AIR AND SPACE STUDIES 100
The Foundation of the United States Air Force
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### AIR AND SPACE STUDIES 100

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Welcome and Course Overview I

Cognitive Lesson Objective:
- Know the course material to be covered, course requirements to be met, and opportunities and benefits available to cadets.

Cognitive Samples of Behavior:
- State the course objectives.
- Identify proper classroom conduct and procedures.
- List student assignments and testing requirements.
- Describe the course grading criteria.

Affective Lesson Objective:
- Respond to the instructor’s expectations for the semester.

Affective Sample of Behavior:
- Actively participate and ask questions as appropriate.
Introduction to ROTC

Cognitive Lesson Objective:
- Know the structure and opportunities of the Air Force Reserve Officer Training Corps (AFROTC).

Cognitive Samples of Behavior:
- Identify General Military Course (GMC) and Professional Officer Course (POC) requirements.
- State the benefits associated with AFROTC.
- Recognize additional opportunities available to cadets through the AFROTC program.

Affective Lesson Objective:
- Respond with interest to scholarship and incentive programs.

Affective Samples of Behavior:
- Discuss aspects of GMC, POC, and Field Training.
- Discuss additional opportunities available to AFROTC cadets.
INTRODUCTION TO ROTC

Air Force ROTC…and Your Future

This country’s future as the world’s leading military power depends largely on its leaders. The Air Force Reserve Officer Training Corps (ROTC) helps support this role by preparing young men and women for military leadership. Our military know-how and your desire for a challenging career make a great combination. We’ll provide the training for you to assume positions of increasing responsibility in today’s high-tech Air Force environment.

We need young officers to fly our sophisticated aircraft, to operate high-speed computers, to work in research and development, and to specialize in fields such as law and medicine. Opportunities abound for all academic majors. The Air Force ROTC mission has changed very little over the years. We still recruit, educate, and prepare college students to be Air Force officers. We continue to provide opportunities for thousands of college graduates each year.

We offer scholarships to help you complete your bachelor’s degree, leadership training to prepare you to meet the challenges of your future, and the pride and prestige of being an officer in the United States Air Force.

The 4-Year Program

The 4-year program begins with the General Military Course (GMC). It takes about 3 hours a week. In the GMC, you’ll learn about the mission and structure of the Air Force and take a look at military life. You’ll study the strategies, doctrines, and missions of air and space power from balloons to today’s use of space vehicles. The course, combined with the cadet-led leadership lab, helps you prepare for your role as a military officer. You’ll learn about Air Force career opportunities, educational benefits, and life and work as an Air Force officer. If you’re a GMC on contract, you’ll receive a tax-free allowance for each month you’re in school.

Field Training

Once you’ve completed the General Military Course, you’ll attend 4 weeks of field training. This rigorous program of physical conditioning, weapons practice, and leadership training will evaluate your potential to be an Air Force officer. But, this is just part of the program. You’ll also receive junior officer training, career orientation, and learn about how the Air Force operates. Travel to and from the base where you do your field training is paid for by the Air Force.
Professional Officer Course

Now you are eligible to compete for entry into the Professional Officer Course (POC). The POC offers advanced training in leadership, management, cultural studies and communicative skills and focuses on Air Force situations. Class work takes 3 hours a week and there is a 1- to 2-hour leadership lab.

You’ll begin the POC with an in-depth look at the theories of management and their applications. You will also analyze the role of the armed forces in today’s American society. You’ll examine a broad range of American domestic and international military relationships and the environmental context in which American national security policy is developed and carried out. This class is combined with the leadership lab where leadership and management theories are applied. You’ll take part in group discussions, case studies, and individual and group problem-solving. The cultural studies program examines seven regions of the world that are of interest to the United States. As part of this program you’ll take part in lectures, group discussions and prepare briefings on various regional topics.

There will be many opportunities for you to be a leader, since cadets conduct the leadership laboratory. Cadets participate in planning, organizing, directing, and controlling the cadet corps. You’ll prepare briefings, written communications and conduct feedback sessions. Each POC cadet is assigned a leadership role and is involved in designing and executing leadership laboratory training to increase the motivation and performance of other cadets. As a POC student, you’ll receive a tax-free allowance for each month you’re in school. Cadets also receive the stipend during the summer between their AS300 and AS400 years (AS300 on contract = $400 and AS400 on contract = $450).

Qualifications for Air Force ROTC

To qualify for the GMC, you must meet the following minimum requirements

- full-time student at a school offering Air Force ROTC
- United States citizen (to receive a scholarship)
- in good physical condition
- of good moral character
- 14-years old or older (17 to receive a scholarship appointment)

To qualify for the POC, you must meet all the qualifications for the GMC and:

- have 2 academic years remaining (undergraduate, graduate, or a combination of both)
• be a United States citizen
• be 18 years old or 17 years with a parent or legal guardian’s consent
• be physically qualified
• pass the Air Force Officer Qualifying Test
• be interviewed and selected by a board of Air Force officers
• complete a 4-week field training course.
• maintain all graduation and commissioning requirements

**Age Requirements:**

• rated (pilot or combat systems officer) -- commissioned before reaching the age of 29.
• scholarship applicants -- be less than 31 years old as of December 31 of the year you will commission.
• tech, non-tech and non-rated -- commissioned by age 30 (waiverable up to age 35).

**Scholarships for College Students**

Scholarship programs vary for students already attending college. Air Force ROTC offers scholarships ranging in length from 1 year to 3-1/2 years in all majors for students already in college. However, the highest concentration of offers is in the science, engineering, and foreign language majors. Scholarship inquiries and applications are made directly to the Professor of Air and Space Studies during your freshman, sophomore, or junior year at a college or university offering Air Force ROTC. Other Air Force scholarship opportunities may be available, in addition to the programs discussed here. Check with your local Air Force ROTC unit for current status of any other open programs.

**Benefits of Air Force ROTC**

Air Force ROTC can help you with the high cost of getting your degree. About a fourth of the students enrolled in Air Force ROTC are on scholarships. As an Air Force ROTC cadet, you’re entitled to many benefits. They are:

• most college tuition, annual textbook allowance, most lab and incidental fees if you’re on a scholarship
• $300 for freshmen, $350 for sophomores, $450 for juniors, and $500 for seniors a month tax- free allowance while in school for those on scholarship and cadets in the Professional Officer Course. Cadets also receive the stipend during the summer between their AS300 and AS400 years
• free Air Force ROTC uniforms and, at most schools, free textbooks for on-campus and field training courses (room and meals and salary are paid during field training)
• management training and opportunities to apply leadership principles
• at most schools, academic credit for your Air Force ROTC classes (some schools allow a minor in air and space studies)
• travel on military aircraft on a space available basis if you’re on an Air Force ROTC scholarship or in the Professional Officer Course
• orientation flights aboard Air Force aircraft
• visits to Air Force bases; opportunity to delay entering active duty while you pursue a graduate degree
• a challenging job after graduation

Besides these benefits, you’ll appreciate the team spirit that comes with being a member of Air Force ROTC, and as a member, you’ll enjoy joining in the social and extracurricular activities.

**Commissioning Requirements**

You must meet all requirements for a degree according to your university, complete certain courses required by the Air Force, and must also obtain the appropriate level of security clearance eligibility. In addition, you must be within AF weight and fitness standards and pass a medical examination.

**Air Force Career Opportunities**

Career opportunities in a variety of Air Force specialties are available to you. The importance of our air and space mission underscores the need for flight, science, space operations, engineering, and missile officers. The complexity of modern aviation, space technology, and communications generates a critical need for first-rate engineers, scientists, and computer scientists. Officers are also needed in nontechnical, general management degree areas. In all fields, the Air Force assigns young officers to responsible positions early in their careers.
PROFESSIONAL DEVELOPMENT TRAINING (PDT),
BASE VISIT PROGRAM, AND
ARNOLD AIR SOCIETY (AAS)

Note: Professional Development Training Programs are subject to availability of funding.

Advanced Course in Engineering (ACE) Program

ACE is a 70-day program designed to expose cadets to cyber warfare environment, simulations, and internships. Consists of periodic professional development sessions and intense physical training (i.e. 8-mile runs). All training is located at the Air Force Research Labs/Information Directorate in Rome, NY. Cadets receive a stipend; however, they will not receive training pay or per diem.

Army Airborne Training (AAT) Program

AAT is a 24-day program comprised of strenuous physical training, conditioning, ground and tower training, and culminates in five static-line parachute jumps. Daily physical training and formation runs are conducted in hot and humid conditions. Formation runs (3 to 5 miles) at an average pace of 9 minutes per mile are conducted in Airman Battle Uniforms (ABUs) and running shoes after strenuous exercise. Upon successful completion, cadets are awarded a basic parachutist rating. All training is conducted at Fort Benning, GA. Participation is limited to qualified AS300 cadets who have completed field training and are on contract. AS400 cadets and completed cadets may also volunteer for AAT, provided they have not previously attended AAT at anytime in the past, and have at least one quarter or semester of college remaining after program attendance.

AF Academy Freefall (AFAFF) Parachute Training Program

AFAFF is a 12-day parachute training program and is conducted at the United States Air Force Academy (USAFA), Colorado Springs CO. The course is comprised of strenuous physical training, conditioning, ground school, and five freefall jumps from 4,500 feet above ground level. Cadets completing all five jumps are awarded a basic parachutist rating. Cadets under 18 years of age are not allowed to attend AFAFF without parental consent. Participation is limited to qualified AS100 or AS300 Cadet Training Assistants (CTA) students.

AF Academy Soaring (SOAR) Program

SOAR is a 15-day program designed to give cadets the opportunity to experience the basic fundamentals of flight in non-powered glider operations. Cadets receive instruction in basic flight through ground school and actual flight, leading up to, and possibly including, cadet solo. Cadets can expect 8 to 15 flights while spending 5 hours each day on the
flightline. The majority of instruction is conducted by the upper-class USAFA cadets trained as soaring instructors. The program assumes that cadets have no previous flight experience. There are no special medical requirements for participation in this program. Training is conducted at USAFA, Colorado Springs, CO.

**AS100 Special Training (ASSIST) Program**

ASSIST is a 5-day program to orient cadets to life on an active duty Air Force base, escorted by an AFROTC instructor. ASSIST exposes cadets to various Air Force missions and careers through tours, briefings, and observations at a Continental United States (CONUS) Air Force base.

**Cadet Laboratory Experience Program (CLEP)**

CLEP is a 60-day internship designed to expose cadets to national security considerations. The objective is for multi-disciplinary, collaborative teams to pursue scientific and technical solutions to challenging problems that are critical to national defense. This is a hands-on experience. Cadets receive professional development briefings and conduct research at Lawrence Livermore National Laboratories (LLNL), CA. CLEP is a Department of Energy (DOE) National Nuclear Security Administration (NNSA) funded program and final selection is done by LLNL. LLNL will pay for the transportation and lodging. Cadets will not receive cadet pay, however, they will receive DOE rate per diem. Participation is limited to qualified AS300 cadets who have completed FT and are on contract.

**Combat Rescue Officer (CRO) Program**

CROs lead and command personnel recovery operations as direct combatants. They will perform duties as mission planners and provide personnel recovery expertise to command and battle staffs on recovery operations, to include survival, evasion, resistance, and escape programs. The demands of this specialty are high and outstanding leadership qualities are fundamental to success. Excellent physical fitness, maturity, and exceptional personal responsibility are essential characteristics of the CRO. Cadets may apply for this duty during their junior year. Selection is a two-phase process. Phase I is a application board review and Phase II is an in-person assessment. Phase I applications are due no later than (NLT) 1 January and 1 August each year. Cadets participate in Phase II of the CRO selection process each spring at Moody AFB, GA and in the fall at Fairchild AFB, WA. CRO Phase II consists of a 1-week evaluation to include intense physical activities in possibly inclement and humid conditions, as well as, writing and briefing skills.

**Field Engineering and Readiness Laboratory (FERL) Program**

FERL is a 5-week program that provides opportunities for a limited number of AFROTC cadets with entry-level civil engineering (CE) courses to get hands-on work experience in the CE career field. Cadets gain experience working with both military and USAFA instructors on actual CE projects at various Air Force bases and at USAFA. Training
consists of 2 weeks working with civil engineering unit at a designated Air Force base and 3 weeks of hands-on construction activities at USAFA. Participation is limited to qualified AS300 cadets. AS400 cadets and completed cadets may also volunteer for FERL, provided they have not previously attended FERL at anytime in the past, and have at least one quarter or semester of college remaining after program attendance. Cadets participating in FERL must have a “secret” security clearance and be majoring in CE or Environmental Engineering.

**Foreign Language Immersion (FLI) Program**

FLI is a 4-week program designed for AS300, AS400, and completed cadets studying a foreign language. Cadets must possess 2 full years of college level studies in a foreign language or equivalent certification. Cadets live with a local family or stay in local hotels, or university dormitories; study at a local university, and receive both total language and cultural immersion. HQ AFROTC/DOTT will coordinate with the USAFA program manager who will in turn arrange transportation to and from the host country via commercial air. USAFA also covers the cost of cadet housing, meals, and tuition. Cadets are required to pay for all personal expenses.

**Global Engagement (GE) Program**

GE is a 10-day program designed to expose cadets to officer support career fields: Security Forces, Civil Engineering, Services, etc. It provides a professional interface between cadets and career officers, non-commissioned officers, and Airmen. GE teaches cadets the fundamentals of contingency operations, the bare-base concept, deployment, employment, and re-deployment. Training is conducted at USAFA, Colorado Springs, CO. Participation is limited to qualified AS100 cadets.

**NASA Engineering Research Experience (NERE)**

NERE is a 28 to 60-day program that provides cadets who have attended senior level engineering courses with hands-on experience in the engineering career field. Cadets shadow NASA engineers and work on actual engineering projects. Training is located at NASA Johnson Space Center, Houston, TX. Final selection for NERE is made by NASA. Participation is limited to qualified AS300 cadets who have completed field training and are on contract.

**Nurse Orientation Program (NOP)**

NOP cadets receive hands-on training and practical knowledge as an Air Force nurse. NOP is a 4-week program designed to serve as an internship in an active-duty Air Force hospital. Cadets must be accepted into a qualified nursing program at the university. Training is conducted at Wilford Hall USAF Medical Center, Lackland AFB TX. Participation is limited to qualified AS300 cadets. AS400 cadets and completed cadets
may also volunteer for NOP, provided they have not previously attended NOP at anytime in the past, and have at least one quarter or semester of college remaining after program attendance.

**Olmsted Cultural Immersion Program (OCIP)**

OCIP is designed to provide cadets with cross-cultural broadening opportunities in foreign speaking countries. OCIP provides travel and exposure to non-English countries and foreign cultures. There are no foreign language requirements. Participation in this program may involve attendance at formal conferences, seminars, and briefings. Additionally, cadets may be required to visit foreign military academies, work on research projects, and participate in educational tours, etc. Participation is limited to qualified AS300 cadets. AS400 cadets and completed cadets may also volunteer for OCIP, provided they have not previously attended OCIP at anytime in the past and have at least one quarter or semester of college remaining after program attendance.

**Rising Senior Program (RSS) and Rising Senior Program-OSI (RSS-OSI) Program**

RSS (previously known as Operation Air Force) makes up a large percentage of the PDT assignments. The program is divided into two categories: RSS and RSS-Office of Special Investigations (RSS-OSI). Training is conducted at various Air Force installations throughout the United States and overseas. RSS consists of 3 weeks of general orientation and “shadowing” junior officers in specific career fields that cadets are interested in or are categorized for. Cadet availability dates, detachment location, and the number of cadets each base can support play a significant role in the assignment process. Participation is limited to qualified AS300 cadets. AS400 cadets and completed cadets may also volunteer for RSS, provided they have not previously attended any of the RSS programs at anytime in the past, and have at least one quarter or semester of college remaining after program attendance.

**Special Tactics Officer (STO) Program**

Cadets may apply for the STO specialty during their junior year. Cadets should submit a Phase I package by 1 January of their junior year. Phase II Selection is conducted at Hurlburt Field, FL in March. Candidates must be prepared for a physically and mentally demanding week and to be competitive, cadets must perform well above the minimums. If not selected at Phase II, cadets can continue in the career field they were categorized for. Participation is limited to qualified AS300 and AS400 cadets that have completed field training.

**Base Visit Program**

AFROTC detachments visit installations to watch the Air Force operations. Visits are planned to expose the cadets to a variety of Air Force missions to show the range of
career fields that exist for officers. The base visit may be the first exposure cadets have to the “operational” Air Force. Activities are geared towards inspiring cadets towards service as an Air Force officer.

Flight Training Opportunities

If you're a pilot candidate, you will complete Introductory Flight Training. This training includes ground school and 50 hours of flight instruction leading to an FAA flying certificate.

AFROTC Rising Sophomore Program (RSP)

RSP is a Secretary of the Air Force initiative designed to provide second-year Air Force ROTC cadets a meaningful, first-hand opportunity to learn about the United States Air Force and its people. The RSP is mandatory for 4-year Types 1 and 2 scholarship recipients and optional for other cadets who have completed AS100. The program is designed to totally immerse cadets into the daily operations of the base, wing, and group, with primary emphasis on squadron and flight level activities. Scheduled activities during the 3-week program are designed to highlight the duties, responsibilities and contributions of the Air Force enlisted corps. In addition, cadets experience activities that support the efficient operation of the base and respond to the morale and welfare issues of base personnel.

Arnold Air Society (AAS)

AAS is a professional, honorary service organization advocating the support of air and space power. The primary objectives of the Arnold Air Society are as follows: (1) Create a more efficient relationship among Air Force officer candidates; (2) Aid in the development of effective officers; and (3) Further the purpose, traditions, and concepts of the United States Air Force. AAS service projects are the main vehicle through which the objectives are accomplished. National (Joint National Project) and area service projects focus on goals set at the national and area level. They provide leadership and management challenges and give campus and community recognition for Air Force ROTC and the USAF.

An Air Force Close Up

Because we realize the scope and operation of the Air Force are difficult to visualize in a classroom, we make opportunities for you to see the “operational” Air Force close up. There will be field trips to Air Force installations, and you'll be able to talk with officers in a variety of career fields. We think these visits help you appreciate what a challenging future lies ahead of you. Travel is often on Air Force aircraft. While at the Air Force base, you may stay in on-base visitors quarters and eat in base dining facilities.

Your trip may be across town or across the country. On these visits you'll receive mission briefings, tour the base, and inspect aircraft and technical equipment. You'll go back to your studies with a better understanding of how we work.
Cognitive Lesson Objective:
- Know the Air Force organizational structure, its mission, and basic facts about leadership positions.

Cognitive Samples of Behavior:
- State the mission and priorities of the United States Air Force.
- State the function of the Secretary of the Air Force, Air Force Chief of Staff, and the Chief Master Sergeant of the Air Force.
- List the USAF organizational structure from the President to the flight level.
- Identify key elements within and related to a typical Air Force Wing structure.

Affective Lesson Objective:
- Respond enthusiastically about the US Air Force as an organization.

Affective Sample of Behavior:
- Display interest in the varied aspects of the Air Force structure and mission.

The learning objective will be accomplished through Computer-based Training (CBT). Go to https://wings.holmcenter.com/ to complete the Department of the Air Force module.
Bibliography:
Lesson Preparation:
- ROTC: Read this complete lesson reader.
- OTS: Read part I of this lesson reader when directed; read part II of this lesson reader when directed.

Cognitive Lesson Objective:
- Apply Air Force dress and appearance standards.

