



# Air Force ROTC



**AFROTCI 36-2011 Volume 1**

**Cadet's Guide to Leadership Laboratory (LLAB)**

**Curriculum**

**Academic Year 2023-2024**



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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.

This document has NOT changed substantially from previous versions. Expect a significant update to be released in the Fall governing the Spring 2024 semester. 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 in order 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 through your OFC. Cadre will forward appropriate recommendations to their Regional AFROTC Curriculum Crowdsourcing Team, which will be forwarded 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 where they are with respect to Field Training (FT) attendance & commissioning. For this reason, the following objectives must be satisfied to the identified competency level according to the appropriate cadet classification as follows:

**Initial Military Training (IMT)** - Cadets who are part of the GMC but are not scheduled to attend Field Training, normally AS100s

**Field Training Preparation (FTP)** - GMC cadets scheduled to attend FT in the upcoming year, normally AS200, AS250 or AS500 cadets

**Intermediate Cadet Leader (ICL)** - Cadets returning from FT, normally AS300 cadets

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

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 Reserve Officer Training Corps 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 Gateway to POC 1.0 (FT) and Gateway to POC 2.0 (Detachment-based instruction) and is approved by Detachment staff.

**Additional 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 Gateway to POC 1.0 (at field Training) and Gateway to POC 2.0 (Detachment-based instruction) 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 and the 'Gateway to POC' training course.** 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)
<b>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>	

<b>AFROTCI 36-2011 Volume 1 Objective Table</b>		<b>IMT</b>	<b>FTP</b>	<b>ICL</b>	<b>SCL</b>
<b><u>Training Objective 1 - Dept. of Air Force and AFROTC Grade Structure and Insignia</u></b>					
<b>SOB 1.1</b>	Identify Dept. of Air Force enlisted grade structure by insignia and name.	Ka			
<b>SOB 1.2</b>	Identify Dept. of Air Force & Joint officer grade structure by insignia and name.	Ka			
<b>SOB 1.3</b>	Identify AFROTC grade structure.	Ka			
<b><u>Training Objective 2 – Dept. of Air Force and AFROTC Chain of Command</u></b>					
<b>SOB 2.1</b>	List the current Dept. of Air Force 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 – Dept. of the Air Force 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 – Dept. of Air Force 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><u>Training Objective 9 - Preparation for Field Training</u></b>					
<b>SOB 9.1</b>	Recall activities and training events typically scheduled at FT		Ka	Kb <sup>1</sup>	
<b>SOB 9.2</b>	Paraphrase FT evaluation criteria		Ka	Kb <sup>1</sup>	
<b>SOB 9.3</b>	Paraphrase the mental and physical requirements preparations for FT		Ka	Kb <sup>1</sup>	
<b>SOB 9.4</b>	Utilize the 7 basic responses to use with FT staff		P3		
<b>SOB 9.5</b>	Demonstrate dorm maintenance per FTM		P2	P3 <sup>1</sup>	
<b>SOB 9.6</b>	Demonstrate DFAC procedures per FTM		P2	P3 <sup>1</sup>	
<b>SOB 9.7</b>	Practice the required pre-deployment equipment items for Field Training (i.e., accomplish "bag drag")		P2	P3 <sup>1</sup>	
<b>SOB 9.8</b>	Describe the FT Manual information and the importance of learning its material		Kb		
<b><u>Training Objective 10 - Understand How the Air Force Employs Warfighting Assets</u></b>					
<b>SOB 10.1</b>	Recall the Air Force contributions to the joint fight	Ka	Kb		
<b>SOB 10.2</b>	Summarize Air Force warfighting assets	Ka	Kb		
<b>SOB 10.3</b>	Practice the application of AF assets to the joint fight through a wargaming scenario or discussion	P1		P2	P3
<b><u>Training Objective 11 - Expeditionary Skills</u></b>					
<b>SOB 11.1</b>	Differentiate the different types of orders and their uses		Ka	Kb	

<b>SOB 11.2</b>	Discuss the considerations for operating in secured and/or hostile environments			Ka	Kb	
<b>SOB 11.3</b>	Respond to identified Insider Threat/Active Shooter scenarios			P1	P3	
<b><u>Training Objective 12 - Preparation for Active Duty</u></b>						
<b>SOB 12.1</b>	Demonstrate all Gateway to POC 2.0 requirements				P2	
<b>SOB 12.2</b>	Carry Out the cadet mentoring program				P1	P2
<b>SOB 12.3</b>	Practice leadership/management skills in supervising the cadet corps				P1	P2
<b>SOB 12.4</b>	Practice proper feedback and performance evaluation skills				P2	
<b>SOB 12.5</b>	Utilize the ACA during feedbacks				P2	
<b>SOB 12.6</b>	Utilize writing/evaluating bullet statements				P1	
<b>SOB 12.7</b>	Practice elements of OPRs/EPR				P1	
<b>SOB 12.8</b>	Practice Awards & Decorations				P1	
<b>SOB 12.9</b>	Describe the appropriate usage of the indorsement format of the official memorandum				Kb	
<b>SOB 12.10</b>	Describe the administrative requirement for E-publishing usage to locate pubs and forms				Kb	

