. If the sum of the sub-areas is equal to 0, the major area score will be "0". If the sum of the sub-areas is less than 0, the major area will be scored "-1".
- The Major Area Scores are then tallied for the overall OLA Competency Score. Cadets are required to score a +1 or higher to pass the evaluation.

**EXAMPLE:** Under PROFESSIONALISM, if an instructor observes and grades the following, the major area grade will be a "+1"

A. OFFICER LEADERSHIP ATTRIBUTES		AFROTIC Cadets at Detachments: Basic Level of Proficiency	
AFROTIC Cadets at Field Training: Intermediate Level of Proficiency		O	N
Professionalism		OLA Total (-1, 0, +1)	
P1 Perseverance 12	- Promote Autonomy 24	0	1
P2 Flexibility 13	- Adapt 19	1	1
P3 Resilience 17	- Be Resilient 31	1	1
P4 Self Control 18	- Demonstrate Humility 23	1	1
P5 Change Management 13	- Manage Change 18	1	1
COMMUNICATION		OLA Total (-1, 0, +1)	
C1 Communication 13	- Communicate Effectively 24	1	1
C2 Teamwork 21	- Foster Cooperation 27	1	1
C3 Develops People 22	- Develop Others 25	1	1
C4 Service Member 23	- Trust in Teammate 111	1	1
C5 Foster's Inclusion 25	- Advance Inclusion and Equality 22	1	1
WARFIGHTING		OLA Total (-1, 0, +1)	
W1 Information Seeking 15	- Demonstrate Curiosity 118 / Learn and Improve 14	1	1
W2 Initiative 18	- Demonstrate Initiative 31	1	1
W3 Analytical Thinking 21	- Think Analytically 15	1	1
W4 Digital Literacy 23	- Be Digital Literate 19	1	1
W5 Creative Thinking 23	- Engage Creatively 17	1	1
LEADERSHIP 24		OLA Total (-1, 0, +1)	
L1 Decision Making 14	- Use Problem Solving Skills 13	1	1
L2 Foster's Innovation 14	- Enhance Risk 14	1	1
L3 Influence 25	- Network 34	1	1
L4 Strategic Thinking 44	- Recognize Opportunities 12 / Champion a Vision 12	1	1
MISSION EXECUTION		OLA Total (-1, 0, +1)	
M1 Accountability 11	- Be Accountable to Others 21	1	1
M2 Resource Management 41	- Effectively Plan and Organize 16	1	1
M3 Results Focused 43	- Advocate Boldly 15	1	1
M4 Precision 43	- Recognize Patterns and Interactions 11	1	1
M5 Hardiness of Spirit 47/44		1	1
<b>OLA COMPETENCY SCORE (SUM OF OLA TOTAL)</b>		<b>≥ +1 = PASS</b>	
		<b>1</b>	

Trains in the "The Leader of Character" section are pass/fail. The default grade for each area is "pass" unless the cadet being evaluated demonstrates obvious behaviors counter to the trait. For example, if the cadet being evaluated betrays a teammate or does not address a subordinate who aggressively demands someone, the evaluator may earn a failure. A leader who willfully does not attempt to exceed the bare minimums without justification may also earn a failure. Both the evaluator and evaluated cadet will sign the paper Form 2.