Cognitive Samples of Behavior:
- Define male and female hair standards.
- Identify appropriate and inappropriate wear of eyeglasses, sunglasses, jewelry, and cosmetics.
- Identify proper wear of the Air Force Service Dress and other Service Uniform combinations.
- List occasions when wear of the Air Force uniform is prohibited.

Affective Lesson Objective:
- Respond consistently to Air Force dress and appearance standards.

Affective Sample of Behavior:
- Conform to AFI 36-2903, *Dress and Personal Appearance of the Air Force Personnel*. 
PART I

As an officer, you must display the qualities of a leader and apply the techniques of leadership. You’ll set the example, so make it a good one! The manner in which you follow dress and grooming standards reflects pride in yourself, your profession, your unit, and the Air Force. You should always strive to exceed the minimum standards in all you do, especially in dress and grooming—lead by example!

The Air Force dress and grooming standards are a mixture of tradition and practicality. The uniform draws attention to the individual. The image you present will leave a lasting impression about you and the entire Air Force on everyone you meet. Any large business or organization that wants to be recognized as professional sets certain standards of dress and grooming for its personnel. The Air Force is no different. The American public draws certain conclusions about military effectiveness based on the image that Air Force members present. It’s been said that a military officer can be picked out of a crowd just by the image he or she presents. Certainly, one’s weight control, military bearing, and confidence are part of this image. The image of a disciplined service member who can be relied on to do the job excludes the extreme, the unusual, and the faddish.

Personal cleanliness, disciplined behavior, and pride in the uniform will directly affect morale in the everyday work environment. It’s up to us to maintain ourselves as the professionals we are. More importantly, however, each of us represents the Air Force and the United States in general. Discredit on one brings discredit on all.

Uniforms must be clean, neat, and correct in design and specifications, fitted properly, pressed, and in good condition (i.e., not frayed, worn out, faded, torn, patched, etc.). All closures are to be kept zipped, snapped, or buttoned. Shoes requiring shining must be shined and in good repair. All service uniforms are authorized for year-round wear, unless the installation commander prescribes otherwise. As we explain the various uniform combinations, we’ll concentrate on the officer’s uniform. For information on proper wear of uniforms by enlisted Airmen, consult AFI 36-2903, Dress and Personal Appearance of the Air Force Personnel.

BASIC PHILOSOPHY AND ENFORCEABILITY

The Air Force philosophy is that the uniform will be plain, distinctive, and standardized. This standardization includes a minimum number of authorized badges, insignia, and devices.

Individual pride in one’s personal appearance and in wearing the uniform greatly enhances the esprit de corps essential to an effective military force. Therefore, it’s most important for all members to maintain a high standard of dress and personal appearance. The four elements of this standard are neatness, cleanliness, safety, and military image. The first three are absolute, objective criteria needed for the efficiency and well-being of the Air Force. The fourth military image is subjective, but necessary.
Appearance in-uniform is an important part of military image. Judgment on what is the proper image differs in and out of the military. The American public and its elected representatives draw certain conclusions about our military effectiveness based on the image that Air Force members present. The image must instill public confidence and leave no doubt that service members live by a common standard and respond to military order and discipline. Each member has the responsibility to maintain an “acceptable military image” as well as the right, within limits, to express individuality through his or her appearance.

Members will wear only the uniform items prescribed by AFI 36-2903, *Dress and Personal Appearance of the Air Force Personnel*. Personnel who violate the specific prohibitions and requirements of that regulation may be subject to appropriate administrative action or prosecuted under the Uniform Code of Military Justice (UCMJ).

**WEAR OF THE AIR FORCE UNIFORM**

Except when authorized to wear civilian clothes according to AFI 36-2903, *Dress and Personal Appearance of the Air Force Personnel*, Airmen will wear the appropriate Air Force uniform while performing their military duties.

Personnel assigned to non-Air Force military installations will comply with the order of dress that most nearly conforms to the order of dress for the particular host service, for example, service uniform, combat uniform, and so forth. When the host service order of dress is a combat uniform, Airmen will wear the Airman Battle Uniform (ABU). When authorized, members may also wear distinctive berets.

Airmen attending a special event, either social or official, must wear the service dress uniform unless the host or hostess requests civilian dress or the commander specifies otherwise. Airmen wear the service dress uniform when the Air Force would benefit by having its representatives appear in that uniform. This rule applies to all social events not of a purely personal nature. A member who receives a written invitation that doesn't specify the dress required should ask the social secretary or the secretary of the host organization for recommendations as to the expected dress. When several Air Force activities are in the same locality, the senior commander will determine the proper dress uniforms for specific seasons.

Optional uniform items may be worn when a required item isn’t prescribed. Commanders won’t direct the wear of optional items unless these items are provided at no cost to Airmen. Commanders won’t prohibit the wear of optional items.

Members may alter uniform clothing to improve fit. However, these alterations must not change the intended appearance or required function of the uniform as designed.
Terms Explained

As used here, these terms mean the following:

• **Right or Left.** *The wearer’s right or left.*

• **Installation Commander.** *The person who is responsible for and controls the personnel, facilities, equipment, and real estate constituting an Air Force base, station, operating location, etc.*

• **On-Duty.** *The hours a person is actually at work, as required by assignment.*

• **Mandatory Uniform.** *A complete uniform combination of selected items from Airmen’s mandatory clothing.*

• **Mandatory Clothing Items.** *Uniform clothing items each Airman must always have, according to AFI 36-2903, Dress and Personal Appearance of the Air Force Personnel.*

• **Optional Clothing Items.** *A uniform clothing item, other than a mandatory clothing item, approved for wear by all Air Force personnel.*

• **Accoutrements.** *Medals, ribbons, insignia, badges, emblems, tags, scarves, gloves, etc., authorized for wear on or with any uniform.*

• **Service Uniforms.** *All authorized blue uniform combinations.*

Basic Policy

As an Airman, you’re always in the public eye. The image you present reflects on us all. Therefore, it’s extremely important you make a positive impression at all times.

**Personal Hygiene.** This is at an individual’s discretion. All Airmen should bathe and use toiletries as necessary to prevent any offensive odors.

**Personal Grooming.** Airmen must present a professional image at all times. Members should also appear neat and well groomed. Additionally, as stated before, avoid extreme and faddish styles.
PERSONAL GROOMING STANDARDS

Hair Styles

Overall, hair should be clean, well-groomed, and neat. Avoid using an excessive amount of grooming aids (thus, it's not permissible to grow your hair long and slick it back while in uniform). You may dye your hair if you wish, but it must look natural. Hair must not touch the eyebrows when groomed and may not protrude below the front band of properly worn headgear for males. For females, hair may be visible when headgear is properly worn.

Males. Men's hairstyles must have a tapered appearance on both sides and back, both with and without headgear. A tapered appearance outlines the individual's hair to conform to the shape of the head, curving inward to the termination point. The bulk or thickness of hair must not exceed 1¼ inches, regardless of length. The bulk may not exceed ¼ inch at the termination point. The hair must not touch the ears and only the closely cut or shaved hair on the back of the neck may touch the collar. A block cut is permissible as long as a tapered appearance is maintained. Hair must not be worn in an extreme or faddish style,
or in such a way that it exceeds length or bulk standards, or violates safety requirements. Males may not attach any visible foreign objects to their hair.

**Females.** Females’ hairstyles must present a professional appearance. Hair must be a minimum of one inch. The hair must not extend in length on all sides below an invisible line drawn parallel to the ground at the bottom edge of the shirt collar at the back of the neck. Hair must not exceed three inches in bulk or be styled in a way that prevents proper wear of headgear. When worn in a bun, all loose ends must be tucked in and secured. When worn in a pony tail, it must be pulled all the way through the elastic band and may hang naturally downward, not extending below the bottom of the collar. Hair color, highlights, and frostings will be a natural looking human hair color (for example: black, brunette, blonde, red and grey). It must not be worn in an extreme or faddish style, or in such a way that it violates safety requirements. Hair must not include ornamentation such as ribbons,
beads, scrunchies or jeweled pins. Plain and conservative elastic bands, pins, combs, and barrettes may be worn to keep hair in place, but they must match the individual’s hair color.

**Hair Nets.** Men and women may wear hair nets as required for safety. When worn, hair nets will be made of cotton or a synthetic material in a conservative, solid color similar to the individual’s hair color. Hair nets must be strong enough to support and control hair, and may not contain any metal fasteners.

**Wigs and Hairpieces.** These items must conform to the same standards required for natural hair. They must be of good quality and fit properly. They must not exceed limits stated for natural hair, and personnel engaged in aircraft flight line or in-flight operations may not wear them. Males desiring to wear a wig or hairpiece must have their medical records documented to wear a wig or hairpiece to cover baldness or disfigurement. Other male personnel are not authorized to wear a wig or hairpiece.

**Facial Hair (Males Only)**

**Mustaches.** When worn, mustaches must not extend downward beyond the lip line of the upper lip, or extend sideways beyond a vertical line drawn upward from the corner of the mouth. *Note: This doesn’t apply to individuals with shaving waivers—see next paragraph.*

**Beards.** Men may only wear beards for health reasons when authorized by a commander on the advice of a medical officer. If a waiver is authorized, facial hair will be kept trimmed so it doesn’t exceed \( \frac{1}{4} \) inch in length. Individuals granted a shaving waiver will not shave any facial hair. Commanders and supervisors must monitor progress in treatment to control these waivers.

**Sideburns.** When worn, sideburns must be neatly trimmed and tapered in the same manner as the haircut. They must be straight and of even width (i.e., not flared). They must end in a clean-shaven horizontal line. Sideburns must not extend below the lowest part of the exterior ear opening. *Note: This doesn’t apply to individuals with shaving waivers.*

**Cosmetics and Nail Polish (Females Only)**

Cosmetics and nail polish must be conservative and in good taste. Nails won’t contain any ornamentation and must be uniform in color. Shades that contrast with the complexion, detract from the uniform, or are extreme (for example, purple, gold, blue, black, red or fluorescent colors) will not be worn. Nails will not exceed \( \frac{1}{4} \) inch from fingertip. Cosmetics may not be worn in field conditions.

**Jewelry**

**Watch.** A watch, if worn, will be conservative (for example, solid color black, brown, silver or gold). Prohibited examples are diamond covered, neon, bright colors, and bands that exceed one-inch width.
Rings. A maximum of three rings can be worn. Wedding sets count as one ring when worn as a set. Thumb rings are not authorized.

Bracelet. Airmen may wear one bracelet around the wrist if it is conservative, presents a proper military image, is no wider than ½ inch, gold or silver in color, and doesn't subject the wearer to potential injury. Bracelets espousing support for cause, philosophy, individual or group are not authorized. The only exception to this is the traditional metal POW/MIA/KIA bracelets.

Earrings. Women may wear small (not exceeding six millimeters in diameter), spherical, conservative diamond, gold, white pearl, silver, or spherical pierced or clip earrings with all uniforms unless safety considerations dictate otherwise. When worn, earrings will fit tightly against the ear and won't extend below the earlobe. (The band connecting non-pierced earrings may extend slightly below the earlobe.) Only one earring or healing post may be worn on or in each lower earlobe. Male Airmen are not authorized to wear earrings on a military installation, or while in uniform or in civilian attire for official duty.

Body Piercing. Airmen may not wear any type of ornamentation in any pierced, exposed part of the body (except ears, as previously mentioned). This includes the tongue and any body part where the affixed ornamentation is visible through the uniform. This applies at any time the Airman is on a military installation, whether in- or out-of-uniform, on- or off-duty.

Tattoos and Branding. Tattoos/brands/body markings anywhere on the body that are obscene, commonly associated with gangs, extremist, and/or supremacy organizations, or that advocate sexual, racial, ethnic, or religious discrimination are prohibited both in and out of uniform.

Eyeglasses, Sunglasses, and Contact Lenses. Glasses or sunglasses may not be worn around the neck, exposed; hanging anywhere on the uniform; or on the top of the head. There may be conservative ornamentation on nonprescription sunglasses or eyeglasses. Frames may be black or brown material; gold or silver wire; and have a small same-color logo on the frame or lens. Conservative, clear, slightly-tinted, or photosensitive lenses are authorized. Conservative sunglasses and photosensitive-type eyeglasses may be worn while outdoors but may not be worn in formation (unless for medical reasons and when authorized by a commander or commandant on the advice of a medial official). Contact lenses will be natural looking in shape and design. They will be clear in color and not change the color of the Airman’s natural eye color.

Undergarments

Proper undergarments must be worn with all uniforms. Long-sleeved undershirts will not be worn with the short-sleeved uniform shirt or blouse. Undershirts will be tucked into trousers.

Males. Males will wear undershorts and white undershirts (either V-neck, crew-neck, or athletic style) with all service uniforms.
Females. Females will wear bra and underpants with all uniforms. Females may wear white undershirts (either V-neck, crew-neck or athletic style) with all service uniforms. Females may also wear other appropriate garments as necessary.

Other Items

Attaché Cases, Backpacks, and Gym Bags. Attaché cases, backpacks, and gym bags must be carried in the left hand, over the left shoulder, or on both shoulders and cannot interfere with saluting. Attaché cases will be solid-black in color. Small logos are authorized, however, the logo must be the same color.

Backpacks are carried on one or both shoulders as long as it does not hinder your salute. Backpacks must be Air Force sage green, solid black, or ABU pattern. In blues, the backpack must be black.

Gym bags must be solid dark-blue, black, olive drab, Air Force sage green or ABU pattern in color with matching stitching and carried in the left hand. Use of a shoulder strap is authorized on the left shoulder and the strap may cross the body as long as it does not interfere with rendering the proper salute. Small logos are authorized.

Handbags. For all uniform combinations, handbags must be solid black leather or vinyl without ornamentation and with black stitching only. They may have a plain fold-over flap and/or single placed solid silver or gold-colored clasp.

Handheld Electronic Devices. (For example, cellular phones, MP3 or similar players, radio or hands-free devices). If worn on the belt or waistband, or clipped to a purse, handheld electronic device and holder or storage device will be plain black, silver, dark blue, or gray. If the device is not worn on the belt or waistband or clipped to a purse, it can be any color. While walking in uniform, use of personal electronic media devices, including ear pieces, speaker phones, or text messaging, is limited to emergencies or when official notifications are necessary. Military customs and courtesies take precedence.

Umbrella. Umbrellas will be plain, solid-colored black and carried in the left hand.

Religious Apparel. Airmen may request a waiver to permit wear of neat and conservative (defined as, discreet, tidy, and not dissonant or showy in style, size, design, brightness, or color) religious apparel. Items may not temporarily or permanently be affixed or appended to any authorized article of the uniform. Waivers may be submitted to the installation commander (or equivalent) through their chain of command as outlined in AFI 36-2903, Dress and Personal Appearance of Air Force Personnel, and DoDI 1300.17, Accommodation of Religious Practices within the Military Service.
AIRMAN BATTLE UNIFORM (ABU)

This uniform is acceptable in all base offices and base establishments. Installation commanders may prescribe limits for wear based on mission requirements and the health and welfare of their people. Off-base, the ABU may be worn only for quick convenience stops and can’t be worn off-base for extended shopping, dining, socializing, or taking part in any entertainment (for example, the ABU can be worn to a grocery store to pick up a loaf of bread and a gallon of milk on the way home from work, but it can’t be worn to get a week’s worth of groceries at an off-base store). The ABU may be worn to eat lunch at a local establishment where people wear comparable civilian attire, but not where people wear business attire. The ABU will not be worn in establishments that have a primary function to sell and serve alcohol. Do not starch or hot press the ABU. Light ironing and center creasing of enlisted chevrons is authorized.

Headgear. All personnel must wear the ABU pattern patrol cap. Wear regular size cloth or subdued metal grade insignia centered above the visor. The cap is worn squarely on the head with no hair protruding in front of the cap. **Exception:** Certain career fields will wear their distinctive berets, for example, security forces, pararescue/combat rescue, SERE, combat control/special tactics, combat weather and TACP.

Coat. Wear the ABU coat outside the trousers at all times. Sleeves may be rolled up, but sleeves may not be shortened by cutting them. If rolled up, sleeves will touch or come within one inch of the forearm when the arm is bent at a 90-degree angle.

T-shirt. A desert sand (tan), short- or long-sleeved T-shirt will be worn under the ABU coat. Desert sand (tan) turtlenecks may be authorized. Members may wear desert sand, white, or cream colored thermal undergarments as weather conditions warrant.

Trousers. Trousers must be bloused over the combat boots. Tucking the ABU trouser into the boot is optional. Whether tucked in or bloused, the trouser must be evenly bloused (gathered in and draped loosely) over the top of the combat boot and must present a bloused appearance.
Combat Boots. Combat boots are the only footwear authorized for wear with the ABU. Boots are sage green, while desert tan boots are still authorized for those deployed to a desert location. Boots may or may not have a safety toe. They may have zipper or elastic inserts. Wear sage green socks over the white socks to preclude white socks from showing.

Belt and buckle: The dessert sand riggers style belt must be worn. The tip of the belt may extend beyond the buckle.

Accoutrements: Name Tapes and Badges.

- Center the “US Air Force” tape immediately above the left breast pocket. Center the “Name” tape immediately above the right breast pocket. Tapes may be folded under at ends or cut off to match pocket width.
- Center regular size subdued cloth or subdued metal pin on grade insignia one inch from the edge of the collar and parallel to the edge of the collar.
- A maximum of four earned embroidered badges may be worn on the ABU. A maximum of two badges are worn on the left side centered ½ inch above “US Air Force” tape. Chaplain, aeronautical, space, cyberspace and missile operations badges are mandatory. All other badges are optional.
- When field items (body armor, helmet cover, molley gear and canteen covers) are not available in ABU pattern, the Army Combat Uniform (ACU) digital pattern can be worn.

PHYSICAL TRAINING GEAR

All components making up the Physical Training Uniform and Improved Physical Training Uniform PTG are considered uniform items. Wear is mandatory during physical fitness assessments (PFA) and while participating in organized physical training events as designated by the commander. The commander will also designate the PTG uniform configuration. If PTG items are worn during individual/personal physical training, the following guidelines apply as well:

- Reflective Items. Proper reflective items (belts, armbands, etc) are required during periods of low light conditions when wearing the optional running shorts as part of the PTG. Reflective belts, armbands, etc are optional when wearing combinations of the standard issue PTG items that contain reflective material on the top and bottom garments.
- Athletic Style Shoes. Athletic style shoes are mandatory. There are no color restrictions.
• **Socks.** Socks are mandatory. Socks will be white or black and may have a small trademark logo.

• **Jacket.** The jacket will be zipped at least halfway between the waistband and collar. Sleeves will end within one-inch of the wrist.

• **Running Pants.** The waistband will rest at or within two inches of the natural waistline. Both pant legs will extend below the ankles and will be zipped to within one inch of the bottom. *Do not mix/match the current PTG running suit jacket and running suit pants. All other combinations authorized.*

• **Running Shorts.** Both the PTG running shorts (with reflective material) and optional PTG running shorts (without reflective material), will have the waistband rest at or within two inches of the natural waistline. *The lining in the PTG shorts may be removed.*

• **Short-Sleeved Shirt.** The shirt-sleeved T-shirt will be tucked into shorts or running pants at all times. Do not push up, remove or cut sleeves.

• **Optional Long-Sleeved PTG Shirt.** The long-sleeved T-shirt will be tucked into the PTG shorts or running pants at all times. Do not push up, remove, or cut sleeves.
• **Optional PTG Sweatshirt.** The long-sleeved sweatshirt will extend no lower than six inches below the natural waist line. Do not push up, remove, or cut sleeves.