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

## TRAINING OBJECTIVES AND SAMPLES OF BEHAVIORS

### 1. Dept of Air Force and AFROTC grade structure and insignia

#### 1.1. Sample of Behavior: Identify Dept. of Air Force 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 United States Air Force and United States Space 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 Dept. of Air Force & 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, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*; AFH 1, *The Airman Handbook*; DAFH 33-337, *The Tongue and Quill*

1.2.3. **Institutional Competency - Sub-competency:** Enterprise Perspective - Enterprise Structure and Relationships, Embodies Airman Culture - Remember Dept. of the Air Force 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, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*; AFROTC Supp 36-2903, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*

1.3.3. **Institutional Competency - Sub-competency:** Enterprise Perspective - Enterprise Structure and Relationships, Embodies Airman Culture – Remember Dept. of the Air Force 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. Dept. of Air Force and AFROTC Chain of Command**

2.1. **Sample of Behavior: List the current Dept. of Air Force and AFROTC chain of command.**

2.1.1. **Requirements:** Cadets will recall from memory the current Dept. of Air Force 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 Dept. of the Air Force.

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 you as a 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 Dept. of Air Force. 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;  
*AFROTC Field Training Prep Guide*

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 Cadet Operations

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 will have 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 *Cadet Operations*

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. Dept. of Air Force 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 in order to meet the Ka proficiency level. A Kb-level of proficiency requires cadets to explain why customs and courtesies are important for Dept. of Air Force members.

4.1.2. **References:** AFI 1-1, Air Force Standards; DAFI 36-2903, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*; AFI 34-1201, *Protocol*; AFH 1, *The Airman Handbook*

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 in order 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 Manual*; AFI 34-1201, *Protocol*

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 in order 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:** *Field Training Prep Guide*; AFI 34-1201, *Protocol*

**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 in order 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, *Air Force Standards*; DAFI 36-2903, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*; AFI 34-1201, *Protocol*; AFH 1, *The Airman Handbook*

**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 in order to meet the Ka proficiency level.

**4.5.2. References:** DAFPAM 34-1203, *Drill and Ceremonies Manual*; AFI 34-1201, *Protocol*; AFH 1, *The Airman Handbook*

**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 in order 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, *Air Force Standards*; DAFPAM 34-1203, *Drill and Ceremonies Manual*; AFI 34-1201, *Protocol*; AFH 1, *The Airman Handbook*

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 in order 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, *Air Force Standards*; DAFPAM 34-1203, *Drill and Ceremonies Manual*; AFI 34-1201, *Protocol*; AFH 1, *The Airman Handbook*

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 in order 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, *Drill and Ceremonies Manual*; AFI 34-1201, *Protocol*; AFH 1, *The Airman Handbook*

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 in order 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.) in order 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, *Air Force Standards*; DAFPAM 34-1203, *Drill and Ceremonies Manual*; AFI 34-1201, *Protocol*; AFH 1, *The Airman Handbook*

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 in order 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.) in order 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, *Air Force Standards*; DAFPAM 34-1203, *Drill and Ceremonies Manual*; AFI 34-1201, *Protocol*; AFH 1, *The Airman Handbook*

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, *Air Force Standards*; AFI 34-1201, *Protocol*

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 in order 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 in order 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, *Air Force Standards*; DAFPAM 34-1203, *Drill and Ceremonies Manual*; AFI 34-1201, *Protocol*; AFH 1, *The Airman Handbook*

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 in order to demonstrate the application of this knowledge.

## 6. Dept. of Air Force 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 in order to meet the Ka proficiency level.

6.1.2. **References:** AFI 1-1, *Air Force Standards*; DAFI 36-2903, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*

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 in order 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, *Air Force Standards*; DAFI 36-2903, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*

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 in order 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 Sample of Behavior (SOB).