### LEADER OF CHARACTER

LEADER OF CHARACTER		AFROTIC Cadets at Detachments: Basic Level of Proficiency	
AFROTIC Cadets at Field Training: Intermediate Level of Proficiency		O	N
Professionalism		OLA Total (-1, 0, +1)	
P1 Perseverance 12	- Promote Autonomy 24	0	1
P2 Flexibility 13	- Adapt 19	1	1
P3 Resilience 17	- Be Resilient 31	1	1
P4 Self Control 18	- Demonstrate Humility 23	1	1
P5 Change Management 13	- Manage Change 18	1	1
COMMUNICATION		OLA Total (-1, 0, +1)	
C1 Communication 13	- Communicate Effectively 24	1	1
C2 Teamwork 21	- Foster Cooperation 27	1	1
C3 Develops People 22	- Develop Others 25	1	1
C4 Service Member 23	- Trust in Teammate 111	1	1
C5 Foster's Inclusion 25	- Advance Inclusion and Equality 22	1	1
WARFIGHTING		OLA Total (-1, 0, +1)	
W1 Information Seeking 15	- Demonstrate Curiosity 118 / Learn and Improve 14	1	1
W2 Initiative 18	- Demonstrate Initiative 31	1	1
W3 Analytical Thinking 21	- Think Analytically 15	1	1
W4 Digital Literacy 23	- Be Digital Literate 19	1	1
W5 Creative Thinking 23	- Engage Creatively 17	1	1
LEADERSHIP 24		OLA Total (-1, 0, +1)	
L1 Decision Making 14	- Use Problem Solving Skills 13	1	1
L2 Foster's Innovation 14	- Enhance Risk 14	1	1
L3 Influence 25	- Network 34	1	1
L4 Strategic Thinking 44	- Recognize Opportunities 12 / Champion a Vision 12	1	1
MISSION EXECUTION		OLA Total (-1, 0, +1)	
M1 Accountability 11	- Be Accountable to Others 21	1	1
M2 Resource Management 41	- Effectively Plan and Organize 16	1	1
M3 Results Focused 43	- Advocate Boldly 15	1	1
M4 Precision 43	- Recognize Patterns and Interactions 11	1	1
M5 Hardiness of Spirit 47/44		1	1
<b>OLA COMPETENCY SCORE (SUM OF OLA TOTAL)</b>		<b>≥ +1 = PASS</b>	
		<b>1</b>	