• **Undergarments.** Appropriate undergarments are required to be worn with all PTG combinations.

• **Spandex.** Both short- and full-length solid black or dark blue spandex may be worn and visible under both the PTG and optional running shorts.

• **Sport Caps.** Installation commanders may authorize wear of a solid black or dark blue baseball/sport cap with the Air Force symbol or US Air Force printed or embroidered on the front during organized PT; these are also authorized during individual PT. If authorized, caps to be worn outdoors only. Bandanas and other similar head-scarves/headgear are not authorized unless due to medical waiver condition.

• **Knit Watch Cap.** Caps will be plain, solid black, dark blue, or sage green without logos (bandanas and other similar head-scarves/headgear are not authorized unless due to medical waiver condition). *Cold weather accessories may be worn outdoors only.*

• **Gloves.** Gloves will be plain, solid black or dark blue without logos. *Cold weather accessories may be worn outdoors only.*

• **Scarf and Earmuffs.** Scarf and earmuffs will be solid black or dark blue. Earmuffs may wrap around either the top or rear of the head. *Cold weather accessories may be worn outdoors only.*

• **Headphones and Earphones.** Headphones and earphones are authorized while in the fitness center or on designated running areas unless prohibited by the installation commander.

• **Grooming Standards.** All personal grooming standards apply while participating in physical fitness activities with one exception: long female hair will be secured but may have loose ends; body art (tattoos) and jewelry standards apply.

• **Fleece Jacket.** The green or black fleece may not be worn with the PTG.

• **Wear with Civilian Attire.** PTG items are authorized for wear with conservative civilian/personal attire during individual/personal PT or while off-duty. No civilian/personal items with offensive wording, graphics or photos are to be worn with the PTG items at any time.
• **Customs and Courtesies.** Proper military customs and courtesies honoring the flag during reveille/retreat will apply (this means coming to full attention and rendering the proper military salute when outdoors). Saluting due to rank recognition is not required when wearing the PTG.

**Exceptions:**

- For accessions, professional military education, and academic training environments (e.g. USAFA, ROTC, OTS, SOS, BMT), commanders (or equivalent) will determine which physical training events are organized. In these environments, students and staff may wear unit-specific PT gear to meet necessary training requirements (e.g. Staff/student distinction, student squadron affiliation, etc.).

- Wear policy for the PTG in a deployed environment can be further defined by the Air Force Forces commander specific to that area of responsibility (AOR).
PART II

You have already read in *Air Force Dress and Appearance: Part I* that as an Air Force officer, you must display the qualities of a leader. You set the example in your dress and grooming which reflect pride in yourself, your profession, your unit and the Air Force. You should always strive to exceed the minimum standard in all things that you do, especially in dress and grooming! Remember, an Air Force officer is always on display, in front of the troops and to the general public!

The previous reading dealt with Personal Grooming Standards and wear of the Airman Battle Uniform (ABU) and Physical Training Uniform/Improved Physical Training Uniform (PTU/IPTU). This reading will begin where that reading left off, and focus on the blue Service Uniform, Dress Uniform, and Mess Dress Uniform.

Terms Explained

As used here, these terms mean the following:

- **Right or Left.** *The wearer's right or left.*

- **Installation Commander.** *The person who is responsible for and controls the personnel, facilities, equipment, and real estate constituting an Air Force base, station, operating location, etc.*

- **On-Duty.** *The hours a person is actually at work, as required by assignment.*

- **Mandatory Uniform.** *A complete uniform combination of selected items from Airmen's mandatory clothing.*

- **Mandatory Clothing Items.** *Uniform clothing items each Airman must always have, according to AFI 36-2903, Dress and Personal Appearance of the Air Force Personnel.*

- **Optional Clothing Items.** *A uniform clothing item, other than a mandatory clothing item, approved for wear by all Air Force personnel.*

- **Accoutrements.** *Medals, ribbons, insignia, badges, emblems, tags, scarves, gloves, etc., authorized for wear on or with any uniform.*

- **Service Uniforms.** *All authorized blue uniform combinations.*

- **Gig Line.** *When the blue uniform shirt is tucked into the skirt, trousers, or slacks, the front fly opening, the button front edge of the shirt, the outside edge of the belt buckle (when required), and the edge of the fly all must be aligned. This alignment creates a gig line. The gig line is to be straight and neat.*
SERVICE UNIFORM

Headgear

With all service uniform combinations, the following hats may be worn:

- **Service Cap.** The service cap is mandatory to maintain for those in the rank of major and above and optional for captain and below. Wear it squarely on the head, with no hair showing in the front. For major and above, the front of the hat will be decorated with clouds and lightning bolts; it’s plain for all other officers. All officers will wear the large size insignia (eagle) centered on the front of the hat.

- **Flight Cap.** The flight cap is a mandatory item. This hat is worn slightly to the wearer’s right with the vertical crease of the cap in line with the center of the forehead, in a straight line with the nose. The bottom of the cap is approximately one inch from the eyebrows in the front. Women may have hair showing in front of the flight cap. Officers will wear the flight cap with silver braided trim. When not worn, the flight cap may be tucked under the belt on either side, between the first and second belt loops. It may protrude above the top edge of the belt as long as it does not fold.

Service Trousers/Slacks

Wear these dark blue pants with the bottom front resting on the front of the shoe/boot with a slight break in the crease. The back of the trousers’ legs will be approximately \( \frac{7}{8} \) inch longer than the front. These may be worn with any of the service uniform combinations. For males, a dark blue belt with silver tip and buckle must be worn. The silver tip end of the belt must extend beyond the buckle facing the wearer’s left, with no blue fabric showing. For females wearing the slacks with belt loops, they must wear the same dark blue belt as the men, but the silver tip end of the belt must extend beyond the buckle facing the wearer’s right, with no blue fabric showing.

Service Skirt (Females Only)

The dark blue skirt can be found with or without belt loops. The hem of the skirt may be no shorter than the top of the kneecap and no longer than the bottom of the kneecap. When the skirt with belt loops is worn, a dark blue belt with silver tip and buckle must be worn. The silver tip end of the belt must extend beyond the buckle facing the wearer’s right, with no blue fabric showing. The skirt may be worn with any of the service uniform combinations.
Footwear

- Footwear should always be shined and in good repair.
- With the service trousers/slacks, the low quarters, oxfords with low wedge heel, black combat boots, or black dress boots may be worn. When the low quarters are worn, males must wear plain black socks. Females may wear plain black socks or hose (see below for description of hose allowed). With the boots, plain black or white socks can be worn.
- Females may choose to wear plain black pumps (high-heeled shoes) with the service slacks. The pumps must have no design. The heel must be of a height suitable to the individual, but no higher than 2½ inches. Platform shoes or extra thick soles aren’t allowed. When the pumps are worn, women must wear hose. Hose will be neutral, dark brown, black, off black, or dark blue in a shade that complements the uniform and skin tone. No patterned hose will be worn. Female Airmen will remove leg hair that is visibly protruding beyond the appropriate hosiery or causes a visibly uneven texture under hosiery.
- With the service skirt, women may wear the low quarters, dress boots, or pumps. Regardless of the shoe chosen, women must wear hose with the skirt. (See previous paragraph for restrictions on the pumps and hose.) Note: It’s much more professional looking to wear the pumps rather than the low quarters with the skirt. Women may also opt to wear dress boots with the skirt, but these must be removed and oxfords or pumps worn in the member’s work place. Boots may not have extra thick or platform soles. Heel height of the boot may not exceed 2½ inches.

Men’s Long-Sleeved Blue Shirt

Wear this shirt tucked into the service pants. Sleeves may not be rolled up. The gig line is to be straight and neat.

- **Rank Insignia.** Rank insignia is mandatory. Officers will wear shoulder mark insignia as close as possible to the shoulder seam.
- **Name Tag.** The name tag is mandatory. The name tag will rest on, but not over, the top edge of the right pocket, centered between the edges of the pocket.
• **Ribbons.** Wear *all* or none. If worn, ribbons rest on, but not over, the top edge of the left pocket, centered between the edges of the pocket. *Ribbons are optional for officers and are not customarily worn.*

• **Badges.** Chaplain, aeronautical, space, cyberspace, and missile operations badges are mandatory; all others are optional. The total number of badges worn will not exceed four. The first badge will be centered on the wearer’s left ½ inch above the top row of ribbons or pocket if not wearing ribbons. Center additional badge ½ inch above the first one. See AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel,* for placement of other badges.

• **Tie.** Wear of the tie is mandatory. The tip of the tie will be no more than 1½ inches above or 1½ inches below the top of the belt buckle.

• **Tie Tack/Bar.** The tie tack/bar is optional. It may be of the Air Force crest of arms, star and wing design, or the individual's rank insignia type. The tie tack/bar may be satin finish or highly polished. When worn, center the tie tack/bar between the bottom edge of the knot and the bottom tip of the tie.

• *The finish of all accoutrements must match.*

**Women’s Long-Sleeved Blue Shirt**

The women's long-sleeved blue shirt comes in two versions, the tuck-in style and the semi-form fitting style. The tie tab is mandatory at all times with both styles.

• **Semi-Form Fitting Shirt.** This shirt can be worn tucked in or left out of either the service slacks or skirts. Place accoutrements as indicated below and in AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel.*

  - **Rank Insignia.** Rank insignia is mandatory. Officers will wear shoulder mark insignia as close as possible to the shoulder seam.

  - **Name Tag.** The name tag is mandatory. Center the name tag on the right side between the buttons and the arm seam. The name tag is worn even with-, to 1½ inches higher or lower than-, the first exposed button and horizontal to the ground.
- **Ribbons.** Wear *all* or none. If worn, ribbons must be in the proper sequence. The bottom of the ribbons will be even with the bottom of the name tag. *Ribbons are optional for officers and are not customarily worn.*

- **Badges.** Chaplain, aeronautical, space, cyberspace, and missile operations badges are mandatory; all others are optional. The total number of badges worn will not exceed four. The first badge will be centered on the wearer’s left ½ inch above the top row of ribbons. If no ribbons are worn, the first badge will be centered and parallel to the name tag. Center additional badge ½ inch above the first one. See AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel,* for placement of other badges.

  - **Tuck-In Style Shirt.** This shirt must be tucked into the service slacks and skirts. The gig line is to be straight and neat. Place accoutrements as indicated above and in AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel.*

  - **The finish of all accoutrements must match.**

### Men’s Short-Sleeved Blue Shirt

Always wear this shirt tucked in to the service trousers. The gig line is to be straight and neat.

- **Rank Insignia.** Rank insignia is mandatory. Officers will wear shoulder mark insignia as close as possible to the shoulder seam.

- **Name Tag.** The name tag is mandatory. It rests on, but not over the top, edge of the right pocket, centered between the edges of the pocket.

- **Ribbons.** Wear *all* or none. If worn, ribbons rest on, but not over, the top edge of the left pocket, centered between the edges of the pocket. *Ribbons are optional for officers and are not customarily worn.*

- **Badges.** Chaplain, aeronautical, space, cyberspace, and missile operations badges are mandatory; all others are optional. The total number of badges worn will not exceed four. The first badge will be centered on the wearer’s left ½ inch above the top row of ribbons or pocket if
not wearing ribbons. Center additional badge ½ inch above the first one. See AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*, for placement of other badges.

- **Tie.** The tie is optional. If worn, the tip of the tie will be no more than 1½ inches above, nor 1½ inches below, the top of the belt buckle.

- **Tie Tack/Bar.** The tie tack/bar is optional. It may be of the Air Force crest of arms, star and wing design, or the individual's rank insignia type. The tie tack/bar may be satin finish or highly polished. When worn, center the tie tack/bar between the bottom edge of the knot and the bottom tip of the tie.

- *The finish of all accoutrements must match.*

### Women’s Short-Sleeved Blue Shirt

The women's short-sleeved blue shirt comes in two versions, the tuck-in style and the semi-form-fitting style.

- **Semi-Form-Fitting Shirt.** With this style you have the option of wearing the tie tab or leaving it off. The blouse can be worn tucked in or left out of either the service slacks or skirt. Place accoutrements as indicated below and in AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*.

  - **Rank Insignia.** Rank insignia is mandatory. Officers will wear shoulder mark insignia as close as possible to the shoulder seam.

  - **Name Tag.** The name tag is mandatory. Center on the right side between the buttons and the arm seam. Worn even with to 1-1/2 inches higher or lower than the first exposed button and horizontal to the ground.

  - **Ribbons.** Wear *all* or none. Center ribbons on the left side between the buttons and the arm seam. The bottom of the ribbons will be even with the bottom of the name tag. *Ribbons are optional for officers and are not customarily worn.*

  - **Badges.** Chaplain, aeronautical, space, cyberspace, and missile operations badges are mandatory; all others are optional. The total number of badges worn will not exceed four. The first badge will be centered on the wearer’s left ½ inch above the top row of ribbons. If no ribbons are worn, the first badge will be
centered and parallel to the name tag. Center additional badge 1/2 inch above the first one. See AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*, for placement of other badges.

- **Tuck-In Style Shirt.** This shirt must be tucked into the service slacks and skirts. The gig line is to be straight and neat. Place accoutrements as indicated above and in AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*.

- **The finish of all accoutrements must match.**

### Shoulder Mark Insignias

Officers wear shoulder mark insignia on all light blue shirts and on the blue pullover sweater. The rank insignia is sewn on to the shoulder mark, which slides onto the shirt or sweater epaulet. Contrary to popular belief, these don’t come in “male and female” sizes; they come in large and small sizes. Choose the size that best fits you. Place the shoulder mark insignia as close as possible to the shoulder seam.

**Company Grade Officers:** Company grade officers include second lieutenants, first lieutenants, and captains. The shoulder marks are solid blue with the appropriate rank sewn 5/8 inch from the edge.

**Field Grade Officers.** Field grade officers include majors, lieutenant colonels, and colonels. The shoulder marks are solid blue, with a narrow silver stripe nearest the shoulder seam end.

**General Officers.** This is anyone who wears stars! Shoulder marks for general officers have a wide silver stripe nearest the shoulder seam end and a narrow silver stripe near the neck.

### Other Garments

In this section, we’ll discuss four of the many other authorized garments. You may wear these garments with any of the light blue shirt/blouse combinations. In addition, you may wear the all-weather coat with the service dress uniform and the ABU uniform.
Blue Pullover and Cardigan Sweater. Both sweaters can only be worn with the service uniform. This is an indoor and outdoor garment. It may be worn without a tie or tab and the shirt collar may be worn in or outside the sweater. The sleeves won’t be worn pushed up. The sweater can be worn under the all-weather coat or the gabardine lightweight blue jacket. Wear the shoulder mark insignia on the epaulets of the sweater.

Lightweight Blue Jacket. The lightweight blue jacket can only be worn with the service uniform and must be zipped at least halfway. It may be worn over the pullover sweater, but the sweater can’t extend below the bottom of the jacket. Females are authorized to wear the male version of the jacket.

Males and females wear the regular size metal grade insignia on the epaulets. The rank is centered on the epaulet \( \frac{5}{8} \) inches from the shoulder seam. Enlisted personnel will wear chevron rank.

All-Purpose Environmental Clothing System (APECS). The APECS can only be worn with the ABU, flight duty, and chef white uniforms. The APECS will have slip-on rank that will be worn on the rank tab and be zipped no lower than mid-point on the rank tab at all times when worn. The APECS is for outdoor use only and is not to be worn inside.

Sage Green Fleece. The sage green fleece is authorized for wear as an outer garment with the ABU only. It can be worn over the ABU coat. Is not authorized to be worn solely over a T-shirt, thermal underwear, etc. The fleece will have a Velcro ABU print last name tape with dark blue block lettering centered between the zipper and sleeve seam on the wearer’s right chest. It will also have a two-inch squared Velcro subdued cloth rank with a solid sage green background flushed and centered above the last name tape on the wearer’s right chest. A Velcro ABU print US Air Force tape with dark blue, block lettering will be even with the last name tape and centered between the zipper and sleeve seam on the wearer’s left chest. The sage green fleece will be zipped no lower than the top of the name tape. The collar will be folded over and resting on the shoulder, chest, and back when the zipper is not completely zipped. The fleece is for outdoor use only and is not to be worn inside.
SERVICE DRESS UNIFORM

Males: Officer and Enlisted

- **Coat and Trousers.** The coat will match the trousers.
- **Tie.** A tie will be worn. The tie will be the polyester herringbone twill.
- **Tie Tack/Clasp.** The tie tack/clasp is optional. When it is worn it will be the old shiny finish or new wing and star design.
- **Headgear.** The flight cap will be worn and it will match. The service cap can also be worn. The service cap is mandatory for all officers in the rank of major and above maintain a service cap. The service cap is optional for all other ranks.
- **Rank Insignia.** Officers will center regular size metal grade insignia centered ¾-inch from the end of the epaulet. Enlisted members will wear the four-inch chevrons.
- **Blue Sleeve Braid.** Colonels and below must wear a half-inch blue braid three inches from the end of the sleeve on the service coat.
- **Rank Insignia on Light Blue Short- or Long-Sleeve Shirt.** Rank will be worn on the light blue short- or long-sleeve shirt worn underneath the coat. Officers will wear shoulder mark insignia. Enlisted members may wear the three or 3½-inch chevrons.
- **US Insignia.** Officers wear the highly polished US insignia without the circle. Align the bottom of the insignia halfway up the seam of the collar, resting on but not over, and horizontal to the ground.
- **Cuff Links.** Cuff links are optional. When worn, they can be either the old shiny finish or new wing and star design. The tie tack/clasp and cuff links must match.
- **Name Tag.** The name tag is mandatory. It is worn on the wearer’s right side of the service dress jacket even with the bottom of the ribbons. It should be centered between the sleeve seam and the lapel.
• **Ribbons.** Wear all ribbons awarded. Ribbons must be in proper sequence and centered immediately above the pocket welt.

• **Badges.** Chaplain, aeronautical, space, cyberspace, and missile operations badges are mandatory; all others are optional. The total number of badges worn will not exceed four. The first badge will be centered on the wearer’s left ½ inch above the top row of ribbons. Center additional badge ½ inch above the first. Wear polished badges only. See AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*, for placement of other badges.

• The finish of all accoutrements must match.

**Females: Officer and Enlisted**

• **Coat and Trousers.** The coat will match the trousers or skirt—both are authorized for females.

• **Tie.** A tie tab will be worn.

• **Headgear.** The flight cap will be worn and it will match. The service cap can also be worn. The service cap is mandatory for all officers in the rank of major and above maintain a service cap. The service cap is optional for all other ranks.

• **Rank Insignia.** Officers will center regular size metal grade insignia centered ⅜-inch from the end of the epaulet. Enlisted members will wear chevrons.

• **Blue Sleeve Braid.** Colonels and below must wear a half-inch blue braid three inches from the end of the sleeve on the service coat

• **Rank Insignia on Light Blue Short- or Long-Sleeve Shirt.** Rank will be worn on the light blue short- or long-sleeve shirt worn underneath the coat. Officers will wear shoulder mark insignia. Enlisted members may wear the three or 3½-inch chevrons.

• **US Insignia.** Officers wear the highly polished US insignia without the circle. Align the bottom of the insignia halfway up the seam of the collar, resting on but not over, and horizontal to the ground.
• **Name Tag.** The name tag is mandatory. It is worn on the wearer's right side of the service dress jacket even with the bottom of the ribbons. It should be centered between the sleeve seam and the lapel.

• **Ribbons.** Wear *all* ribbons awarded. Ribbons must be in proper sequence and centered immediately above the pocket welt.