6.3.2. **References:** AFI 1-1, *Air Force Standards*; DAFI 36-2903, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*; AFROTC Supp 36-2903, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*

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 required for Field Training. 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, *Drill and Ceremonies*; AFH 1, *The Airman Handbook*

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 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, *Drill and Ceremonies*; AFH 1, *The Airman Handbook*



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, *Drill and Ceremonies*; AFH 1, *The Airman Handbook*

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 FTP cadets to instruct IMT 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, *Drill and Ceremonies*

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 FTP cadets to instruct IMT 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, *Drill and Ceremonies*;

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 FTP cadets to instruct IMT 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, *Drill and Ceremonies*; *Field Training Prep Guide*

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, *Drill and Ceremonies*; *Field Training Prep Guide*; AFH 1, *The Airman Handbook*

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, *Drill and Ceremonies*;

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, *Drill and Ceremonies*; AFH 1, *The Airman Handbook*

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 FTP cadets to instruct IMT 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 in order 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:** *Field Training Prep Guide*

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

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

7.10.5. **Additional Information:** Road guard vests and illumination devices required for inclement weather/darkness.

## 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. In order to obtain the P3 level of proficiency, cadets should be able to apply all aspects of effective followership, evaluate the followership of team members using the AFROTC Followership Evaluation Form, and foster continued skills growth in subordinates.

8.1.2. **References:** Current model of followership behavior (AS curriculum), AFROTC Followership Evaluation Form; AFH 1, *The Airman Handbook*

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

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

8.1.5. **Additional Information:** AFROTC Followership Evaluation Form will be used to evaluate IMT and FTP cadets.

### 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, evaluate the performance of team leaders using the AFROTC Field Leadership Evaluation form, and foster continued skills growth in subordinates.

8.2.2. **References:** Current leadership model (AS curriculum), AFROTC Field Leadership Evaluation form; AFH 1, *The Airman Handbook*

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

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

8.2.5. **Additional Information:** AFROTC Field Leadership Evaluation form will be used to evaluate IMT and FTP cadets.

### **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 in order 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, FTP cadets must be able to effectively lead a team debrief in order 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:** Gateway to POC 2.0 Lesson Plan

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.

## 9. Preparation for Field Training

The following samples of behaviors can be met by a combination of small group discussions, one on one counseling sessions, CC Calls, use of quizzes/tests, physical applications, or any method that helps cadets meet the requirements. The goal is to prepare pre-FT cadets at the Ka or P2 proficiency levels so they may successfully complete FT and post-FT cadets at the Kb or P3 level of proficiency in order to train other cadets in the related sample of behavior.

### 9.1. Sample of Behavior: Recall activities and training events typically scheduled at FT.

9.1.1. **Requirements:** In order to meet the Ka level, you must recall basic facts from memory on FT activities and training events. A Kb level of proficiency requires select cadets involved in training activities to summarize FT activities and training events and to draw conclusions on what activities/training events the next FT may include.

9.1.2. **References:** *Field Training Prep Guide*

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

9.1.4. **Instructor:** POC Cadet

9.1.5. **Additional Information:** Cadets are authorized to discuss FT events and activities, but not reveal the answers to evaluations, discuss specifics of scenarios, or other items that would give the pre-FT cadet an advantage over other FT cadets.

### 9.2. Sample of Behavior: Paraphrase FT evaluation criteria.

9.2.1. **Requirements:** In order to meet the Ka level, you must recall basic facts from memory on the evaluated areas of FT. A Kb level of proficiency requires select cadets involved in training activities to summarize FT evaluation criteria and to draw conclusions on proper tactics, techniques, and procedures to be successful at FT.

9.2.2. **References:** *Field Training Prep Guide*

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

9.2.4. **Instructor:** POC Cadet

9.2.5. **Additional Information:** Only the use of official DAF guidance, methods, and practice items are authorized. Recommend discussing graded areas as described in the Prep Guide and on the FTPR.

### 9.3. Sample of Behavior: Paraphrase the mental and physical requirements preparations for FT.

9.3.1. **Requirements:** In order to meet the Ka level, you must recall basic facts from memory on the mental/physical requirements for successful completion of FT and helpful resources (i.e., chaplain, medical staff, official guidance documents, maltraining/maltreatment reporting requirements, etc.).

A Kb level of proficiency requires select cadets involved in training activities to summarize these requirements and to draw conclusions on proper tactics, techniques, and procedures to be successful at FT.

9.3.2. **References:** *Field Training Prep Guide*

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

9.3.4. **Instructor:** POC Cadet

9.3.5. **Additional Information:** Only the use of official DAF guidance, methods, and practice items are authorized. Recommend discussing FA-specific details (e.g., testing on the "Paper Clip"), FT Interview, and preparing in advance to ensure physical/mental readiness (e.g., limiting/decreasing caffeine dependence).

#### 9.4. **Sample of Behavior: Utilize the 7 basic responses to use with FT staff.**

9.4.1. **Requirements:** In order to obtain the required P3 level, you must use the 7 basic responses identified in the FTM to begin speaking to, respond to a direct question from, or as instructed by a staff member without any mistakes or needed corrections.