BASIC Competency Level - Sustains application of competency over time; Demonstrates influence across individuals and an org. peers.	
Airman reference to skill is: "air" - Guardian Competency reference to skill is: "competency" from section 2	
Profession/Team	
PI - 1.2. Persistence - 2.6. Private Autonomy	Persists after criticism; Keeps it 2 when trying to learn something challenging.
PI - 1.6. Flexibility - 1.9. Adapt	Changes approach when current approach is not working; Modifies approach based on feedback from others.
<b>PI - 1.7. Resilience - 1.7.2. Resilience</b>	Deals with stressful situations one step at a time; Maintains an evident work-life balance.
	The ability to withstand, recover, and grow in the face of setbacks and changing demands.
PI - 1.9. Self-control - 2.3. Demonstrate Humility	Resists the temptation to engage in impulsive involvement or impulsive behavior.
	Communicates concerns without making one's voice.
<b>PI - 4.3. Change Management - 1.8. Manage Change</b>	Recognizes the long-term benefits of organizational change; Supports and adapts to change initiated by others.
<b>Communication</b>	
CI - 1.3. Communication - 3.4. Communicate Effectively	Conveys information clearly and concisely to team members.
	Lists options to communicate what works early, clearly, concisely.
CI - 2.1. Teamwork - 2.7. Foster Cooperation	Acknowledges contributions made by others on the team; Participates during team activities while working toward a goal.
CI - 2.2. Develop People - 2.3. Develop Others	Explains how to do a task; makes specific, helpful suggestions; Gives detailed instructions and/or one-on-one demonstrations.
CI - 2.3. Service Member - 1.11. Train in Teamwork	Expresses genuine concern for the welfare of others; Lends a helping hand to team members when needed.
CI - 2.5. Foster Inclusion - 2.2. Advance Inclusion and Equity	Participates in meetings about diversity issues within work center.
	Adheres to equal employment opportunity policies and objectives in everyday duties.
<b>WarFighting</b>	
WI - 1.3. Information Seeking - 1.10. Demonstrate Curiosity / 1.4. Learn and Improve	Asks direct questions and consults available resources; Asks questions to clarify information, when needed.
WI - 1.8. Initiative - 3.1. Demonstrate Initiative	Completes assignments without close supervision; Displays good effort in performance of assigned tasks.
WI - 3.1. Analytical Thinking - 3.5. Think Analytically	Breaks problem into simple tasks or activities; Sets priorities for tasks in order of importance.
WI - 3.2. Digital Literacy - 3.3. Be Digital Literate	Fulfills organizational protocols for use of electronic devices.
	Gets help for computer system problems, as needed; Participates in online training.
WI - 3.3. Creative Thinking - 1.7. Engage Creativity	Applies learned concepts or methods to new situations; Considers previous solutions to generate ideas.
<b>Leadership (2.4)</b>	
LI - 1.4. Decision Making - 1.3. Use Problem Solving Skills	Investigates the facts as part of the decision-making process.
	Allows sufficient time to gain others' input before making a decision.
LI - 3.4. Fostering Innovation - 3.6. Mitigate Risk	Demonstrates openness to and support of different innovative change ideas; Considers innovative ideas generated by others.
LI - 3.5. Influence - 3.4. Network	Gains buy-in by seeking input from others; Uses facts to support own point of view when meeting with team members.
LI - 4.4. Strategic Thinking - 3.2. Recognize Opportunities / 1.2. Champion a Vision	Considers how hierarchies, roles, and relationships influence specific problems.
	Architects both short-term and long-term goals.
<b>LI - AITTP 3.4. Moral/Physical Courage</b>	Moral - The power and determination to follow what one believes to be right, regardless of cost to oneself.
	Physical - The observable actions one takes when faced with fear, pain, uncertainty, or danger.
<b>Mission Execution</b>	
MI - 1.1. Accountability - 2.1. Be Accountable to Others	Adheres to Air Force Standards; Looks after fellow Airmen and their families.
MI - 4.1. Resource Management - 1.6. Efficiently Plan and Organize	Organizes resources to execute the mission; Follows Air Force resourceing processes.
MI - 4.2. Results Focused - 1.5. Advise Honestly	Ensures projects within areas of specific responsibility are completed in a timely manner; Meets established suspense.
MI - 4.3. Precision - 1.1. Recognize Patterns and Interactions	Follows logical order for completing tasks to meet short-term goals; Maintains organized files or materials.
<b>MI - AITTP 3.4. Resilience of Spirit</b>	The most internal force used to get through challenging times mentally or physically.
<b>Legend</b>	
Self	
Others	
Meant	
Team	
Warfare Ethics	