• **Badges.** Chaplain, aeronautical, space, cyberspace, and missile operations badges are mandatory; all others are optional. The total number of badges worn will not exceed four. The first badge will be centered on the wearer’s left ½ inch above the top row of ribbons. Center additional badge ½ inch above the first. Wear polished badges only. See AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*, for placement of other badges.

• *The finish of all accoutrements must match.*

### MESS DRESS UNIFORM

**Male Mess Dress Uniform**

This is a mandatory uniform item for all officers. Its civilian equivalent is the tuxedo. You should carefully review AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*, for the specifics on the proper wear of this uniform. The mess dress is a dark blue uniform, with silver braid on the sleeves and a dark blue stripe along the sides of the trousers.

• **Shirt.** The shirt will be a conventional white, soft dress-type shirt with turn down collar and French cuffs.

• **Bow Tie.** The blue-satin bow tie is mandatory.

• **Footwear.** Plain toe, black, also known as low quarters, without perforations or other design will be worn. Wear plain black socks.

• **Cummerbund.** The cummerbund will be plain blue-satin, worn half way between the shirt and trousers, with the open edge of the pleats facing upward.
• **Cuff Links.** Cuff links are mandatory with the mess dress uniform. They will either be silver, satin finish or highly polished with the “wing and star” design; silver, highly polished with the Air Force symbol; or plain silver, highly polished, commercial design with dimensions and shape similar to the “wing and star” cuff links.

• **Studs.** Studs are mandatory and can be either pearl centered, silver rimmed, highly polished, satin finished or plain silver, highly polished, commercial design with dimensions and shape similar to the pearl centered studs. The finish must match cuff links.

• **Suspenders.** Suspenders are mandatory and will be either solid white, dark blue or black and will be attached to the trousers and will not be visible.

• **Accoutrements.** All items are mandatory unless otherwise stated.
  
  – **Badges.** Chaplain, aeronautical, space, cyberspace, and missile operations badges are mandatory. Center badge ½ inch above top row of medals or when not authorized medals, midway between shoulder and top button. Wear second badge centered ½ inch above first badge, when authorized.

  – **Medals.** Wear the miniature medals, centered on the wearer’s left between lapel and arm seam, and midway between top shoulder seam and top button of the jacket.

  – **Rank Insignia.** Place shoulder boards as close as possible to the shoulder seam. *Mess dress shoulder boards are not the same as the ones worn on the blue service uniform.*

**Female Mess Dress Uniform**

Mess dress is a mandatory uniform item for all officers. Its civilian equivalent is the evening gown. You should carefully review AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*, for the specifics on the proper wear of this uniform. The mess dress is a dark blue uniform. The jacket gaps approximately two-to-three at the bottom, and has silver braid on the sleeves. There are two styles of skirt available: the A-line or the straight skirt with split seam.

• **Blouse.** This is a conventional white soft dress-type shirt with turn down collar and French cuffs.

• **Tie Tab.** The blue satin inverted-V tie tab with self-fastening tails is mandatory.
• **Cuff Links and Studs.** Cuff links are optional with the mess dress uniform. They will either be silver, satin finish or highly polished with the “wing and star” design; silver, highly polished with the Air Force symbol; or plain silver, highly polished, commercial design with dimensions and shape similar to the “wing and star” cuff links.

• **Cummerbund.** The cummerbund will be plain blue satin and worn halfway between the shirt and skirt with open edge of pleat facing upward. Cummerbunds will be without design.

• **Footwear.** Black pumps, either patent or high-gloss finish, are authorized. Heels must be of a height suitable to the individual, but no higher than 2½ inches nor lower than one inch. The shoes must not have any ornamentation, like bows, buckles, or straps.

• **Handbag.** Carry a clutch style handbag, of plain commercial design. The handbag may be fabric or patent leather.

• **Hose.** Wear sheer, nylon, neutral, dark blue, or black/off-black hose. Patterned hose are prohibited.

• **Accoutrements.** All items are mandatory unless otherwise stated.
  
  – **Badges.** Chaplain, aeronautical, space, cyberspace, and missile operations badges are mandatory. Center badge ½ inch above top row of medals or when not authorized medals, midway between shoulder and top button. Wear second badge centered ½ inch above first badge, when authorized.

  – **Medals.** Wear the miniature medals, centered on the wearer’s left between lapel and arm seam, and midway between top shoulder seam and top button of the jacket.

  – **Rank Insignia.** Place shoulder boards as close as possible to the shoulder seam. *Mess dress shoulder boards are not the same as the ones worn on the blue service uniform.*

### UNAUTHORIZED WEAR OF UNIFORMS AND INSIGNIA

Airmen will not wear the uniform or any part of the uniform in the following circumstances:

• At a meeting of, or sponsored by, an organization, association, movement, or group that the Attorney General has named as totalitarian, fascist, communist, or subversive, advocates or approves acts of force or violence to deny others their rights, or seeks to change the United States government by unconstitutional means.
• When participating in activities such as public speeches, interviews, picket lines, marches, or rallies, or in any public demonstration not approved by the Air Force.
• When furthering political activities, private employment, or commercial interests.
• When engaged in an off-duty civilian capacity.
• When it would discredit the Armed Forces.
• At any public meeting, demonstration, march, rally, or interview if the purpose may be to advocate, express, or approve opposition to the Armed Forces of the United States.
• Airmen will not wear or mix distinctive uniform items with civilian clothes, for example, rank insignia, cap devices, badges, and other US or Air Force insignia, devices, buttons, etc.

Bibliography:
Military Customs and Courtesies

Cognitive Lesson Objective:
- Know the fundamental customs and courtesies practiced in the Air Force.

Cognitive Samples of Behavior:
- Define military customs and courtesies.
- Recognize various enlisted and officer rank insignia.
- Identify when saluting is appropriate.
- Describe the correct procedure for reporting to a senior officer.
- Identify common “do’s and don’ts” of military etiquette.

Affective Lesson Objective:
- Respond appropriately to Air Force customs and courtesies.

Affective Sample of Behavior:
- Practice proper customs and courtesies on all occasions.
Unlike many other professions, the military profession is a calling and a way of life. The Air Force, like the other Armed Services, has its special problems, its customs, and its standards, all developing out of the nature of its mission and the serious responsibility inherent in carrying it out. The more you understand the character of military life in all its facets, the better understanding you’ll have of the opportunities the Air Force has to offer.

Military conduct is based on accepted standards of behavior as demonstrated by good manners, consideration for others and courtesy. The Air Force is made up of people from various social groups. It is, in fact, a cross section of America exhibiting all the various manners, aims, morals, and ideals existing throughout the nation. Unless this heterogeneous social group accepts a common code of conduct, no semblance of unity can exit. Hence, there is a vital necessity for military customs. A custom is a social convention stemming from tradition and enforced as an unwritten law. On the other hand, if the guidance is in written form, it’s a military courtesy. Military customs and courtesies go beyond basic politeness. They govern our regard for the rights and ideas of others. History shows that a lack of military customs and courtesies has a direct relationship with a decrease in esprit de corps, morale, discipline, and, most importantly, mission effectiveness. Fundamental to this idea is that it’s a two-way street. The respect shown to a senior by a junior acknowledges the senior’s responsibility and authority. In turn, the courtesy extended to a subordinate reflects the respect and regard for his or her part in accomplishing the Air Force mission.

CUSTOMS AND COURTESIES

Most military customs and courtesies evolve from long-standing practices or have some historical significance. The US flag is folded in a triangular shape to represent the tri-corner hat of early American patriots. The lowering of the flag to half-staff comes from the naval custom of lowering sails upon the death of a crewmember to indicate that things were not “shipshape.” The position of honor has always been to the right. This originated from the medieval swordsmen who always wore their weapons on the left side and drew them to their right. The strongest and most experienced warriors were given the place of honor to allow them easy access to their weapons. This practice carried over to today. To allow ease of saluting, the senior person walks on the right.

SALUTING

Origin and Reasons

As with other customs and courtesies, saluting has evolved from history. The ancient knights used the gesture of raising the face visor on their helmets as a greeting. This move signified friendship and confidence as it removed the sword hand from the weapon and provided vulnerability in the suit of armor.
The salute is a respectful greeting exchanged between members of the same profession. It’s an everyday courtesy based on mutual respect. It’s one of the traditions that bind military personnel together. Salutes are required when you’re in uniform. They’re exchanged on- and off-duty and on- and off-base.

Salutes are exchanged when meeting outdoors and must be rendered during ceremonial occasions and in public gatherings when the National Anthem or the bugle call “To the Colors” is played. The salute is also required during situations outdoors when the US flag is honored and during the playing of “Ruffles and Flourishes” when specific individuals are being honored.

General Rules

Salutes are rendered as a courtesy. They’re required between those junior and those senior in rank. If individuals are equal in rank, salutes may be exchanged. If juniors walking together meet a senior, the juniors salute simultaneously. If a junior salutes a group of seniors, the seniors return the salute simultaneously.

There are no set rules regarding how close or how far away a junior must be in order to render a salute. When a junior recognizes a senior, the junior should initiate a salute. As a rule of thumb, a salute should be initiated by the junior member, a verbal greeting exchanged by both members, with a return salute by the senior member. This action occurs very quickly, usually within a distance of six paces.

You’re not expected to initiate or to return a salute if it’s impractical or dangerous to do so. The salute is intended to be a dignified military greeting, not a test of manual dexterity. Therefore, you aren’t required to give a salute when encumbered (that is, when both hands are full), but you should give a verbal greeting.

If you recognize an officer of one of our sister services or a sovereign power, you should salute in the normal manner.

If a group of individuals (standing still, not in formation) is approached by a senior, the first person who recognizes the senior should call the rest to attention, and each individual should render a hand salute. If the group is walking, all should salute simultaneously.

If a group of individuals is in formation and a senior approaches, the person in charge of the formation should call the formation to attention, and then only the person in charge should salute. If a formation is marching, it continues the march while only the person in charge salutes.

Members of work details do not salute; however, the individual in charge of the detail comes to attention and salutes while the other members continue with their duties.

If an officer stops to converse with an enlisted member or another officer junior in grade salutes should be exchanged before and after their conversation. This is, in effect, “reporting to” the senior ranking officer. Salutes are not exchanged between enlisted members.
Second lieutenants are required to salute first lieutenants. The “unwritten rule” that there is no rank amongst lieutenants does not follow military standards.

When you enter a military installation a gate guard will check your ID card. If it is a military member, they will salute officers. It is customary to return the salute whether you are in uniform or wearing civilian clothes.

Staff Cars

At all bases, military members (as pedestrians) are required to salute staff cars when there’s an occupant inside the car. (There’s no need to salute an unoccupied staff car.) Again, recognition is the key. Staff cars are marked with an eagle (indicating the rank of colonel) or one or more stars (indicating the rank of a general officer) on a placard on the vehicle’s front bumper or a flag on the front fender.

The base/wing commander must also be saluted when riding in a vehicle bearing a plate showing the words “BASE COMMANDER”/”WING COMMANDER” and insignia of grade. Secretary of the Air Force and Chief of Staff also have staff cars with unique plates.

Ruffles and Flourishes

A musical phrase known as “Ruffles and Flourishes” is played to honor certain individuals. It consists of a drum roll (ruffle) and a trumpet fanfare (flourish). Commissioned officers in the grade of brigadier general receive one ruffle and flourish, major generals rate two, lieutenant generals rate three, and four-star generals rate four. Also rating four on certain occasions are such distinguished civilians as the President, the Chief Justice, Cabinet members, Heads of State of foreign countries, etc. Four ruffles and flourishes are the maximum played.

Indoors. Upon hearing “Ruffles and Flourishes” indoors, if you’re in uniform, come to attention, face the individual being honored, and remain at attention until the last note of the music has been played. If you’re in civilian clothes, follow the same procedures as though you were in uniform.

Outdoors. Upon hearing “Ruffles and Flourishes” outdoors while in uniform, come to attention, face the individual being honored, and present arms, remaining at attention until the last note of the music has been played. The individual being honored also salutes.

Military personnel in civilian clothes face the individual being honored and stand at attention.

Air Force Song

It is customary to stand, clap, and join in the singing directed by the nature of the ceremony. Traditionally only the first verse of the Air Force song is played or sung. If at an official ceremony, the words for the first verse will be printed in the program when it is a part of the ceremony.
The same courtesy is rendered to sister service songs.

**Saluting Indoors**

**Reporting.** When reporting to an officer in his/her office, knock once on the door. When told to enter, walk directly (squaring any corners) to within two paces of the desk, come to attention (eyes caged forward), and salute. Hold your salute until it is returned and remain standing at attention until you are dismissed or told to be seated.

If you have been directed to report, you will state, “Sir (Ma’am), Cadet (last name) reports or reports as ordered.”

If you are reporting on your own, you will state appropriately:

- “Sir (Ma’am), Cadet (last name) reports to ask a question.”
- “Sir (Ma’am), Cadet (last name) reports to make a statement.”

At the end of the conversation ask, “Will that be all, Sir (Ma’am)?” The officer will acknowledge, then from the same location you reported in, salute and state, “Good morning (afternoon or evening), Sir (Ma’am).” After your salute is returned, drop your salute, execute the proper facing movement and depart. Note: If the officer states, “That will be all” or “You are dismissed” before you ask, “Will that be all, Sir (Ma’am),” then do not ask that question; just salute and render the appropriate exit greeting such as, “Good evening, Sir (Ma’am).”

If you’re in frequent working contact with a senior, the senior may waive the saluting requirement. You’ll still be expected to salute when reporting to other senior officers.

**Award Ceremonies.** During award ceremonies, it’s mandatory to stand at attention during the presentation. The member receiving an award marches up to the person presenting the award and stops two paces in front of the individual. After the award has been presented, the member salutes, waits for a return salute, then lowers the salute. (Remember: Take, Shake, Salute).

Salute only when the presenter is a military member and his or her rank is equal to or superior to yours. The audience isn’t required to salute at any time.

**RESPECT TO THE FLAG AND NATIONAL ANTHEM**

**Outdoors**

AFMAN 36-2203 prescribes procedures for reveille and retreat ceremonies. You must know exactly what is expected of you as either a participant or observer. While at this school, you may be required to participate in these ceremonies, and you’ll undoubtedly take part in them at future duty assignments.
Saluting the U.S. Flag. When you’re in uniform and an uncased flag passes by in a parade or any ceremony, you salute when the flag comes within six paces of you and hold the salute until the flag passes six paces beyond you. If in formation, follow the verbal commands of your flight or squadron commander. On the command of “Present Arms,” render a hand salute and hold it until the command “Order Arms.”

If in civilian clothes, under similar circumstances, come to attention, remove your hat (if you’re wearing one), and place your right hand over your heart when the flag is six paces before you; hold until the flag is six paces past you.

Also if in civilian clothes service members and veterans are authorized to render the military style hand salute during the raising, lowering or passing of the flag and during the playing of the national anthem.

At Air Force installations, flags on stationary staffs are saluted at reveille, retreat, and on special occasions. Except at these times, the flag shouldn’t be saluted while on a stationary staff.

On Air Force installations, the flag is lowered at the end of each day. Usually, the bugle call “Retreat” is sounded and is followed by the playing of the National Anthem or “To the Colors.” If you’re outside, you must stop what you’re doing and face the flag (if visible) or the music. During the sounding of “Retreat” you stand at parade rest, then, if in uniform, come to attention and salute during the playing of the National Anthem or “To the Colors.” If in civilian clothes, come to attention, remove your hat (if you’re wearing one), and place your right hand over your heart when the National Anthem begins to play.

During any other flag ceremony, halt, face the flag or music, come to attention, and present arms from the first to the last note of music.

If you encounter a “color guard” outside which has the American flag uncased, you should salute when it comes within six paces of you and hold your salute until the flag has passed six paces beyond you.

If you’re driving a vehicle and see a flag ceremony or hear the music, stop and sit quietly until the music ends; your passengers also remain silent.

If caught halfway between the parking lot and your destination when the retreat ceremony is played, don’t run to get inside or under cover. Stand and pay a moment’s respect to the flag. For Retreat/Reveille, stand at parade rest, then come to attention.

The National Anthem. If you’re outdoors, at an athletic event, or other function and in uniform when the National Anthem is played, face the flag (if visible), salute, and hold the salute until the music is finished. If the flag isn’t visible, face the music and salute.

If you’re in civilian dress, stand at attention, remove your hat with your right hand, hold it over the left side of your chest with your right hand over your heart. If you’re not wearing a hat, place your right hand over your heart. In either case, stay in that position until the music stops.
Indoors

Military personnel don’t salute the national flag during indoor ceremonies when in uniform. When the National Anthem or “To The Colors” is played, personnel in civilian or military attire will stand at attention facing the flag (or the source of music if the flag isn’t visible). When in civilian attire, come to attention, and place your right hand over your heart.

There’s no requirement to come to attention when the National Anthem is played on the radio or television (such as before a sporting event or station sign-off).

At base movie theaters, the National Anthem is played prior to the start of the film. You should rise, stand at attention, and, if in civilian clothes, place your right hand over your heart.

Explanation

- When displaying the flag at half-staff, raise the flag briskly to the peak of the staff for an instant and then lower it ceremoniously to half-staff position (1/2 the distance between top and bottom of the staff). Before lowering it for the day, also raise it to the peak first. Flag is displayed with the union away from the building. Place the union at the peak of the staff, unless the flag is at half-staff.
- Suspend flag vertically. If street runs primarily East-West, the union will be at the top and to the North. If street runs North-South, display union at the top and to the East.
- On a stage, the American flag is in place of honor to the speaker’s right, other flags to speaker’s left.
- Always display the flag with the union to the observer’s left. Place above and behind the speaker. Union will be to speaker’s right or the observer’s left. This holds true regardless of whether flag is suspended horizontally or vertically.
- American flag is crossed over and in front of the other flag. American flag is to the observer’s left.
- Display flags on separate staffs of equal height. American flag is to its own right or to the observer’s left.
- When displaying with other flags, such as state flags, place American flag at highest point in the center. If using staffs of equal heights, American flag must be on its own right.
- If American flag is carried with only one other flag, color bearer should march in line, but to the right of the other flag. If carried with several other flags, color bearer should march in front and to the right.
• Use the all-purpose flag. Flag is draped over the casket with the union at the head and over the left shoulder of the deceased. Flag is usually given to next-of-kin after the funeral.

Restrictions

• Place nothing on top of flag when using it to cover casket.
• Do not carry the flag flat or horizontal, always free and aloft.
• Do not display flag with union down, except as a distress signal.
• When raising and lowering the flag, do not allow it to touch anything beneath it, such as the ground, floor, or water.
• Do not use flag as cover for a ceiling.
• Do not lower flag into the grave.
• You may use the flag as a distinctive feature of an unveiling ceremony of a statue or monument but never use it to cover the statue or monument.
• Do not use the flag as a drapery of any sort. It is never festooned but always to fall and hang freely.

Additional Restrictions

• Do not use the flag as a receptacle for receiving or carrying objects.
• Never use the flag for advertising purposes.
• Never embroider it on articles such as cushions and handkerchiefs, nor print or otherwise impress it on paper napkins, boxes, or anything designed for temporary use.
• Never use it as a part of wearing apparel.

PLEDGE OF ALLEGIANCE

In military formations and ceremonies, the Pledge of Allegiance won’t be recited.

When the pledge is recited at protocol functions, social events, and sporting events which include civilians, you should:

When in uniform indoors, stand at attention, face the flag and remain silent, but you don’t salute. However, if the participants are primarily civilians or in civilian clothes, you may recite the Pledge of Allegiance if you wish.
When in civilian clothes (indoors or outdoors), stand at attention, face the flag, and recite the Pledge of Allegiance while holding your right hand over your heart. (Men should remove their headdress with their right hand and place their right hand, while holding the headdress, over their heart.)