9.4.2. **References:** *Field Training Prep Guide*

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

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

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

#### 9.5. **Sample of Behavior: Demonstrate dorm maintenance**

9.5.1. **Requirements:** In order to meet the P2 level, you must be able to plan, brief, execute, and debrief a dorm standardization plan of action with a flight with minimal corrections. A P3 level of proficiency requires select cadets involved in training activities to demonstrate advanced knowledge and ability to train and supervise FTP cadets.

9.5.2. **References:** *Field Training Prep Guide*

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

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

9.5.5. **Additional Information:** If you have the resources, recommend the use of an example room with mock inspections.

#### 9.6. **Sample of Behavior: Demonstrate DFAC procedures per FTM.**



9.6.1. **Requirements:** In order to meet the P2 level, you must be able to plan, brief, execute, and debrief a DFAC processing line standardization plan with minimal corrections. A P3 level of proficiency requires select cadets involved in training activities to demonstrate advanced knowledge and ability to train and supervise FTP cadets.

9.6.2. **References:** *Field Training Prep Guide*

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

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

9.6.5. **Additional Information:** Recommend use of a mock DFAC.

**9.7. Sample of Behavior: Practice the required pre-deployment equipment items for Field Training (i.e., accomplish “bag drag”).**

9.7.1. **Requirements:** In order to meet the P2 level, you must produce the required uniform and equipment items per the FT Uniform and Equipment Checklist and perform a bag drag event. A P3 level of proficiency requires select cadets involved in training activities to demonstrate advanced knowledge and ability to train and supervise FTP cadets.

9.7.2. **References:** *Field Training Prep Guide*; FT Uniform and Equipment Checklist, AFTTP 3-4, *Airman’s Manual*; AFI 10-403, *Deployment Planning and Execution*

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

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

9.7.5. **Additional Information:** Consider conducting bag drag in conjunction with a deployment line if resources are available. Cadre must sign off as complete on the FT Uniform and Equipment Checklist.

**9.8. Sample of Behavior: Describe the FT Preparation information and recognize the importance of learning its material.**

9.8.1. **Requirements:** In order to meet the Kb level, you must demonstrate proficient knowledge (as determined by the detachment) of Field Training Preparation Guide items.

9.8.2. **References:** *Field Training Prep Guide*

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

9.8.4. **Instructor:** Select POC Cadet

9.8.5. **Additional Information:** Recommend use of practice quizzes/tests and demonstrations of FTM material.

## **10. Understand how the Air Force employs warfighting assets**

### **10.1. Sample of Behavior: Recall the Air Force contributions to the joint fight.**

10.1.1. **Requirements:** Review and recite Air Force mission, purpose, and core competencies to achieve the Ka proficiency level. Kb level proficiency requires FTP cadets to be able to summarize the basic facts from memory and draw conclusions.

10.1.2. **References:** Air University's LeMay Center for Doctrine Development and Education (<https://www.doctrine.af.mil/Core-Doctrine/Vol-1-Basic-Doctrine/>)

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

10.1.4. **Instructor:** POC cadet

10.1.5. **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.

### **10.2. Sample of Behavior: Summarize Air Force warfighting assets.**

10.2.1. **Requirements:** Identify and discuss assets across all Air Force 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.

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

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

10.2.4. **Instructor:** SCL cadet

10.2.5. **Additional Information:** None

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

10.3.1. **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.

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

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

10.3.4. **Instructor:** SCL cadet (or ECL cadet, if available)

10.3.5. **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.

## 11. 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.

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

11.1.1. **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 in order 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 FTP cadets.

11.1.2. **References:** AFTTP 3-4, *Airman's Manual*

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

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

11.1.5. **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.

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

11.2.1. **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:

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

11.2.1.2. Rule of Engagement (ROEs)

11.2.1.3. Antiterrorism and Force Protection Conditions (FPCONs)

11.2.1.4. 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 FTP cadets.

11.2.2. **References:** AFTTP 3-4, *Airman's Manual*

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

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

11.2.5. **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 Operational Security (OPSEC) considerations limit exposure by Airman to threats. When deployed or operating in hostile environments, Rules of Engagement (ROE) consider additional operational limits or instructions for use of force in hostile environments.

11.3. **Sample of Behavior: Utilize basic TTPs to respond to attacks or threats.**

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

11.3.1.1. Sign/Countersign

11.3.1.2. Phonetic Alphabet

11.3.1.3. 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 FTP cadets.

11.3.2. **References:** AFTTP 3-4, *Airman's Manual*

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

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

11.3.5. **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.

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

11.4.1. **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:

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

11.4.1.2. 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 FTP cadets.

11.4.2. **References:** AFTTP 3-4, *Airman's Manual*

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

11.4.4. **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.