BASIC

# INTERMEDIATE

INTERMEDIATE Competency Level - Sustains application of competency over time in a variety of situations. Demonstrates influence across work center and at the tactical level.	
Admiral <i>(reference to article 307 - Canadian Competency reference to US Competency Framework 0612)</i>	
<b>Pre-Eventuation</b>	
P1 - 1.2 Performance - 2.6. <b>Proactive Autonomy</b>	Displays commitment to achieving difficult work goals in challenging environments; Overcomes setbacks in order to achieve goals.
P2 - 1.6. <b>Flexibility - 1.9. Adapt</b>	Proactive, considers alternatives, and responds quickly and effectively to unexpected and rapidly changing conditions; Changes own behavior or approach to suit the situation.
P3 - 1.3. <b>Resilience - 3.3. Be Resilient</b>	Comes through difficult times with little trouble; Recovers quickly from a singular stressful event; The ability to withstand, recover, and grow in the face of stresses and changing demands.
P4 - 1.9. <b>Self Control - 2.3. Demonstrate Humility</b>	Waits until an appropriate time to present ideas; Re-engage discussions or other processes calmly after initial conflict; Involves others and shares information to build understanding and support for change; Demonstrates willingness to make significant contributions to change.
<b>Communication</b>	
C1 - 1.3. <b>Communication - 3.4. Communicate Effectively</b>	Communicates with sensitivity to others' needs of the moment; Takes time to engage and best ways to address identified concerns of the audience; Hides other team members' work toward team goals; Freely shares information with others on the team.
C2 - 2.1. <b>Teamwork - 2.7. Foster Cooperation</b>	Assesses competency of others, provides tools to improve that competency; Recognizes and action present opportunities or addresses present problems; Takes action to create opportunities for avoid problems.
C3 - 2.2. <b>Develop People - 2.5. Develop Others</b>	Provides helpful advice about improving an individual's performance; Makes self fully available when others are going through a critical period; Expresses positive expectations about others.
C4 - 2.3. <b>Service Mindset - 1.11. Trust in Teammates</b>	Recognizes and utilizes skills of self with diverse backgrounds; Addresses and corrects the use of inappropriate language or actions which denote diversity; Uses appropriate intervention to ensure a member's experiences are not negatively impacted by his or her personal characteristics.
<b>Warfighting</b>	
W1 - 1.5. <b>Information Seeking - 1.10. Demonstrate Curiosity / 1.4. Learn and Improve</b>	Calls on others, who are not personally involved, to get their perspective, background information, or experience; Asks probing questions to get to a root of a situation or problem; Adapts and action present opportunities or addresses present problems.
W2 - 1.8. <b>Innovation - 3.1. Demonstrate Initiative</b>	Recognizes and action present opportunities or addresses present problems; Takes action to create opportunities for avoid problems; Breaks down a complex task into manageable parts in a systemic way; Recognizes several likely causes of events or several consequences of actions.
W3 - 3.1. <b>Analytical Thinking - 3.5. Think Analytically</b>	Uses information to learn on their own; Uses common sense, wit, keys to minimize spinning; Proceeds based on information shared on social networking sites or other online forums.
W4 - 3.2. <b>Digital Literacy - 3.3. Be Digital Literate</b>	Applies and modifies complex learned concepts or methods appropriately; Questions existing methods or processes and identifies novel alternatives.
W5 - 3.3. <b>Creative Thinking - 1.7. Engage Creativity</b>	
<b>Leadership (2.4)</b>	
L1 - 1.4. <b>Decision Making - 1.3. Use Problem Solving Skills</b>	Takes time to consider the risks and best fits of a situation before making a decision; Identifies key decision within an area of responsibility.
L2 - 3.4. <b>Fostering Innovation - 3.6. Embrace Risk</b>	Encourages diverse perspectives and differing points of view; Welcomes the implementation of new ideas.
L3 - 3.5. <b>Influence - 3.4. Network</b>	Uses experts and other influence tactics to build support for ideas; Applies to individuals or rubrics to overcome resistance and sway opinions of others.
L4 - 4.4. <b>Strategic Thinking - 3.2. Recognize Opportunities / 1.2. Champion a Vision</b>	Considers issues from the perspective of more senior leadership; Plans for the future rather than focusing things to change; Moral - The power and determination to follow what one believes to be right, regardless of cost to oneself; Physical - The observable actions one takes when faced with fire, pain, uncertainty, or danger.
<b>Mission Execution</b>	
M1 - 1.1. <b>Accountability - 2.1. Be Accountable to Others</b>	Follows through on promises and commitments; Embodies the Air Force Core Values and Canadian Commitment.
M2 - 4.1. <b>Resource Management - 1.6. Efficiently Plan and Organize</b>	Manages the allocation of resources in relation to organizational needs; Uses available resources wisely.
M3 - 4.2. <b>Results Focused - 1.5. Advocate Boldly</b>	Accomplishes work projects diligently; Actively strives to make a positive contribution through one's efforts.
M4 - 4.3. <b>Process - 4.1. Resource Planning and Allocation</b>	Double checks accuracy of information and own work; Carefully follows directions.
M5 - 4.1.1.1. <b>Resilience of Spirit</b>	The swift and maximal force used to get through debilitating times mentally or physically.
<b>Legend</b>	
Self	
Others	
Meas	
Learn	
Warrior Values	