**PLACE OF HONOR FOR THE FLAG**

When displayed on US territory, the US flag is accorded the place of honor. As an example, when carried with an organization flag, the US flag is carried to the right of the line of march. Although the organizational flag may be dipped in salute to the reviewing officer at a parade, the national flag is never dipped in salute.

**Flag Display**

There are specific rules prescribed by public law governing the display of national flags. If you’re involved with the use and display of flags, consult AFMAN 36-2203, Drill and Ceremony, for more information.

International law forbids displaying one national flag above another during peacetime. When the flags of several nations are displayed together, they’re placed on separate halyards or staffs at the same height.

The national flag is never used as a decoration except as an interment flag. It shouldn’t be used to drape doorways, arches, furniture, steps, art objects, etc.

When displayed on a wall, it must be hung flat. No lettering, emblem, or object should ever be placed on it.

As with individuals, the courtesy of “honor to the right” applies to the display of flags. The US flag should always be placed to the right of the point of reference.

If, for example, the national flag is placed with the Air Force flag and a general officer’s personal flag, the US flag would be to the right of the stage (audience’s left). The Air Force flag should be in the middle, and the general’s flag would be on the left (audience’s right).

If the US flag is displayed with other flags in a radial (curved base) stand, the US flag is placed in the middle (highest) position.

**Transporting the US Flag**

A flag on a permanent pole should always be furled around the pole before transporting. If the canvas or cloth “case” is available, it should be used. If no cover is available, simply wrap the flag neatly around the pole and secure it.
A flag not on a permanent pole should be removed, properly folded, and carried in front of the body in both hands (cased). The American Flag should never be allowed to touch the ground.

PLACE OF HONOR FOR INDIVIDUALS

While Walking

When walking, a junior officer does not precede a senior officer. The lower ranking member should give the superior walking room, allowing the senior officer to stay on the right. The junior officer should stay in step with the senior officer.

While Riding in a Military Vehicle

When officers of varied grades ride in a staff car or similar military vehicle, the senior officer sits in the right rear position. The next senior sits in the rear left, and the third senior sits in the front seat passenger side.

A junior officer enters the vehicle first and takes the place on the left side. If officers enter the car from the left door, the junior would allow the senior member to enter first so the senior can take the place to the right.

If there are too many people to allow everyone to ride in the rear, the lowest-ranking officer will ride in the front and, upon reaching the destination, will remain in place until the senior officers get out.

When Boarding and Leaving a Military Aircraft

Protocol dictates the order in which military members board and leave military aircraft. The protocol may vary slightly from base to base, but the standard practice is as follows. Dependents of military personnel accompanied by their sponsors come first. Next to board are unaccompanied military members in descending order of grade. Very Important Persons (VIPs; normally colonels and above) board last and depart first.
GRADE INSIGNIAS, PROPER TITLES, 
AND TITLES OF ADDRESS

All military personnel are addressed properly by their grade or title. Airman First Class Jones is correctly addressed as “Airman Jones.” Master Sergeant Smith may be called “Sergeant Smith” but should never be addressed “Hey, Sarge.” Such an address is neither dignified nor appropriate. You should address warrant officers as “Mister,” “Mrs.,” “Miss,” or “Ms” with their last name. It’s also correct to call a cadet/OT with the family name of Williams either “Cadet Williams” or “Mister Williams” or “Miss Williams.”

Officers senior to you may be addressed by their rank and last name, or as “Sir” or “Ma’am.” If they’re junior to you, use their rank or rank and last name. Rank has no sex and one of the most glaring blunders is to assume a ranking officer is a “he.” A lieutenant is addressed officially as “Lieutenant.” The adjectives “First” and “Second” are not used in conversation. The custom of referring to officers of general rank as “General” has been modified, and today most officers wearing stars are not offended if they are addressed by the term “Sir” or “Ma’am” instead of their grade.

Military physicians and dentists may be addressed as “Doctor” or by their grade and last name.

A chaplain in the Air Force may be addressed by grade in correspondence only and otherwise will be addressed by religious title: “Father,” “Rabbi,” or “Reverend.” The religious title or “Chaplain” is preferred.

The term “Airman” is one which has created some confusion. It’s used in two ways. “Airman” is properly used to address enlisted persons in the lower grades (Airman basic, Airman, Airman first class, and senior Airman). In a broader, second way, the term covers the entire Air Force, and by this definition, a master sergeant and a colonel are both Airmen.

General Terms of Address

The term “Airman” will be used to distinguish Air Force personnel in the same manner as personnel of the Army are known as “Soldiers,” personnel of the Navy are known as “Sailors,” and personnel in the US Marine Corps are “Marines.”

Addressing Officers of Other Services

Military courtesies must be observed when contacting members of other departments of the military service. Airmen meeting officers of the Army, Navy, Marine Corps, and Coast Guard should show respect in the same manner prescribed for Air Force officers.
The grades of commissioned officers of Marines are the same as those in the Army and Air Force. In the Coast Guard, the grades correspond to those of the Navy. An officer in command of a ship of any size is addressed as "Captain" without regard to the actual grade. A student at the Naval Academy has the title "Midshipman."

Warrant officers are entitled to the salute and are extended the courtesies and respect due commissioned officers. They’re accepted for membership in the officer’s club. They rank immediately below second lieutenants and above the highest enlisted grade. The Air Force has no warrant officers.

<table>
<thead>
<tr>
<th>AF Pay Grade</th>
<th>Proper Titles</th>
<th>Abbreviation</th>
<th>Title of Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-9</td>
<td>Chief Master Sergeant of the Air Force</td>
<td>CMSAF</td>
<td>Chief</td>
</tr>
<tr>
<td>E-9</td>
<td>Command Chief Master Sergeant</td>
<td>CCM</td>
<td>Chief</td>
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<td>Chief Master Sergeant</td>
<td>CMSgt</td>
<td>Chief</td>
</tr>
<tr>
<td>E-8</td>
<td>Senior Master Sergeant</td>
<td>SMSgt</td>
<td>Sergeant</td>
</tr>
<tr>
<td>E-7</td>
<td>Master Sergeant</td>
<td>MSgt</td>
<td>Sergeant</td>
</tr>
</tbody>
</table>

**Supervisor-Manager Tier (Commonly referred to as “Senior NCOs”)**

**Technical-Supervisor Tier**

| E-6          | Technical Sergeant                   | TSgt         | Sergeant         |
| E-5          | Staff Sergeant                       | SSgt         | Sergeant         |

**Trainee-Apprentice Tier**

| E-4          | Senior Airman                         | SrA          | Airman           |
| E-3          | Airman First Class                   | A1C          | Airman           |
| E-2          | Airman                                | Amn          | Airman           |
| E-1          | Airman Basic                          | AB           | Airman           |

**NOTE:** Use of the proper title is mandatory in most official/written communications but may also be used as title of address. The title of address (i.e., Technical Sergeant shortened to Sergeant) is used in oral communication only.
The grades of commissioned officers of Marines are the same as those in the Army and Air Force. In the Coast Guard, the grades correspond to those of the Navy. An officer in command of a ship of any size is addressed as "Captain" without regard to the actual grade. A student at the Naval Academy has the title "Midshipman."

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### Rank Insignia of the United States Armed Forces

#### Enlisted

<table>
<thead>
<tr>
<th>Rank</th>
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<tr>
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<td>[Image]</td>
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<tr>
<td>E-2</td>
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</tr>
<tr>
<td>E-3</td>
<td>[Image]</td>
<td>Airman First Class (ADJ)</td>
</tr>
<tr>
<td>E-4</td>
<td>[Image]</td>
<td>Senior Airman (SRA)</td>
</tr>
<tr>
<td>E-5</td>
<td>[Image]</td>
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</tr>
<tr>
<td>E-6</td>
<td>[Image]</td>
<td>Technical Sergeant (TSgt)</td>
</tr>
<tr>
<td>E-7</td>
<td>[Image]</td>
<td>Master Sergeant (MSG)</td>
</tr>
<tr>
<td>E-8</td>
<td>[Image]</td>
<td>First Sergeant (1SG)</td>
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<tr>
<td>E-9</td>
<td>[Image]</td>
<td>Sergeant Major (SM)</td>
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<tr>
<td>SEA</td>
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#### Army

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<td>Sergeant (SGT)</td>
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<td>[Image]</td>
<td>Gunnery Sergeant (GySgt)</td>
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#### Marines

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<td>[Image]</td>
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<tr>
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#### Coast Guard

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<tr>
<td>Rear Admiral (RADM)</td>
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`Military Customs and Courtesies`
### Rank Insignia of the United States Armed Forces

#### OFFICERS

<table>
<thead>
<tr>
<th>Ranks</th>
<th>Air Force</th>
<th>Army</th>
<th>Marines</th>
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#### WARRANT OFFICERS

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<th>Marines</th>
<th>Navy</th>
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<td>Chief Warrant Officer (CWO-3)</td>
<td>Chief Warrant Officer (CWO-4)</td>
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### Notes:
- The grades of Warrant Officer (WO) in the Navy are no longer in use.
- The grades of Chief Warrant Officer (CWO) in the Coast Guard are no longer in use.

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OFFICER INSIGNIA OF THE UNITED STATES
ARMED FORCES MILITARY ETIQUETTE

In addition to the customs and courtesies just mentioned, there are many Air Force “taboos” to be avoided. As you gain experience, you’ll realize the following list is far from complete. It does, however, represent the most important actions to avoid.

Taboos

Most taboos are no different from social errors to be avoided in civilian life. They stem from common sense and courtesy. If you learn to avoid taboos, you’ll be making a good start toward a successful military career. Just to name a few, here are some taboos to avoid:

**Apple Polishing.** The “boot licker” or “apple polisher” has no place in the Air Force. The “apple polisher” does a job not out of dedication but out of selfishness or fear of reprisal—often at the expense of subordinates. A distinction must be made, however, between “boot licking” and displaying good manners, cooperation, loyalty, and respect. Steadfast rules can’t be quoted to serve you in all situations; therefore, good judgment must be substituted. Perhaps an example will illustrate the general rule.

If your supervisor asks your opinion, give your honest opinion. Don’t merely say what you feel will please him/her. Remember, your supervisor respects your judgment or he/she wouldn’t have asked for your opinion. You won’t want to be known as a “yes” person. In short, don’t try to curry favors through insincere actions. Fortunately, individuals who violate this taboo are few. Certainly, such behavior isn’t desirable.

**Tardiness.** Tardiness is not tolerated in the military. It reflects inattention to duty. In addition to being extremely impolite, it’s punishable under the Uniform Code of Military Justice.

Never keep a senior officer waiting because of your forgetfulness or lack of planning. If an unexpected event delays you, call ahead and give an explanation. The same rule applies to appointments and meetings you’ve arranged with subordinates. Don’t keep them waiting. If your subordinates think of you as a “latecomer,” you haven’t set a good example for them.

**Violating the chain of command.** The “chain of command” is the direct line of authority from the Commander in Chief to the lowest working level. Each level of command or authority is responsible to the next highest level. To bypass your superior and consult a higher authority is contrary to military procedure.

There may be times when, because your supervisor isn’t available, you’ll have to consult a higher authority. In such a case, inform your supervisor of the facts as soon as possible.
Leaning on a senior’s desk. Leaning or sitting on a senior’s desk is very discourteous and too informal. If your business requires you to be in the office for more than a minute or two, the senior should invite you to sit down.

Indebtedness. In the future when you find it necessary to borrow money or buy on credit, you’ll do so not only as a “private citizen” but also as a member of the officer corps. With this in mind, you must protect the reputation of the entire corps as well as your own reputation. You must pay all your just debts when they’re due. If for some unexpected reason you can’t pay a bill on time, you should contact the creditor and make your intentions known. The creditor will probably arrange a satisfactory settlement procedure.

Appearing encumbered while in uniform. When in uniform, an officer should present a military appearance. The officer should wear the uniform proudly--as an honorable member of an honorable profession. It’s impossible to present this image while wrestling bags of groceries, carrying stacks of boxes, or carrying a small child in each arm.

Public display of affection (PDA). PDA such as handholding, embracing, or walking arm-in-arm is inappropriate for members in uniform and may be service discrediting since indiscriminate displays of affection in public detract from the professional image the Air Force is trying to project.

A poor appearance in public. An officer’s conduct and appearance must be able to withstand public scrutiny 24 hours a day. Whether on-duty or off-duty, in or out of uniform, an officer must look and act the part. Misconduct brings discredit on the officer personally, the uniform the officer wears, and the entire Air Force. The uniform should always be neat and worn properly. The officer should take special pains to present a fine appearance when in the civilian community.

The officer should not frequent places that have unsavory reputations. No matter how good the intentions, the officer should remember there’s a reason for the reputation. Installation commanders publish periodic lists of off-base establishments that, for various reasons, have been found unworthy to serve military personnel. Military members are forbidden to enter these “off-limits” establishments. When arriving at a new station, always find out which places are off-limits and avoid them.

Bibliography:
Lesson Preparation: None

Cognitive Lesson Objective:
• Comprehend the concept of effective team building.

Cognitive Samples of Behavior:
• Explain the four stages of group growth.
• Explain the differences between groups and teams.
• Identify the characteristics of effective teams.
• Identify principles of effective teams.

Affective Lesson Objective:
• Respond positively to the concept of effective team building.

Affective Sample of Behavior:
• Assert the importance of team-building principles.
Study Assignment:
- As a minimum, read this text and Ch. 3 of Air Force Doctrine Vol I.
- These volumes can be accessed at: https://doctrine.af.mil/.

Cognitive Lesson Objective:
- Know the basic characteristics of war.

Cognitive Samples of Behavior:
- State the three enduring truths that describe the fundamental nature of war.
- Define war according to Clausewitz.
- Identify the basic themes of war.
- Differentiate among the four viewpoints on war: Pacifism, Realism, Holy War, and Just War Theory.
- List the three factors that dominate war.
- Describe the evolution of warfare according to Alan Beyerchen’s taxonomy of four world wars.

Affective Lesson Objective:
- Respond to the importance of studying war for military professionals and how this relates to military leadership.

Affective Sample of Behavior:
- Value the importance of studying war for military professionals.
War isn’t an unfamiliar phenomenon in America. Our 240+ year history, though a short span of time by world standards, is filled with both internal and external conflict. Today, we can look back at that time as a period of consolidation in which America developed and employed tremendous power. As Air Force officers, we have an obligation to understand the fundamental framework of social and military science, so we might become more effective in the preservation of those liberties and institutions our forefathers fought so hard to obtain.

Past performance often becomes prophecy. War is a nasty, bloody, expensive business, and it takes a terrible toll in lives and resources. Because of international power politics and human nature, we’re going to have war again. Even worse than that, the way it’s going to happen won’t be the type of war we expect. It’ll be at the worst possible time, in the worst possible place, against the worst possible enemy. By studying the nature of conflict and the intricacies of conflict resolution, we can more intelligently anticipate the future. Armed with such knowledge, hopefully we’ll be able to avoid the agonies of war for our country and future generations.

**Fundamental Nature of War**

Three enduring truths describe the fundamental nature of war. These are not likely to change, even as technology provides what is often referred to as a “revolution in military affairs.” War’s political nature, the physical stress, and agony of combat will outlive our attempts through technological progress and our most fervent desires to make it bloodless and devoid of violence. The means may change, but the fundamental nature and risks of warfare will remain.

- **War is an instrument of national policy.** Victory in war is not measured by casualties inflicted, battles won or lost, or territory occupied but by whether or not political objectives were achieved. More than any other factor, political objectives (one’s own and those of the enemy) shape the scope and intensity of war. Military objectives and operations must support political objectives and must be coordinated and orchestrated with nonmilitary instruments of power.

- **War is a complex and chaotic human endeavor.** Human frailty and irrationality shape war’s nature. Uncertainty and unpredictability—what many call the “fog” of war—combine with danger, physical stress, and human fallibility to produce “friction,” a phenomenon that makes seemingly simple operations unexpectedly and sometimes even insurmountably difficult. Uncertainty, unpredictability, and unreliability are always present, but sound doctrine, leadership, organization, core personal values, technologies, and training can lessen their effects.

- **War is a clash of opposing wills.** An enemy can be highly unpredictable. War is not waged against an inanimate or static object but against a living, calculating enemy. Victory results from creating advantages against thinking adversaries bent on creating their own advantages. This produces a dynamic interplay of action and reaction in which the enemy often acts or reacts unexpectedly. While physical
factors are crucial in war, the national will and the leadership’s will are also critical components of war. The will to prosecute or the will to resist can be decisive elements.

Changing Character of the American Way of War

The US Air Force provides the Nation a unique capability to project national influence anywhere in the world on very short notice. Air and space forces, through their inherent speed, range, and flexibility, can respond to national requirements by delivering precise military power to create effects where and when needed. With expanding space and information capabilities, the US Air Force is rapidly developing the ability to place an “information umbrella” over friends and foes alike. This provides national political and military leaders with unprecedented knowledge of world events; fosters rapid, accurate military decisions; and directly complements the service’s air and space forces, while at the same time denying potential adversaries access to useful information on our own plans, forces, and actions. The US Air Force, in fielding advanced, highly effective, lethal and nonlethal systems, provides national leaders and commanders unique capabilities across the range of military operations.

Early airpower advocates argued that airpower could be decisive and could achieve strategic effects. While this view of airpower was not proved during their lifetimes, the more recent history of air and space power application, especially since the 1991 Persian Gulf War, has proven that air and space power can be a dominant, and frequently the decisive element of combat in modern warfare. Air and space power is a maneuver element in its own right, co-equal with land and maritime power; as such, it is no longer merely a supporting force to surface combat. As a maneuver element, it can be supported by surface forces in attaining its assigned objectives. Air and space power has changed the way wars are fought and the manner in which the United States pursues peacetime efforts to protect the nation’s vital interests.

In the late twentieth century, wars were traditionally conceived in three linear, sequential phases. First, in-place or rapidly-reacting forces halted the initial attack, perhaps trading space to buy time. Second, additional combat power was built up in theater while limited offensive action weakened the enemy. Finally, a decisive ground-centric counteroffensive was launched. Classically, the end-state was seen as the product of the ground-based counterattack. These three phases, while necessary in this view to complete military victory, were not time-urgent, but sequential and generally treated with equal urgency.

More recently, the nature of the threats and the way we choose to deter and fight in those conflicts has changed. The United States is faced with adversaries who may seek to offset our technological superiority through asymmetric means, threatening the use of chemical, biological, or radiological weapons; information attacks; terrorism; urban warfare; or anti-access strategies, either overseas or at home. Therefore, we must seize the initiative from the aggressor as soon as possible. Military capabilities that are vulnerable to preset time lines risk attack of those time lines. Delay in decisively and quickly halting an enemy may force a difficult and costly campaign to recover lost territory. Additionally, the asymmetric
threats of lost coalition support, diminished credibility, and emerging incentives for other adversaries to begin conflict elsewhere are real. Thus, a new way of looking at conflict is emerging.

CLAUSEWITZ AND WORLD WAR IV

By Major General (ret.) Robert H. Scales

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The following reading does an excellent job of examining how Airmen are being called on to operate now as well as looking forward to what future engagement are likely to demand. While you will probably find that portions of this article have a definite ground-centric focus—and might completely disagree with some of the author’s assertions as to the primacy of ground forces in future engagement—the lesson to take from it is that the changing nature of warfare is something to which all military leaders must adapt if they expect to meet new challenges. To help personalize this application, it will be beneficial to mentally replace the word “Soldier” with “Airman” or “Air Force officer” as you read. Also, bear in mind that since the article’s original publication in 2006, new facts have come to light that may run counter to some assertions made by the author, especially as it relates to Al Qaida’s operations in Iraq.