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

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

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

11.5.1.2. Definitions and indicators of active shooters

11.5.1.3. Understand preparations need to respond appropriately

11.5.1.4. Practice response and reporting

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 FTP cadets.

11.5.2. **References:** AFTTP 3-4, *Airman's Manual*

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

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

11.5.5. **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.

## **12. Preparation for Active Duty**

12.1. **Sample of Behavior: Demonstrate all Gateway to POC 2.0 requirements.**

12.1.1. **Requirements:** After graduating Field Training, cadets are required to complete the Gateway to POC 2.0 training in order to be allowed to train and evaluate cadets within the detachment. This block of instruction provides cadets with practical application tools for principles of instruction, training, evaluation, and debrief necessary for advanced leadership positions within AFROTC. ICL cadets should be competent and proficient with the material prior to formally instructing/evaluating.

12.1.2. **References:** AFROTCI 36-2011 Volume 1, *Cadet's Guide to Leadership Laboratory Curriculum*

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

12.1.4. **Instructor:** Cadre

12.1.5. **Additional Information:** At the discretion of cadre, cadets may be allowed to formally instruct or evaluate cadets without completion of this course. The intent is to complete this prior to the start of the fall semester, or within the first two LLAB sessions.

12.2. **Sample of Behavior: Carry Out the cadet mentoring program.**

12.2.1. **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.

12.2.2. **References:** AFH 36-2643, *Air Force Mentoring Program*, AS curriculum

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

12.2.4. **Instructor:** Cadre or SCL/ECL cadet (with cadre advisement)

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

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

12.3.1. **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.

12.3.2. **References:** AFROTCI 36-2011, VOL 3 Cadet Operations, AS curriculum

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

12.3.4. **Instructor:** Cadre or SCL/ECL cadet (with cadre advisement)

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

**12.4 Sample of Behavior: Practice proper feedback and performance evaluation skills.**

12.4.1. **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.

12.4.2. **References:** AFI 36-2406, *Officer and Enlisted Evaluations Systems*

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

12.4.4. **Instructor:** Cadre or SCL/ECL cadet (with cadre guidance)

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

**12.5. Sample of Behavior: Utilize the Airman Comprehensive Assessment during feedbacks.**

12.5.1. **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.

12.5.2. **References:** AFI 36-2406, *Officer and Enlisted Evaluations Systems*

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

12.5.4. **Instructor:** Cadre or SCL/ECL cadet (with cadre advisement)

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

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

12.6.1. **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 a Airman Leadership Quality statement and be able to identify aspects of an effective bullet statement.

12.6.2. **References:** DAFH 33-337, *The Tongue and Quill*, AFI 36-2406, *Officer and Enlisted Evaluations Systems*; AF Form 715, *Officer Performance Brief*; DAF Form 910, *Enlisted Performance Report (AB thru TSgt)*; AF Form 911, *Enlisted Performance Report (MSgt thru SMSgt)*; AF Form 912, *Enlisted Performance Report (CMSgt)*; AFH 1, *The Airman Handbook*, AF1206, *Nomination for Award*

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

12.6.4. **Instructor:** Cadre or SCL/ECL cadet (with cadre advisement)

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

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

12.7.1. **Requirements:** The intent is to understand the sections, ratings, and mechanics of drafting the performance reports. 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.

12.7.2. **References:** AFI 36-2406, *Officer and Enlisted Evaluations Systems*; AF Form 715, *Officer Performance Brief*; DAF Form 910, *Enlisted Performance Report (AB thru TSgt)*; AF Form 911, *Enlisted Performance Report (MSgt thru SMSgt)*; AF Form 912, *Enlisted Performance Report (CMSgt)*; AFH 1, *The Airman Handbook*



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

12.7.4. **Instructor:** Cadre or SCL/ECL cadet (with cadre advisement)

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

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

12.8.1. **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.

12.8.2. **References:** AFI 36-2803, *Air Force Military Awards and Decorations Program*, DAFI 36-2903, AFROTCSUP, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*, AFROTCI 36-2011, VOL 3 Cadet Operations, AU-1, *Air University Style and Author Guide*

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

12.8.4. **Instructor:** Cadre or SCL/ECL cadet (with cadre advisement)

12.8.5. **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.

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

12.9.1. **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.

12.9.2. **References:** DAFH 33-337, *The Tongue and Quill*

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

12.9.4. **Instructor:** Cadre or SCL/ECL cadet (with cadre advisement)

12.9.5. **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.

**12.10. Sample of Behavior: Describe the administrative requirement for E-publishing**

**usage to locate pubs and forms.**

12.10.1. **Requirements:** The intent is to familiarize cadets with the usage of Dept. of Air Force 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.