The essence of every profession is expressed in the writings of its unifying theorists: Sigmund Freud for psychology, Adam Smith on economics, Justice Marshall on law, and—depending on one’s preferences—Marx or Jefferson on governance. War is no exception. The nineteenth-century Prussian writer Carl von Clausewitz is regarded as a prophet whose views on the character and nature of war have held up best over the past two centuries.

Periodically, changes in the culture, technology, economics or demographics induce movements to revise the classic masters. After the Great Depression, Keynes amended Smith, behavioralists supplanted Freud, Marshall gave way to Oliver Holmes, who eventually surrendered to the revisionist doctrines of Hugo Black and Earl Warren. The profession of arms, perhaps more than any other profession, has been “blessed” by intellectual revisionists more frequently perhaps because armed conflict is the most complex, changeable, and unpredictable of all human endeavors. History has shown, tragically, that failure to amend theories of conflict in time has had catastrophic consequences for the human race.

Changes in theories of war come most often during periods of historical discontinuity. Events after 9/11 clearly show that we are in such a period now. Unfortunately, contemporary revisionists to the classical master have not been well treated in today’s practical laboratory of real war. In the moment before Sept. 11, 2001, the great hope was
that technology would permit the creation of new theories of war. This view, influenced by
the historical successes of the United States in exploiting technology, has been carried to
extremes by some proponents of “effects-based and net-centric operations.” These true
believers visualized that sensors, computers, and telecommunications networks would
“lift the fog of war.” They postulated that victory would be assured when admirals and
generals could sit on some lofty perch and use networks to see, sense, and kill anything
that moved about the battlefield. Actions of the enemy in Iraq have made these techno-
warriors about as credible today as stockbrokers after the Great Depression.

Theory abhors a vacuum as much as nature, so newer revisionists have popped up in
profusion to fill the void left by the collapse of technocentric theories of war. One philosophy
proposes to build a new theory of war around organizational and bureaucratic efficiency.
Build two armies, so the proponents argue, one to fight and the other to administer,
and the new age of more flexible and adaptive military action will begin. Another group
of theorists seeks to twist the facts of history into a pattern that brings us to a fourth
generation of warfare, one that makes all Clausewitzian theories of state-on-state warfare
obsolete. Thus western states are threatened by an amorphous, globally based insurgent
movement. The inconvenience of Middle Eastern states collapsing and reforming in the
midst of a state-dependent terrorist environment makes this fourth generationalist assault
on the master difficult to sustain, if not actually embarrassing.

To be generous, each of these revisions contains some elements of truth. But none satisfies
sufficiently to give confidence that Clausewitz can be amended, much less discarded. To
be sure, networks and sensors are useful, even against terrorists, particularly in ground
warfare at the tactical level. Armies should be reorganized to fight irregular wars more
efficiently. And the influence of the state in irregular war must be revised to accommodate
the realities of nonstate threats or, perhaps more accurately, not-yet-state threats; Osama
bin Laden’s first desire is for his own caliphate, or even emirate. But at the end of the
day—and in light of the bitter experiences of recent years—it’s clear that none of these
rudimentary attempts at revision possesses the intellectual heft or durability to challenge
the tenets of the classic master of conflict theory.

The Age of ‘Amplifiers’

Enter Alan Beyerchen, distinguished historian at Ohio State University. He’s adopted
a fundamentally different approach and by doing so has captured the intellectual high
ground in the battle to amend theory in light of modern war’s realities: Beyerchen would
embrace rather than replace the master. Beyerchen has developed a taxonomy of war
in the modern era in terms of four world wars. Each war was shaped by what he calls
“amplifying factors.” Amplifiers are not “multipliers” or “enablers” in that their influence on
the course of war is nonlinear rather than linear; amplifiers don’t simply accelerate the
trends of the past, they make war different.
For example, World War I was a chemists’ war in that the decisive strategic advantage on the battlefield was driven in large measure by new applications of chemistry and chemical engineering. The war should have ended for the Germans in 1915 when their supplies of gunpowder nitrates exhausted. But the synthesis of nitrates by German scientists allowed the war to continue for another three horrific years. World War II was a physicists’ war. To paraphrase Churchill, the atom bomb ended the conflict, but exploitation of the electromagnetic spectrum in the form of the wireless and radar won it for the allies. “World War III” was the “information researchers” war, a war in which intelligence and knowledge of the enemy and the ability to fully exploit that knowledge allowed the United States to defeat the Soviet Union with relatively small loss of life.

**BEYERCHEN’S EVOLUTION OF WARFARE**

**THE CHEMISTS’ WAR.** The decisive strategic advantage on the World War I battlefield was driven by new applications of chemistry and chemical engineering.

**THE PHYSICISTS’ WAR.** The atomic bomb ended World War II.

**THE INFORMATION RESEARCHERS’ WAR.** Information-age concepts of transformation and net-centrism mark the end of this epoch.

**THE SOCIAL SCIENTISTS’ WAR.** To win World War IV, the military must be culturally knowledgeable enough to thrive in an alien environment. Victory will be defined more in terms of capturing the psycho-cultural rather than the geographical high ground. Understanding and empathy will be important weapons of war.

Note: While Beyerchen’s WWI and WWII are the same as those historical conflicts, his others do not align perfectly with other wars, e.g., The Cold War, The Gulf War, etc.

**The Information Age**

Most strikingly, Beyerchen places what is popularly known as “transformation” at the end rather than the beginning of an epoch in which the microchip accelerated the technology of the information age but only after the culmination point of the information age was reached and the war was substantially won. In other words, the value of net-centrism as an amplifier—a factor that fundamentally shapes the nature of conflict—has passed; its formative influence on the course of war is over. Al-Qaida’s success in Iraq simply drives the last nail in its coffin.

Think of the shifts between world wars as tectonic rather than volcanic events. The physicists’ war did not simply erupt to supplant the chemists’ war. Their respective influences as amplifiers simply diminished over time. Amplifiers still retain influence: Armies still use chemistry and physics (and most certainly networks) to gain advantage.
on the battlefield. The danger is that a military force will remain devoted to an amplifier long after it can no longer offer truly decisive returns. Thus, by Beyerchen’s logic, we may be spending trillions on old amplifiers, on better chemistry, better physics and better information technologies, only to gain marginal improvements, a few additional knots of speed, bits of bandwidth, and centimeters of precision. In doing so, the question that begs itself is: Are we ignoring the amplifying factor that promises to be truly decisive, that might win World War IV at very little cost?

In searching for this “emerging amplifier,” Beyerchen returns to Clausewitz’s basic insight: that war is influenced primarily by human beings rather than technology or bureaucracy. The problem in the past has been that the human factor could never be a significant amplifier simply because its influence was relatively fixed and difficult to exploit; humans have been considered constants more than variables. Yes, soldiers could be made better through conditioning, selection, psychological tuning and, since the last century, through education. But, ultimately, the human factor has usually come down to numbers. Bigger battalions make better armies. Clausewitz did allow for the amplifying factor of genius in war—he fought repeatedly against Napoleon. But he conceded that human frailties made the identification and nurturing of genius problematic.

**Winning World War IV**

Beyerchen’s idea is that the human and social sciences will change Clausewitz’s perception of the constancy of the human influence in war. In effect, he argues that we are beginning the tectonic shift into World War IV, the epoch when the controlling amplifier will be human and biological rather than organizational or technological. From his theory we can postulate a new vision of the battlefield, one that shifts from the traditional linear construct to a battlefield that is amoebic in shape; it is distributed, dispersed, nonlinear, and essentially formless in space and unbounded in time. This war and all to follow will be what I would call “psycho-cultural” wars.

Let’s come down from the clouds a bit: Experiences in Iraq and Afghanistan have convinced many in the military intellectual community of the value of psycho-cultural factors in war, but the idea that these factors are now decisive, that indeed they comprise the battle space, may be a tough sell. After all, American forces have won three world wars through the efficient application of technology. And we have grown generations of generals who have been taught and have learned by their own experience that victories come from building better things. Our fixation on technology—our very technological success—has led us to believe that the soldier is a system and the enemy is a target. Soldiers are now viewed, especially by this US Defense Department, as an “overhead expense,” not a source of investment. Viewing war too much as a contest of technologies, we have become impatient and detached from those forms of war that do not fit our paradigms. Technocentric solutions are in our strategic cultural DNA.
Moreover, even if we were not burdened with the baggage of our past successes, trying to divine the depths of the coming human and biological era of war would be as problematic today as anticipating the arrival of the digital age immediately after World War II. Wars, blessedly, are fought infrequently, and epoch-defining conflicts are even more rare. Our base of experience for anticipating future events is limited to experimenting in the laboratory of war; we only discover that tectonic plates are moving when we feel the ground shake. We can perhaps say that Korea and the first Afghan war are the alpha and omega of World War III but can only dimly begin to see the plates of our new world war.

And so let us stipulate that Iraq and the second Afghan war are the beginnings of a new era, but let’s also be extremely cautious not to forecast so much as to anticipate what these wars portend from the human and cultural perspective. Let’s not look for a level of precision or prediction that we cannot achieve and is likely to lead us astray.

Building on Beyerchen, here’s what I anticipate current conflicts in the Middle East and elsewhere are telling us about what is to come. In a nutshell: World War IV will cause a shift in classical centers of gravity from the will of governments and armies to the perceptions of populations. Victory will be defined more in terms of capturing the psycho-cultural rather than the geographical high ground. Understanding and empathy will be important weapons of war. Soldier conduct will be as important as skill at arms. Culture awareness and the ability to build ties of trust will offer protection to our troops more effectively than body armor. Leaders will seek wisdom and quick but reflective thought rather than operational and planning skills as essential intellectual tools for guaranteeing future victories.

As in all past world wars, clashes of arms will occur. But future combat will be tactical, isolated, precise and most likely geographically remote, unexpected, and often terribly brutal and intimate. Strategic success will come not from grand sweeping maneuvers but rather from a stacking of local successes, the sum of which will be a shift in the perceptual advantage—the tactical schwerpunkt, the point of decision, will be very difficult to see and especially to predict. As seems to be happening in Iraq, for a time the enemy may well own the psycho-cultural high ground and hold it effectively against American technological dominance. Perceptions and trust are built among people, and people live on the ground. Thus, future wars will be decided principally by ground forces, specifically the Army, Marine Corps, Special Forces, and the various reserve formations that support them.

Clausewitz tells us that the side that holds the initiative will ultimately prevail. In this new era, the initiative will be owned by the side that controls time. As retired Lt. Gen. David Barno, former commander of US and coalition forces in Afghanistan, is fond of saying, “In Afghanistan, Americans have all the wrist watches but Afghans have all the time.” The enemy will attempt to control the clock with the strategic intent of winning by not losing. He will use the clock to wear down American resolve. Management of the clock will allow him to use patience as a means to offset American superiority in killing power. His hope is to leverage our impatience to cause us to overreact with inappropriate use of physical violence. Perception control will be achieved and opinions shaped by the side that best
exploits the global media. And there is another sense of the clock that is important to appreciate. We are in a race between the rogue states or nonstate terrorists acquiring and using nuclear weapons versus our acquiring and deploying enough psycho-cultural armament to beat them on the ground. But even without nukes, the enemy has a natural advantage. He presents a paradox that plays to his intrinsic strengths. You must support us, he says, in spite of our brutality, or support the outsider who may be more humane but who is not part of our religion, culture, clan, tribe or ethnicity. And, he can say, I will always be here; will the Americans?

The Elements of Victories

How can we discover the path to victory in these future wars? Chemistry had little practical wartime utility when the irreducible elements of knowledge were earth, air, fire, and water. During World War I, chemists learned to analyze and design molecules for desired functions. Applications quickly emerged for explosives, propulsion, and poison gas. Only in the past few decades have the foundations of the social sciences advanced to the point that they might become the elements for victory. And until the military intellectual community acknowledges that virtually all failures in Afghanistan and Iraq were human rather than technological—perhaps still an open question—will the social sciences attract much interest as amplifiers. Can we yet say we understand the enemy’s culture and intent? The evidence thus far is that we have been intellectually, culturally, sociologically and psychologically unprepared for this kind of war. To me, the bottom line is clear: If the single most important objective for the first three world wars was to make better machines, then surely the fourth world war corollary will be to make better soldiers, more effective humans. To do so, soldiers need improved social science in nine areas:

- **Cultural awareness:** In Iraq, a curtain of cultural ignorance continues to separate the good intentions of the American soldier from Iraqis of good will. Inability to speak the language and insensitive conduct become real combat vulnerabilities that the enemy has exploited to his advantage. The military of the future must be able to go to war with enough cultural knowledge to thrive in an alien environment. Empathy will become a weapon. Soldiers must gain the ability to move comfortably among alien cultures, to establish trust and cement relationships that can be exploited in battle. Not all are fit for this kind of work. Some will remain committed to fighting the kinetic battle. But others will come to the task with intuitive cultural court sense, an innate ability to connect with other cultures. These soldiers must be identified and nurtured just as surely as the Army selects out those with innate operational court sense.

Social science can help select soldiers very early who possess social and cultural intelligence. Likewise, scientific psychology can assist in designing and running cultural immersion institutions that will hasten the development of culturally adept soldiers and intelligence agents. Cultural psychology can teach us to better understand both common elements of human culture and how they differ.
An understanding of these commonalities and differences can help gain local allies, fracture enemy subgroups, avoid conflicts among allies, promote beneficial alliances and undermine enemy alliances.

**Building alien armies and alliances:** World War IV will be manpower-intensive. The United States cannot hope to field enough soldiers to be effective wherever the enemy appears. Effective surrogates are needed to help us fight our wars. The Army has a long tradition of creating effective indigenous armies in such remote places as Greece, Korea, Vietnam, El Salvador, and now Iraq. But almost without exception, the unique skills required to perform this complex task have never been valued, and those who practice them are rarely rewarded. Today’s soldiers would prefer to be recognized as operators rather than advisers. This must change. If our strategic success on a future battlefield will depend on our ability to create armies from whole cloth—or, as in Iraq, to remove an army that has been part of the problem and make it a part of the solution—then we must select, promote, and put into positions of authority those who know how to build armies. We must cultivate, amplify, research, and inculcate these skills in educational institutions reserved specifically for that purpose. We must also do this pre-emptively or prophylactically by building the most suitable psycho-cultural infrastructures, both in the theater of war and at home.

**Perception shaping as art, not science:** People in many regions of the world hate us. They have been led to these beliefs by an enemy whose perception-shaping effort is as brilliant as it is diabolical. If the center of gravity in World War IV is the perception of the people, then perhaps we should learn how the enemy manipulates the people. Information technology will be of little use in this effort. Damage is only amplified when inappropriate, culturally insensitive or false messages are sent over the most sophisticated information networks. Recent advances in the social psychology of leadership and persuasion can help train soldiers to win acceptance of local populations and obtain better intelligence from locals. Recent cognitive behavioral therapy has documented remarkably effective techniques for countering fear and abiding hatred such as we see in the Middle East. Our challenge is to create a human science intended specifically for shaping opinions, particularly among alien peoples. This task is too big for a single service or event for the Defense Department. It must be a national effort superintended by distinguished academics and practitioners in the human sciences who understand such things, rather than by policy-makers who have proven in Iraq that they do not.

**Inculcate knowledge and teach wisdom:** In Iraq and Afghanistan, junior soldiers and Marines today are asked to make decisions that in previous wars were reserved for far more senior officers. A corporal standing guard in Baghdad or Fallujah can commit an act that might well affect the strategic outcome of an entire campaign. Yet the intellectual preparation of these very junior leaders is no more advanced today than it was during World War III. However, the native creativity, innovativeness and initiative exhibited by these young men and women belie their woeful lack of psycho-social preparation.
Learning to deal with the human and cultural complexities of this era of war will take time. Leaders, intelligence officers, and soldiers must be given the time to immerse themselves in alien cultures and reflect on their profession. Yet in our haste to put more soldiers and Marines in the field, we risk breaking the intellectual institutions that create opportunities to learn. Today, we are contracting out our need for wisdom by hiring civilians to teach in military schools and colleges. Educational science has long understood that reading and listening are the least effective means for retaining or increasing knowledge. Teaching is at least an order of magnitude more effective, while researching and writing are far better still.

**Tactical intelligence:** The value of tactical intelligence—knowledge of the enemy’s actions or intentions sufficiently precise and timely to kill him—has been demonstrated in Iraq and Afghanistan. Killing power is of no use unless a soldier on patrol knows who to kill. We should take away from our combat experience a commitment to leverage human sciences to make the tactical view of the enemy clearer and more certain, to be able to differentiate between the innocents and the enemy by reading actions to discern intentions.

The essential tools necessary to make a soldier a superb intelligence gatherer must be imbedded in his brain rather than placed in his rucksack. He must be taught to perceive his surroundings in such a way that he can make immediate intuitive decisions about the intentions of those about him. His commanders must be taught to see the battlefield through the eyes of his soldiers. He must make decisions based on the gut feel and developed intuition that come from an intelligence gatherer’s ability to see what others cannot. There is a growing science of intuition and gut feeling, and these capabilities might be enhanced by this new capability and its allied technology. Machines and processes might make intelligence easier to parse and read. But knowing the enemy better than he knows us is inherently a psycho-cultural rather than a technological, organizational, or procedural challenge.

**Psychological and physiological tuning:** Life sciences offer promise that older, more mature soldiers will be able to endure the physical stresses of close combat for longer periods. This is important because experience strongly supports the conclusion that older men make better close-combat soldiers. Scientific research also suggests that social intelligence and diplomatic skills increase with age. Older soldiers are more stable in crisis situations, are less likely to be killed or wounded and are far more effective in performing the essential tasks that attend to close-in killing. Experience within special operations units also suggests that more mature soldiers are better suited for fighting in complex human environments. Science can help determine when soldiers are at their cognitive peak. Psychological instruments are available today to increase endurance and sustained attention on the battlefield. Today, conditioning science has succeeded in keeping professional athletes competitive much longer than even a decade ago. These methods should be adapted to prepare ground soldiers as well for the physical and psychological stresses of close combat.
• **Develop high performing soldiers and small units:** Close combat has always been a personal and intimate experience. Close combat is the only skill that cannot be bought off the street or contracted out. In all of our world wars, success of campaigns has been threatened by a shortage of first rate, professional infantrymen. Inevitably, a protracted campaign drains the supply of intimate killers. Many infantrymen are sent into close combat with about four months’ preparation. What little social science the research and development community has devoted to understanding the human component in war has not been spent on close-combat soldiers. We know far more about pilot and astronaut behavior than we do about those who in the next world war will do most of the killing and dying, the close-combat soldiers. If dead soldiers constitute our greatest weakness in war, then we should, as a matter of national importance, devote resources to making them better.

The enemy has drawn us unwillingly into fighting him at the tactical level of war where the importance of technology diminishes in proportion to the value of intangibles. Thus, winning World War IV will require greater attention to the tactical fight. Technology will play a part, to be sure. Our small units, squads and platoons should be equipped with only the best vehicles, small arms, sensors, radios, and self-protection. But more important to victory will be human influencers such as the selection, bonding, and psychological and physical preparation of tactical units.