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

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

12.10.4. **Instructor:** Cadre or SCL/ECL cadet (with cadre advisement)

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

## ATTACHMENT 1 - FOLLOWERSHIP EVALUATION FORM

<p>Name: _____</p> <p>Date: _____</p> <p>Event: _____</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 5px;"><b>Independent, Critical Thinking</b></div> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50px; height: 100px; vertical-align: middle;">Passive</td> <td style="width: 150px; height: 100px; vertical-align: middle;"> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">Alienated Follower</td> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">Effective Follower</td> </tr> <tr> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">Sheep</td> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">Yes Person</td> </tr> </table> </td> <td style="width: 50px; height: 100px; vertical-align: middle;">Active</td> </tr> </table> <div style="margin-top: 5px;"><b>Dependent, Uncritical Thinking</b></div> </div>	Passive	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">Alienated Follower</td> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">Effective Follower</td> </tr> <tr> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">Sheep</td> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">Yes Person</td> </tr> </table>	Alienated Follower	Effective Follower	Sheep	Yes Person	Active
Passive	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">Alienated Follower</td> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">Effective Follower</td> </tr> <tr> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">Sheep</td> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">Yes Person</td> </tr> </table>	Alienated Follower	Effective Follower	Sheep	Yes Person	Active		
Alienated Follower	Effective Follower							
Sheep	Yes Person							
<p>Strengths:</p>  								
<p>Areas for Improvement:</p>  								
<p>Recommendations:</p>  								
Cadet Trainee Signature:	Date:	Cadet Instructor Signature:	Date:					



## ATTACHMENT 2 - AFROTC FIELD LEADERSHIP EVALUATION FORM (FT23 Version)

<b>AFROTC FIELD TRAINING LEADERSHIP EVALUATION FORM</b>							
EVALUATEE NAME:	FLIGHT:	TRAINING CLASS:	EVENT:	DATE:			
<b>EVAL SCORE CHART</b>							
<b>I. PLANNING/ORGANIZATION</b>							
Plans, organizes, and manages resources. Delegates and directs team, Seeks/implements best practices.							
<b>UNSATISFACTORY- 0 points</b>	<b>MARGINAL- 5 points</b>	<b>SATISFACTORY- 10 points</b>	<b>EXCELLENT- 15 points</b>	<b>OUTSTANDING- 20 points</b>			
<ul style="list-style-type: none"> <li>- Unwilling to improve processes</li> <li>- Poor resource utilization</li> <li>- Failed to delegate, micromanaged</li> </ul>	<ul style="list-style-type: none"> <li>- Some attempt at improving processes</li> <li>- Inefficient resource utilization</li> <li>- Some delegation of tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Improved processes</li> <li>- Appropriate delegation of tasks</li> <li>- Appropriate resource utilization</li> </ul>	<ul style="list-style-type: none"> <li>- Efficient resource allocation</li> <li>- Actively sought best practices</li> <li>- Efficient delegation of tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Flawless resource allocation</li> <li>- Superb delegation of tasks</li> <li>- Exemplary use of best practices</li> </ul>			
<b>II. LEADERSHIP/PROFESSIONALISM</b>							
Displays confidence, sets expectations and priorities. Holds self and individuals accountable, drives team towards goals. Maintains military bearing.							
<b>UNSATISFACTORY- 0 points</b>	<b>MARGINAL- 5 points</b>	<b>SATISFACTORY- 10 points</b>	<b>EXCELLENT- 15 points</b>	<b>OUTSTANDING- 20 points</b>			
<ul style="list-style-type: none"> <li>- Abdicated command majority of time</li> <li>- Did not hold members accountable</li> <li>- Displayed excessive loss of bearing</li> </ul>	<ul style="list-style-type: none"> <li>- Abdicated command some of time</li> <li>- Sporadically held members accountable</li> <li>- Displayed some loss of bearing</li> </ul>	<ul style="list-style-type: none"> <li>- Did not abdicate command</li> <li>- Held members accountable</li> <li>- Displayed adequate bearing</li> </ul>	<ul style="list-style-type: none"> <li>- Managed team efficiently</li> <li>- Challenged and engaged team</li> <li>- Displayed excellent bearing</li> </ul>	<ul style="list-style-type: none"> <li>- Empowered and inspired team</li> <li>- Displayed impeccable bearing</li> <li>- Expertly managed operations</li> </ul>			
<b>III. JUDGEMENT/DECISION-MAKING</b>							
Well-informed and timely. Utilizes problem solving methods/ Demonstrates critical thinking. Considers critical data in actions.							
<b>UNSATISFACTORY- 0 points</b>	<b>MARGINAL- 5 points</b>	<b>SATISFACTORY- 10 points</b>	<b>EXCELLENT- 15 points</b>	<b>OUTSTANDING- 20 points</b>			
<ul style="list-style-type: none"> <li>- Avoided decisions</li> <li>- Disregarded critical data</li> <li>- Did not engage in any problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Failed to make some decision</li> <li>- Disregarded some critical data</li> <li>- Engaged in some problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate decision making</li> <li>- Considered critical data</li> <li>- Appropriate problem solving utilized</li> </ul>	<ul style="list-style-type: none"> <li>- Actively used critical data</li> <li>- Efficient problem solving</li> <li>- Effective decision making</li> </ul>	<ul style="list-style-type: none"> <li>- Expertly employed critical data</li> <li>- Displayed superb decision making</li> <li>- Exemplary problem solving</li> </ul>			

<b>IV. COMMUNICATION</b>							
Clear and concise. Actively listens and accepts input. Effective communication style. Articulates mission requirements.							
UNSATISFACTORY- 0 points	MARGINAL- 5 points	SATISFACTORY- 10 points	EXCELLENT- 15 points	OUTSTANDING- 20 points			
- Communication not clear or concise - Ignored most to all input from team - Did not articulate mission requirements	- Some communication clear and concise - Ignored some inputs from team - Articulated some mission requirements	- Adequately communicated with team - Accepted inputs from team - Articulated mission requirements	- Most communication clear and concise - Encouraged inputs from team - Efficiently articulated mission requirements	- All communication clear and concise - Established two-way communication - Flawlessly articulated mission requirements			
<b>V. TEAM BUILDING</b>							
Consideration for team. Assigns roles/responsibilities. Practices attending skills. Fosters collaborative relationship.							
UNSATISFACTORY- 0 points	MARGINAL- 5 points	SATISFACTORY- 10 points	EXCELLENT- 15 points	OUTSTANDING- 20 points			
- Largely or completely disregarded team - Failed to assign any roles/responsibilities - Did not practice any attending skills	- Disregarded team some of the time - Assigned some roles/responsibilities - Practiced attending skills some of the time	- Adequate consideration for team - Appropriately assigned roles/responsibilities - Appropriate use of attending skills	- Strong consideration for team - Efficiently assigned roles/responsibilities - Excellent use of attending skills	- Exemplary consideration for team - Superbly assigned roles/responsibilities - Expertly practiced attending skills			
<b>NAME OF EVALULATOR</b>		<b>SIGNATURE</b>		<b>DATE</b>			

## ATTACHMENT 3 – POC-IN-CHARGE EVALUATION FORM

<b>AFROTC POC IN CHARGE EVALUATION</b>		
<b>SECTION I: ASSESSMENT DATA</b>		<b>DATE:</b>
CADET NAME: (Last, First, M.)	CLASS:	PMT EVENT:
<b>SECTION II: GRADED AREAS</b>		
<b>PLANNING:</b> 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>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:</b> Provides clear written/verbal communication with Cadet Wing and/or Cadre, facilitates Cadet Wing interaction, informs trainers of PMT roles/responsibilities		
<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:</b> Makes clear and timely decisions, considers lessons learned and continuity, applies calculated risk into processes.		
<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:</b> Demonstrates command presence, motivates and directs Cadet Wing to carry out PMT mission/objectives, develops and cares for GMC training		
<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:</b> Understands mission requirements, reinforces importance of leadership/followership skills in laboratory environment, and meets assigned objectives/samples of behavior		
<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 FMT</li> <li>- Seamlessly delivered all training objectives and samples of behavior</li> </ul>
<b>NOTES:</b>		
<b>DEBRIEF:</b> 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>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)**

--

**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):	
CERTIFICATION (PASSED OR FAILED)	Rank/Name of Certifying Cadre and Signature:	Date:



**ATTACHMENT 4 - 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 AFMAN 36-2806 and the most current Air University Writing Guide with the intent to mirror the Air Force Achievement Medal standards. The length of the citation should not exceed 11 or 12 lines maximum and be written in Times New Roman 10- to 12-point size. The opening and closing sentences provided are acceptable, although other options are provided in AFMAN 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. Do not use any abbreviations other than Jr., Sr., II, II and so on in the citation. 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 Reserves 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 AFMAN 36-2806 and the most current Air University Writing Guide with the intent to mirror the Air Force Commendation Medal standards. The length of the completed citation should not exceed 14 lines maximum and be written in Times New Roman 10- to 12-point size. The opening and closing sentences provided are acceptable, although other options are provided in AFMAN 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. Do not use any abbreviations other than Jr., Sr., II, II and so on in the citation. 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 Reserves 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 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 AFMAN 36-2806 and the Air University Writing Guide with the intent to mirror the Air Force Meritorious Service Medal standards. The length of the completed citation should not exceed 14 lines maximum and be written in Times New Roman 10- to 12-point size. The opening and closing sentences provided in this template are acceptable, although other options are provided in AFMAN 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. Do not use any abbreviations other than Jr., Sr., II, II and so on in the citation. 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 Reserves Officer Training Corps Detachment XXX.