As the battlefield expands and becomes more uncertain and lethal, it also becomes lonelier and enormously frightening for those obliged to fight close. Most recent American campaigns have been fought in unfamiliar and horrifically desolate terrain and weather. Modern social science offers some promising solutions to this problem. Recently, we have learned that soldiers can now be better tuned psychologically to endure the stresses of close combat. Tests, assessments, role-playing exercises, and careful vetting will reduce the percentage of soldiers who suffer from stress disorders after coming off the line.

Cognitive sciences can be leveraged to enhance small-unit training in many ways, from speeding the acquisition and enhancing the retention of foreign languages to training soldiers in command decision simulators to sharpen the ability to make decisions in complex tactical situations. Cognitive sciences can be employed in the creation of highly efficient and flexible training programs that can respond to the ever-changing problems. Models of human cognition can also be used to diagnose performance failures during simulated exercises. These measures can assist in training soldiers to attend to hidden variables and to properly weigh and filter the many factors that determine optimal performance in complex decision-making tasks.

But the social sciences can accelerate the process for building great small units only so much. The one ingredient necessary for creating a closely bonded unit is time. The aging of a good unit, like that of a good wine, cannot be hurried. Platoons need at least a year to develop full body and character. Because the pipeline will
be so long and the probability of death so great, the ground services must create many more close-combat units than conventional logic would demand. The lesson from Iraq and Afghanistan is clear: In future wars we can never have too many close-combat units. The performance of small ground units will be so critical to success on the World War IV battlefield that we should replace the World War III methods of mass producing small units and treat them more like professional sports teams with highly paid coaching and dedicated practice with the highest quality equipment and assessment methods.

- **Leadership and decision-making:** World War IV will demand intellectually ambidextrous leaders who are capable of facing a conventional enemy one moment, then shifting to an irregular threat the next moment before transitioning to the task of providing humanitarian solace to the innocent. All of these missions may have to be performed by the same commander simultaneously. Developing leaders with such a varied menu of skills takes time. Unfortunately, World War IV will be long and will occupy ground leaders to the extent that time available to sharpen leadership skills will be at a premium.

There are precedents for developing these skills. In Vietnam, the air services developed “Top Gun” and “Red Flag” exercises as a means of improving the flying skills of new pilots bloodlessly before they faced a real and skilled opponent. Recent advances in the science of intuitive decision-making will give the ground services a similar ability to improve the close-combat decision-making skills of young leaders. Senior commanders will be able to use these tools to select those leaders with the intuitive right stuff. Over time, leaders will be able to measure and assess improvements in their ability to make the right decisions in ever more complex and demanding combat situations. They will have access to coaches and mentors who will pass on newly learned experiences with an exceptional degree of accountability and scientific precision.

- **Intuitive battle command:** The Army and Marine Corps learned in Afghanistan and Iraq that operational planning systems inherited from World War III would no longer work against an elusive and adaptive enemy. They were forced to improvise a new method of campaign planning that emphasized the human component in war. Gut feel and intuition replaced hierarchical, linear processes. They learned to command by discourse rather than formal orders. Information-sharing became ubiquitous, with even the most junior leaders able to communicate in real time with each other and with their seniors. Dedicated soldier networks have fundamentally altered the relationship between leaders and led and have changed forever how the Army and Marine Corps command soldiers in battle.

Developing new and effective command-and-control technologies and procedures will do no good unless we educate leaders to exploit these opportunities fully. We have only begun to leverage the power of the learning sciences to battle command. Teaching commanders how to think and intuit rather than what to think will allow them to anticipate how the enemy will act. Convincing commanders to leave World
War III-era decision-making processes in favor of nonlinear intuitive processes will accelerate the pace and tempo of battle. The promise is enormous. But we will only achieve the full potential of this promise if we devote the resources to the research and education necessary to make it happen.

Strange Partners

Military leaders have had three world wars to establish comfortable relationships with chemists, physicists and information technologists. This was a marriage of necessity, but it has worked. The relationship between the military and human and behavioral scientists has, to date, been one of antipathy and neglect. Academics and behavioral practitioners have rarely violated the turf of the soldier. Many are turned off by the prospects of relating their professions to war. But most take the war against terrorism seriously. If the Army and Marine Corps give them the opportunity, they will gladly turn the best of their sciences to the future defense of our nation.

We are in a race, and the times demand change. World War IV can only be won by harnessing the social and human sciences as the essential amplifiers of military performance, just as the physical sciences were the amplifiers of past world wars. Such a shift in how the defense community approaches war will require a fundamental shift in military culture. Of course, new planes, ships, and combat vehicles will have to be built to win World War IV, but building new social, cultural, and learning structures will have to become the first priority for resources within the Defense Department. There is an old saying that the Navy and the Air Force man the equipment and the Army and Marine Corps equip the man. Surely those services that focus on the man rather than the machine should receive a disproportionate share of future defense budgets?

Beyerchen convinces me that we have moved from one world war to the next with little ability to predict how science and human circumstances will dictate our course. We can only imagine how the human and biological sciences will redirect the course of war. What will the new amplifiers be? Will breakthroughs in bioscience make the battlefield more lethal? Will new human and behavioral developments make us more effective in battle? Only time will tell. But none of these questions can be answered by speculation alone. The Defense Department must invest the resources now to realize the potential of psycho-cultural sciences to winning World War IV.

One thing is certain, however: We are in for decades of psycho-social warfare. We must begin now to harness the potential of the social sciences in a manner not dissimilar to the Manhattan Project or the Apollo Project. Perhaps we will need to assemble an A team and build social science institutions similar to Los Alamos or the Kennedy Space Center. Such a transformational change is beyond the resources of a single service, particularly the ground services.

Thus a human and biological revolution will have to be managed and driven by the highest authorities in the nation. I sincerely hope they are listening.
Bibliography:
Military Communication Skills

Lesson Preparation:
• Review Air Force Handbook (AFH 33-337), The Tongue and Quill, Chapters 2, 10, 12, and 16.

Cognitive Lesson Objective:
• Apply Air Force communication guidance for written documents and briefings.

Cognitive Samples of Behavior:
• Explain the seven steps to effective communication.
• Describe guidance for electronic communication (e-mail, voice mail, and telephone systems) in the Air Force.
• Apply T&Q guidance for writing background and talking papers.
• Explain the steps required to prepare a military briefing.
• Describe effective delivery techniques in a military briefing.
• Use guidance to prepare and deliver a military briefing.

Affective Lesson Objective:
• Respond to the importance of effective communication, including Air Force documents and briefings.

Affective Sample of Behavior:
• Actively participate in class discussions and assignments for writing and briefing.
Sometime in your military career, you will be asked to brief and write in specific military formats. As officers, a great deal of your success will come from your ability to brief and write effectively. So, you need to be familiar with the common types of staff correspondence and have flexible writing skills to adapt accordingly.

SEVEN STEPS TO EFFECTIVE COMMUNICATION

(T&Q, PP 8-13)

Paying attention to these seven steps will increase your success in writing and speaking. The first four steps are like building a foundation—preparation that’s critical to the end product. For the time well-spent in the front end, the payoff is CONFIDENCE in what you’re writing and saying.

- **Analyze purpose and audience.** What is my purpose? Who is my audience? What are their interests? How much do they know already? What will make it easy for them to understand or act? “You’re much more likely to hit the target if you know what you’re aiming at.” (FOCUS principles “Focus” and “Understand your audience” apply in this step.)

  > I want to write books that unlock the traffic jam in everybody’s head.

  ~John Updike

- **Research your topic.** Do whatever it takes to get smart on your topic. In the military, co-workers and base personnel can be helpful sources of information. Often, there are continuity books or military instructions/manuals that may be of help. Libraries have reference material, as does the internet. However, see Chapter 4 in the T&Q for guidance in evaluating the soundness of internet sources. Finally, objectively writing about a topic may mean coming to terms with our biases/prejudices. We all have them; we just don’t want them getting in the way of our intended messages. Most problems and questions cannot be reduced to a single solution or answer. Anticipate multiple viewpoints for a more thorough research of your topic.

  > A man will turn over half a library to make one book.

  ~Samuel Johnson

- **Support your ideas.** A common way to support your idea is by stating some facts (premise 1, premise 2, etc) followed by the conclusion (your idea). This form of supporting your idea is known as logical argument (verbal or written). If our premises aren’t airtight, we’ll fail to successfully support our idea. Giving examples that are meaningful to your audience is a helpful method to supporting your ideas. In addition, citing sources adds credibility; your ideas are not just a personal belief or opinion. Finally, avoid illogical or irrational ways of linking your premises and conclusions. For more information on avoiding logic errors, see the T&Q, Ch 5.
• **Organize and outline.** To continue building a solid foundation for any written or verbal communication, you need to organize your ideas in a meaningful way. For example, a topical or classification pattern is one way to organize your ideas. If you’re writing or briefing about military aircraft, you might want to sort your ideas by function (e.g., fighter aircraft, cargo aircraft, etc.). Some topics, such as American wars, are better understood using a sequence in time approach—going from the earliest to the most recent wars. Chapter 3 in the T&Q (p 17) provides information on developing your purpose statement and outlining ideas.

_**I am returning this otherwise good typing paper to you because someone has printed gibberish all over it and put your name at the top.**_

~*English Professor (name unknown), Ohio University*

• **Draft.** The following guidance addresses most types of writing (or even Power Point slides for a briefing). Your goal in writing is to share a message with the audience. To successfully do so, connecting with the audience is vital:

- First, Get to the point quickly. Use your introductory paragraph to state your purpose up front. Most AF readers don’t have the time or patience to read a document that resembles a mystery novel with a surprise ending.

- Second, Organize your main ideas for a topic so readers know where you’re leading them. When discussing a topic, we usually are addressing some main ideas or main points. It’s very common to see the overview slide for military briefings identify 2-4 main points for discussion. The main idea or points are further elaborated upon with support information in any writing or briefing.

When writing a talking paper or background paper, the single-dash items identify the main points, while the double- and triple-dash items provide support information. In addition, it’s very helpful to your readers if you link your supporting information with transitions. For example, the words first, next, and finally let a reader follow your thought process to explain an idea. Transitions not only link ideas, they can also link paragraphs. For example, a common transition to let your reader know you’re changing main idea/points is, “Now, that we’ve discussed the benefits of exercise, let’s look at the major types of exercise.” Transitions are critical pieces to helping your readings follow your writing, paragraphs or your slides in a briefing.

- Third, Make sure your sentences are clear and direct. Cut through the jargon and passive voice. Don’t make your readers wade through an overgrown jungle of flowery words.

- Fourth, Finally, summarize or conclude your message in a way that connects all the dots and makes the message complete.

• **Edit.** On pages 91-102, the T&Q offers many great suggestions to improve the editing process. Here are some of the major points:
- Edit the document yourself before asking for help. Why should someone else invest time and effort to improve your writing if you aren't willing to do so yourself? Also, it's just more respectful to others if you do the initial “clean-up.” However, be sure you've taken enough time between doing the draft and then the editing process—it makes a big difference in seeing objectively vs subjectively.

- Purposely edit at a slow pace. Our minds have a tendency to “fill in the gaps” when we read. One technique is to touch each word with your pencil tip as you review the document.

- Try on your audience's shoes before you read. Try to visualize what it'll be like for your audience to see or hear your information. We need to be in tune with how our audiences will react to each word.

- Find someone else to review your “near final” draft. That “someone else,” hopefully, has a strong background in the basics (grammar, spelling, jargon, writing mechanics), and also the big picture (the general flow and clarity) of your document.

- Plan on more than one editing pass. The T&Q suggests reading and re-reading your work, starting with the big picture and then on to the finer details. You just can't catch everything the first time! And don't forget about using spell-check. When you think you've got the paper in order, we've still got one more step to ensure a professional document.

- **Fight for feedback and get approval.** (also see T&Q, pp 103-109) When you submit your final document, you want the focus to be your paper's message—not errors, lots of questions, or confusion. Find another set of eyes and tell them what you want to focus on. If you don't identify the feedback need, you may get a grammar check vs something else. A good start is to seek feedback about your paper's intended purpose and audience—“Does it still make sense when another person reads, and considers purpose and audience?” Finally, whatever feedback you receive, remember that you're ultimately responsible for the content of your paper. Any comments from others during your editing or feedback steps can be used or not used by you.
THE IMPORTANCE OF USING

CONVERSATIONAL TONE

One basic concept remains the same for all military writing—conversational tone. The best way to communicate a message is to focus on the reader and write in plain English. In the 1960s, consumer advocacy groups encouraged legislation that led to the foundation of the government initiative to "write in plain English." The premise of this was to write government and business documents using language that was clear, concise and straightforward. The movement continued through the Nixon, Carter, and Reagan administrations, and finally came to fruition on 1 June 1998 when President Clinton directed the use of plain English. The bottom-line is, "Use everyday words, rather than bureaucratic legalese.

When we talk to someone, we don’t use $64,000 words or stuffy language. To make your writing more like speaking, begin by imagining your reader is sitting across from you. Then write with personal pronouns, everyday words, contractions, and short sentences. Write to “one” reader. Primarily use 1P (I, we) and 2P (you) and vary your pronouns.

Writing in conversational tone also means being concise. Concise does not mean the same as being brief. You must add enough details to support your ideas, but do it by the most direct method. In other words, concise means getting to the point as effectively and efficiently as possible. That’s why you should write predominantly in active voice, remove any unnecessary words, and avoid “dead” words, such as “that” and “which.”

Why are all these points important in writing? They are important because the reader can’t see your non-verbal skills in a written document. Since you aren’t there to coax the reader along, you’ve got to make the document do the job for you.

SUGGESTIONS FOR WRITING EFFECTIVELY

Writing effectively is just as crucial to reader understanding as effective organization. Effectiveness and organization go hand in hand! Your thoughts may be perfectly organized; but if you don’t express your ideas in sentences and paragraphs so the reader can understand, you’ve wasted the time you spent planning, organizing, and writing. To write effective official memorandums, you should:

• Write actively; avoid passive voice as much as possible.
• Create reader interest; write to express, not impress.
• Repeat key words and ideas for emphasis.
• Personal pronouns: use we, us, and our when speaking for your organization; use I, me, or my when speaking for yourself; and use you, stated or implied, to refer to the reader

**Ex:** It is necessary the material be received in this office by June 10.

**Fixed:** We need the material by June 10.

  - Talk to one reader when writing to many

**Ex:** All addressees are requested to provide inputs of desired course content.

**Fixed:** Please send us your recommendations for course content.

  - Rely on everyday or simpler words (start vs commence, best vs optimum, use vs utilize)

  - Keep sentences short (except for purposes of variety or clarity); start by breaking down large sentences and then reword to sound like speaking.

**Ex:** It is requested that attendees be divided between the two briefing dates with the understanding that any necessary final adjustments will be made by DAA to facilitate equitable distribution. (29 words)

**Fix1:** It is requested attendees be divided between the two briefing dates. Any necessary final adjustments will be made by DAA to facilitate equitable distribution. (11-13 words)

**Fix2:** Send half your people one day and half the other. DAA will make final adjustments. (10 -5 words)

  - Avoid “there is” and “it is” (We request vs It is requested; Clearly vs It is apparent that)

  - Arrange information logically; logic forms the road map for your reader

In AS 100, you’ll have two written assignments--writing a talking paper and then a background paper. Samples of these documents are available in the T&Q, pp 209-216. For your convenience, here’s some guidance on writing a talking paper.

**THE TALKING PAPER**

**Definition:** A quick-reference guide of key points, facts, positions and questions to use during oral presentations, memory ticklers or a quick reference sheet.

**Purpose:** Although you as an action officer or staff officer prepare the talking paper, someone else--most often the boss--uses it. While the boss is basically familiar with the projects, problems or issues you’re working, he or she may need a memory jogger on milestones, facts, figures or other specific points.
Qualities:

- Brief - As a memory jogger or reference, only as specific or detailed as required by the user.
- Telegraphic - Omit adjectives, articles and introductory phrases.
- Organized - Focus user on subject, establish main points, answer frequently asked questions, provide support, reach a conclusion or give a status.
- Structured for the user - Know the boss’ needs; know where talker will be used; know how familiar boss is with the subject; know how much detail the boss wants and know the desired format.

Format:

- Stationery - 8 1/2 X 11 inch plain bond paper (never use letterhead).
- Title - center in capital letters 1 inch from top; use three lines, be specific, do not underline or place in bold. Double-space the title.
- Margin - 1 inch all around.
- Headings not required, but may use: purpose, background, discussion, recommendation, etc.
- Text - don’t number paragraph, telegraphic wording/bullets, no punctuation at end, 1/2/3 dash sequence, double space between bullets and single space within a bullet.
- ID Line - 1 inch from bottom of page and flush with the left margin; includes rank, name/organization/office symbol/phone number/typist’s initials/date prepared.

On the following page is a SAMPLE Talking Paper.
TALKING PAPER

ON

WRITING TALKING AND POINT PAPERS

- Talking paper: quick-reference outline on key points, facts, positions, questions to use for oral presentations

- Point paper: memory tickler or quick-reference outline to use during meetings to informally pass information quickly to another person or office

-- No standard format; this illustrates space-saving format by eliminating (PURPOSE, DISCUSSION, RECOMMENDATION)

-- Usually formatted to conform to user’s desires

--- Both papers assume reader has knowledge of subject

--- Prepare separate talker for each subject

-- Prepared in short statement; telegraphic wording

-- Use one-inch margins all around

--- Single dashes before major thoughts; multiple dashes for subordinate thoughts

--- Single space each item; double space between items

-- Use open punctuation; ending punctuation not required

-- Avoid lengthy details or chronologies, limiting to one page when possible

-- See DoD 5200.1-R/AFI 31-401 to prepare classified papers

-- Include writer’s identification line as shown below

- Include recommendations, if any, as last item

Mrs. Story/ACSC/DESP/3-7084/jah/7 Apr 97
You can expect to have a computer and telephone assigned to your personal work area. Your office will likely have a printer, copier, and facsimile (fax) machines available, too. The proper use of any mode of government electronic communication is a serious matter. We have to be vigilant about how our use of electronic communication can be used in hostile actions against the United States (i.e., Operational Security/OPSEC). Yes, it’s very serious business, so expect annual Air Force training on this topic.

Keep in mind that the Air Force has the right to monitor our electronic communications. Unfortunately, we have a number of individuals who abuse the use of their electronic communications, resulting in criminal charges and consequences through the Uniform Code of Military Justice (UCMJ). If your communication is always respectful, you’re halfway there! To practice respectful communication, imagine that everything you write will be read by the Secretary of the Air Force. It works! The other half of your effort is about communicating in a way that doesn’t compromise our nation’s security—OPSEC.

Now, to learn more about the right way to use electronic communications, you must read Chapter 12 in The Tongue and Quill. When you’re finished, complete the Electronic Communication Quiz in this lesson. If you have any questions, be sure to ask your instructor. Also, your instructor can provide you with the quiz answer key.
THE BASICS OF BRIEFING

Why study speech, or more specifically, the military briefing? Why attempt to improve your oral communication skills? If for no other reason, speech is important because we use speech more than any other medium of communication, except for listening. About 80 percent of language activity takes the form of speaking and listening. The fact that children may speak 30,000 words a day before they can write half a dozen words dramatizes a condition that prevails throughout most of life. The world is, for most people, a speaking and listening world.

Most people agree—preparing a military briefing is time-consuming but relatively easy, as compared to actually giving a military briefing. However, no matter how well prepared or interesting your material is, you can’t be a successful briefer unless you can convey the message to your audience. The outcome of your presentation rests squarely on your delivery—making your verbals and nonverbal complement each other, rather than go against each other. An effective briefing must always be delivered with an “urge to communicate,” with directness and vigor. In Air Force briefing, the emphasis is on a direct, conversational style of speaking rather than an artificial, oratorical style. Think of your delivery as “amplified conversation” spiced with military respect and bearing instead of “public speaking,” and you should find it easier to face your audience.