GIVEN UNDER MY HAND  
**3 December 2023**

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## ATTACHMENT 5 - OPERATIONS PLAN TEMPLATE

**BY ORDER OF THE COMMANDER**  
**000th CADET WING AFROTC**

**CADET WING OPERATIONS PLAN**



**DD MONTH YYYY**

**Spring Semester 2023**

### 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 *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, Volume 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

TW	Date	GMC OBJs	UOD & DETAILS	POC OBJs
1	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
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

### 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/CV	Cadet Wing Vice 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	
IMTS/CC	Initial Military Training Squadron Commander	C/Capt	
IMTS/CCA	Initial Military Training Squadron Alpha Flight Commander	C/1st Lt.	
IMTS/CCB	Initial Military Training Squadron Bravo Flight Commander	C/1st Lt	
FTPS/CC	Field Training Preparation Squadron Commander	C/1st Lt	
FTPS/CCD	Field Training Preparation Squadron Delta Flight Commander	C/Capt	
FTPS/CCE	Field Training Preparation Squadron Echo Flight Commander	C/1st Lt	



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	
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	
Operations Group			
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/CV, 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 Vice Commander - CW/CV*

**Reports to:** CW/CC

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


**Duties:** The CW/CV 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 36-2010 Section 4.6.3. 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, Volume 1, , AFI 36-2905 supplement, and AFI 91-202.
- 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>SCHOOL</b>		<b>DATE</b>
	<b>Air Force ROTC Detachment XXX</b> <b>Practical Military Training Operations Order (OPORD) cont.</b>	Det logo here

<b>1. Mission</b>	<b>Week XX/ Type of PMT (LLAB/ PT/ Other specified)</b>										
<b>a. Background</b>	<b>Voluntary of Mandatory PMT</b>					<b>b. Date/Time</b>					
<b>c. UOD</b>						<b>d. Main Location</b>		Primary location for PMT event			
<b>2. Execution</b>	<b>a. Cadets</b>		<b>b. Activity</b>			<b>c. Location</b>		<b>d. Time</b>		<b>e. OPR</b>	
	IMT/SCL		Drill Movements			WFH		0530-0600		OSS/CC	
	FTP/ICL		Commanding a Flight			WFH		0530-0600		OSS/CC	
	ALL		Honor Code Lesson			WFH		0600-0610		OSS/CC	
	ALL		Customs & Courtesies			WFH		0610-0620		OSS/CC	
	ALL		Grooming/Uniform Standards			WFH		0620-0630		OSS/CC	
	ALL		Flag Customs & Courtesies			WFH		0630-0640		OSS/CC	
<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: <small>(Source: <a href="http://www.aconweather.com">http://www.aconweather.com</a>)</small>		Sunny	High: 82°	Low: 62°	Precip: 25%	Winds / Gusts: 5 / 8 mph	CAO Date:				
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 AFOTCI36-2011, 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: ID Hazards</b>		<b>Step 2: Assess Risk</b>			<b>Step 3: Controls Measure</b>		<b>Step 4: Implementation</b>		<b>Step 5: Supervise</b>	
	Hazard / Causes		Severe	Prob	Assessment	Mitigation Measure	New Assessment	Method		CW/CC Initials	OFC Initials
	Inclement Weather		IV	F	Low	LLab is indoors	Low	See Wx impact plan, notify cadets of Wx hazards for transit			
	Overall Risk Assessment				Overall Risk after Controls		Det/CC Approval if more than Medium		Det/CC Initials		

<b>4. Approval</b>						
<b>a. CW/CC Approval/Signature</b>						
<b>b. OFC Approval /Signature</b>	APPROVE		DISAPPROVE	DATE		

6. PMT Time Deviation Waiver Approval (if applicable)					
<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:
	FIRST M. LAST, Lt Col, USAF Commander, AFROTC Detachment XXX				

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

## ATTACHMENT 7 - INDORSEMENT MEMORANDUM TEMPLATE

DD MMM YY

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

FROM: AFROTC DET XXX CW/CV [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 detxxxwcvcv@gmail.com.

[Originator's signature block]

//SIGNED//  
FIRST M. LAST, C/Col, AFROTC  
Vice 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/CV, [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/CV [Originator]

Approved/~~Disapproved~~.

[2d Indorsement official's signature block]

//SIGNED//

FIRST M. LAST, Major, USAF  
Operations Flight Commander,  
AFROTC Detachment XXX

**ATTACHMENT 8 - OBJECTIVE TRACKER**

**(Sample Excel 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>							
IMT			Ka	Ka	Ka		Ka
FTP							
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