HOW TO GIVE A WINNING MILITARY BRIEFING

DR. JOHN A. KLINE

(Dr. Kline is formerly an Air University Professor of Communication and Leadership and author of two books used throughout the Air Force—Speaking Effectively and Listening Effectively.)

Commanders say that one of the most important skills officers need is the ability to brief effectively. The good news is that any officer can become an outstanding briefer. The disturbing news is that many never do. Here is what you need to know to be able to give winning briefings—the kind that communicate and get desired results.

Before preparing a military briefing, you need a clear objective or idea of just what you expect the listeners to think, feel, or do after hearing your briefing. Next you must decide if you are giving a briefing to inform or one that seeks to persuade or advocate. Finally, you must commit to adhere to the ABC’s of briefing—accuracy, brevity, and clarity. Now you are ready to begin.
There are three things to know about preparing and presenting a military briefing. The acronym OSD (which also stands for Office of the Secretary of Defense) will help you remember them. They are Organization, Support and Delivery.

**Organization**

*Beginning.* Here, you tell them what you are going to tell them. Military briefings have a standard beginning. For example, if I were briefing you on how to give a military briefing I would begin: “Good Morning, I am Dr. John Kline. Today I will brief you on ‘How to Give a Military Briefing.’ More specifically we will look at three things—how to organize, how to support and how to deliver a briefing.”

*Body.* Here, you tell them the information. Main points in briefings are most often organized according to one of the standard patterns of organization: chronological, spatial, cause/effect, problem/solution, pro/con and topical. The bottom line of effectively organizing a briefing is to organize logically so it helps you present the information and, above all, helps your audience listen and retain it.

*Ending.* Here, you tell them what you told them. Military briefings also have a standard ending. Again, if I were briefing you on how to give a military briefing, I would end this way: “Sir/Ma’am, today I briefed on how to give a briefing. We looked at three things—how to organize, how to support, and how to deliver a briefing. Sir/Ma’am, this concludes my briefing. Are there any questions?”

**Support**

*Verbal Support.* Since a briefing is by definition, brief, support is generally limited to factual data carefully selected to accomplish the “need to know.” Still each of the standard types of verbal support is important. Definitions are often needed to explain new or unfamiliar terms or acronyms. Examples provide specific or concrete instances to clarify general or abstract ideas. Comparisons and Contrasts between the familiar and unfamiliar help audiences grasp new ideas more readily. Statistics and Testimony or quotations from expert and trustworthy sources help to prove the points you’re making.

*Visual Support.* Somebody once said, “A picture is worth a thousand words.” Visual aids can dramatize, amplify or clarify the points you are trying to get across to your audience. Most often you will use Power Point with your briefings. But whatever visual support you use, keep a few things in mind. Make it relevant, simple and large enough to be seen by your audience. And don’t let it draw either your attention or the attention of the audience away from what you’re saying.

**Delivery**

Although preparing the briefing can be laborious, delivery is the most difficult part for most people. But it doesn’t need to be. If you know your subject and have prepared well, then presenting briefings can be an exhilarating experience. The secret is to be well
organized, have the right supporting information and then practice, practice, practice—
giving attention to several important factors of delivery.

**Method.** Most of your briefings will be delivered extemporaneously. You will plan them
idea by idea rather than word-by-word. Then you will just carry a brief outline or a few notes
to the lectern when you speak. This method will cause you to prepare carefully, yet it will
enable you to adjust to your audience and sound more spontaneous and conversational.

**Eye Contact.** You will want to look directly at people, most likely giving more attention to
the senior person(s) in the audience, but attempting to include all listeners. Effective eye
contact will keep the audience’s interest, allow you to adjust to nonverbal feedback, and
make you appear more credible to your listeners.

**Body Movement.** Whereas in many speaking situations persons are advised to “get out
from behind the lectern and move around,” with military briefings this is seldom the case.
Military briefings are usually presented from behind the lectern. Be careful not to lean on
the lectern, sway, rock or move out of the range of a microphone if there is one.

**Gestures.** Use them. The hands, arms, shoulders, head and face can reinforce what you
are saying. Although gestures can be perfected with practice, they will be most effective
if you make a conscious effort to have them appear natural and spontaneous rather than
planned.

**Voice.** Three vocal characteristics are important. First is, quality. Although you should
strive to be pleasing to listen and attempt to use your voice to its best advantage, rest
easy in knowing some of the very finest briefers anywhere have only average voices.
Second is understandability. Your audience must be able to understand you. Give special
attention to articulation—how you form sounds, pronunciation—how you say words, and
avoidance of stock expressions such as “okay,” vocalized pauses such as “uh,” “um,”
or “and uh,” and, above all, poor grammar. The third characteristic is variety. Effective
briefers vary the rate, volume, force, pitch and emphasis.

**Transitions.** One mark of a winning briefing is how well the parts are tied together.
Effective transitions aid listening, provide a logical flow and add a professional touch.
In written documents such as the one you are reading now, bold print or space between
sections lets you know I am transitioning from one point to another. Briefers do the same
thing with the words they use and the way they say them. For example, suppose I was
briefing and wanted to transition from the first point, “Organization” to the second point,
“Support.” I might say, “Not only is it important to organize our points effectively, it is also
important we choose the right kind of information to support the points we are making.”
Notice how I led you from one point to another. Attention should be given toward supplying
transitions between the beginning and the body, the body and the ending, between main
points, from main points to sub points and even between sub points. Effective transitions
help your listeners and add polish and professionalism to your briefing.
Conclusion

Anything you've already learned about writing, grammar, and writing mechanics will be helpful in military communication. However, when you're using Air Force specific documents and briefings, The Tongue and Quill is a resource you'll always want to keep in easy reach. Effective communication in the military will be important to you as a follower, supervisor, and leader!

Bibliography:
Briefings: Introduction

- Greeting
  - "Good morning/afternoon Ma’am/Sir"

- Intro self/subject
  - "I’m and I’m going to talk about"

- Overview
  - "State main points (MPs)—what’s to come"

Briefings: Format (sample)

- Title Presenter
- Overview
  - MP1
  - MP2
- MP1
  - Support info
- MP2
  - Support info
- Support info can include: Graphs, Pictures, Quotes
- Summary
  - MP1
  - MP2

*PowerPoint slides are your note cards; they help your audience, too.*
**Briefings: The Body (MPs)**

- Present support info
  - Ideas
    - Definitions
    - Examples
    - Comparisons
    - Testimony
  - Visuals
    - Graphs
    - Pictures/clip art
    - Quotes
    - Props
- Incorporate sources

**Briefings: Conclusion**

- Summary
  - State topic and MPs
  - Quick summary; don’t re-brief
  - Don’t add new info
- Closure
  - “This concludes my briefing.”
  - “Are there any questions?”

Remember: PowerPoint slides are your note cards; they help your audience, too.
Public Affairs and the Media

Student Preparation:
- Complete Public Affairs and the Media WBT.

Cognitive Lesson Objective:
- Remember the concepts of public affairs and media interaction for Air Force Officers.

Cognitive Samples of Behavior:
- Recognize examples and non-examples of proper public and media interaction for Air Force Officers.
- Identify appropriate and inappropriate use of social media.
- Recall the responsibilities of the Public Affairs Office (PAO).
- Recall the attributes of an effective AF Ambassador.
Cognitive Lesson Objective:
- Know the significant elements of Air Force entitlements.

Cognitive Samples of Behavior:
- Identify the types of pay and the different types of allowances.
- State how leave is accrued and used.
- Identify the benefits of the medical, legal, and liturgical services offered by the Air Force.
- State the Air Force education programs available to military members.

Affective Lesson Objective:
- Value the benefits package available to military members.

Affective Sample of Behavior:
- Compare benefits offered by the Air Force with other future career opportunities.
As far as personnel benefits, few companies offer education, retirement, health care, housing allowances, fitness clubs, and survivor benefit plans comparable to the Armed Forces. To make an intelligent decision on whether or not to make the military a career, you should become familiar with the entitlements offered to our personnel as described in this chapter. All leaders in the Air Force will need to understand the entitlements as these are important human relations issues that the Air Force rolls into the broader term “quality of life,” which rank high among Air Force senior leadership’s concerns. They spend a considerable amount of time and energy ensuring that Air Force members are adequately compensated for their service to their nation. While this lesson will not cover every facet of the Air Force benefits package, it will present some of the more tangible benefits that can be compared with benefits offered by large firms that offer similar employment opportunities.

**PAY, ALLOWANCES, AND LEAVE**

Compensation for military service is accomplished primarily through basic pay, although special and incentive pay serve to compensate members for special skills or necessary high-risk jobs. The salary-based system pays disbursements on the 1st and 15th of every month.

**Basic Pay**

The largest component of a military member’s paycheck is basic pay, which is calculated according to an individual’s grade and years of service (see pay scale on the last page of this reading). When calculating years in service, prior-enlisted active duty, Air Force Reserve, and National Guard time may count towards an individual’s years in service, depending on the circumstances. Time served while enrolled in an ROTC program or any military academy service does not count towards pay. In addition to annual increases in basic pay authorized by Congress, you’ll also receive longevity increases at certain intervals. These will come at the two-, three-, and four-year points in your career and then every two years thereafter. However, the maximum number of increases varies by rank, e.g., captains receive their last increase after 14 years of total service (prior service captains receive their last increase at 18 years). The military pay tables can be accessed at [http://www.dfas.mil/militarymembers/payentitlements/military-pay-charts.html](http://www.dfas.mil/militarymembers/payentitlements/military-pay-charts.html)

**Special and Incentive Pay**

**Special Pay.** Individuals who use certain specialized skills or are assigned to specified locations can receive special pay. Many medical, dental, and optometry officers are entitled to special pay because of their specialized qualifications in their field. Personnel on duty in designated areas that have been determined to be subject to hostile fire and those on duty overseas who because of their role and visibility as a service member, are subject to threat of physical harm or imminent danger are entitled to the special pay called hostile
fire, imminent danger pay. With the exception of special pay for the medical community or in “combat-type” situations, other special pay varies widely. For example, those who are proficient in certain foreign languages can qualify to receive foreign language proficiency pay.

**Incentive Pay.** Individuals required to perform hazardous duties that inherently dangerous receive incentive pay. While other incentive pays are available, the most common types are aviation career incentive pay (ACIP) and hazardous duty incentive pay (HDIP).

- **Aviation Career Incentive Pay (ACIP),** more commonly called “flight pay,” is the most common type of incentive pay for Air Force officers. Most rated officers (pilots and navigators), flight surgeons, and other designated medical officers who perform flying duties receive this pay. Generally speaking, rated officers can receive flight pay on a continuous basis if they meet all flying requirements; nonrated officers receive this pay only if they’re on flying status. Flight pay rates vary according to an individual’s total years of aviation service.

- **Hazardous Duty Incentive Pay (HDIP)** is given to both enlisted and officers for performance of inherently dangerous duties. Some of these duties include parachute jumping, explosives demolition, working with highly toxic fuels or propellants, and participating in experimental stress tests.

**Allowances**

Allowances are amounts of money you receive for your welfare and the welfare of your dependents. There’s one major difference between pay and allowances—pay is taxable, while most allowances are not. There are multiple allowances available and depending on the member’s duty station, rank, dependency status, and other factors, various ones may apply. The following paragraphs cover some of the most common allowances you’ll receive as an Air Force member.

**Basic Allowance for Housing (BAH).** The Air Force provides members with government living quarters or a basic allowance to off-set the cost of off-base housing. If a member lives in government quarters, the member will not receive BAH because the provided base housing replaces the amount needed to maintain off-base quarters. The intent of this allowance is to provide uniformed service members with housing compensation based on comparable civilian costs of housing. The amount of BAH is based on an individual’s grade, dependency status (with or without dependents), and base or unit geographic location. Service members will start receiving BAH after contacting the finance office at their permanent duty station. Current BAH rates can be found at: http://www.defensetravel.dod.mil/

**Overseas Housing Allowances (OHA).** OHA is the overseas equivalent to BAH. OHA enables military members assigned overseas to offset the costs of housing on the local economy.
Basic Allowance for Subsistence (BAS). This allowance is a fixed monthly rate and is the same for all officers. BAS is provided to offset the cost of a service member’s meals. This allowance is not intended to offset the costs of meals for family members or dependents.

Clothing Allowance. Both officers and enlisted members of the US Armed Forces are entitled to a clothing allowance. Officers are only entitled to one initial clothing allowance upon first reporting for active duty, whereas enlisted personnel receive an annual allowance to replace uniforms based on normal wear and tear.

Leave

What do a second lieutenant, an airman basic, and a four-star general have in common? The three, as well as everyone else on active duty, earn leave at the rate of 2.5 days per each month of active service, which equates to 30 days per fiscal year. While on leave, individuals are entitled to receive pay as if they were actually on duty. The individual is not, however, entitled to any travel allowance while on leave. The purpose of leave is to give military members a break from their jobs, and to foster a balance between work and members’ personal lives. The Air Force encourages the use of leave, so plan ahead. At the end of the fiscal year, 30 September of each year, any leave accrued over that year’s established maximum will be lost. This is often referred to as “use or lose,” meaning, use any leave over the maximum days allowed to be carried over to the next fiscal year, or lose those days.

The types of leave include ordinary, or annual leave, convalescent, or sick leave, and emergency leave.

- **Ordinary Leave.** This is the most common form of leave. It is granted on the request of a service member for a number of days not to exceed the total leave the member has accrued. Accrued leave includes that which the individual was permitted to carry over from the previous fiscal year of active service.

- **Convalescent Leave.** Also known as sick leave, this is nonchargeable leave used for the purpose of medical care when your absence is part of a treatment prescribed by a physician or dentist for recuperation and convalescence. Convalescent leave must be approved by your commander.

- **Emergency Leave.** Emergency leave may be granted when an individual can show evidence an emergency exists and that granting leave may contribute to alleviate the emergency. Emergency leave is charged against present or future accrued leave. Emergency leave differs from ordinary leave in that no preplanning is required, and you can be on your way within hours of applying for it.
MEDICAL, LEGAL, AND LITURGICAL SERVICES

No benefits package would be complete without medical coverage, but did you realize the Air Force also offers assistance with legal and spiritual matters as well?

Medical Services

The Department of Defense operates an extensive medical system to meet the health care needs of active duty and retired personnel and their families. Through this medical system, Air Force personnel are entitled to comprehensive medical and dental care.

Almost every Air Force base has a Medical Treatment Facility (MTF) which usually includes a dental clinic. The USAF medical system has three basic tiers—clinics, hospitals, and medical centers. Factors that influence the type of facility available include the location and mission of the base, population to be supported, and the availability of other Department of Defense or civilian medical facilities.

Clinics generally provide primary care—the care needed to maintain your daily health. Clinics care for routine illness such as a cold or flu and conduct physical exams or check-ups. Hospitals provide more advanced levels of care such as general surgery or obstetrical services. Medical centers provide advanced, highly specialized care such as pediatric cardiology. The worldwide aeromedical evacuation system provides beneficiaries with access to higher levels of care, and agreements with local specialists near each base further expand the military health care system.

Each Air Force base designates a clinic which administers routine physical examinations and most conduct same-day appointments for members who need to be seen immediately. The government renders inpatient and outpatient medical care to service members and their dependents. This include treatment for chronic infections and diseases and mental and emotional disorders. Other services and treatments can include family planning services, acute emergencies of any nature, immunizations, maternity, infant care, drugs and medicines, and other care as authorized by the surgeon general of the uniformed service. Each base has a health benefits advisor to provide full details on the health benefits available.

TRICARE

Active duty members will receive the majority of your health care from the MTF at their base of assignment. If an individual gets married and/or has a family, the member and his/her family has a choice of health care plans under the TRICARE program.
The active duty member is automatically enrolled in TRICARE Prime, a managed care program. This program provides a primary care manager (PCM) to coordinate health care. TRICARE Prime gives members the most access to providers at the MTF. A member’s family will be eligible for the same services at the MTF and may incur minimal costs if they need to see a civilian provider.

Dental care for dependents at government expense is not normally available, but dependent dental insurance is available for a nominal fee paid by the military member.

**Legal Office Services**

The Base Legal Office provides many services to active duty personnel and their dependents. These services include preparing wills and powers-of-attorney, advising personnel on property matters, reviewing leases and contracts, providing tax advice, notarizing documents, and reviewing personal and legal affairs. Legal office personnel can also assist in preparing correspondence to creditors and other parties, as appropriate. They can also provide counseling on changing a member’s home of record and filing claims against the government.

Unfortunately, Air Force lawyers (judge advocates) cannot represent you in civilian court. They can, however, advise you on the problem and refer you to a civilian lawyer, if necessary. Each judge advocate is a member of a state bar and is bound by the same rules of professional ethics and client confidentiality as their civilian counterparts.

**Base Chaplain Services**

Most bases have an active chapel program to serve all military personnel in the area, regardless of their religious needs. Military chaplains represent a wide variety of faiths and have the endorsement of their sponsoring denomination. The number of chaplains depends on the total base population. Military chaplains perform all the services one might expect, including confidential counseling. The senior chaplain advises the commander on unit morale.

Base chapel programs usually consist of various religious groups that generally share the same chapel facility by staggering their religious activities.

**EDUCATION ENTITLEMENTS**

The Air Force offers several means for continuing your college education. Advanced academic degrees are important to an officer’s professional development to the extent that they enhance the degree holder’s job and officer qualifications. Advanced degrees add to overall job performance and can be directly related to an individual’s career field adding depth of knowledge, or can be more general studies providing breadth and experience.
Air Force Institute of Technology (AFIT)

The Air Force Institute of Technology’s (AFIT) mission is to advance air, space, and cyberspace power for the nation, its partners, and our armed forces by providing relevant defense-focused technical graduate and continuing education, research, and consultation. AFIT offers programs at the graduate and doctoral levels at its in-residence programs at Wright-Patterson Air Force Base, Ohio, and in civilian institutions across the country. The institute also offers many continuing education opportunities through distance learning, seminars, workshops, and resident courses, to name a few. AFIT has many programs and courses; the following are just a few:

In-residence programs at AFIT at Wright-Patterson Air Force Base offer multiple degrees in their Graduate School of Engineering and Management, the School of Systems and Logistics, and the Civil Engineer and Services School.

- Through AFIT’s Civilian Institution Programs, officers can enroll in civilian universities, research centers, hospitals, and industrial organizations for the pursuit of advanced degrees and education.

- The AFIT Education with Industry (EWI) program offers opportunities for officers to gain on-the-job education, experience, and exposure to private sectors of the economy or other government agencies not available through formal courses or instruction. These programs are designed to develop qualities and abilities in selected officers and civilians necessary for effective management and professional or technical leadership and to provide an understanding of organizational structure, management methods, and technologies of modern industry.

Tuition Assistance

Tuition assistance is available to active duty and participating Air Force Reserve service members. The program is designed to encourage personnel to pursue voluntary, off-duty educational opportunities. Currently, the Air Force will pay 100 percent of the tuition cost at a cap of $166 per quarter hour or $250 per semester hour up to the maximum of $4500 per fiscal year. The student is responsible for additional fees and all book expenses.

Post 9/11 GI Bill

The Post-9/11 Bill is an educational assistance program that offers increased education benefits to veterans who served on or after 11 September 2001. Benefits are based on aggregate, honorable service, and include college tuition (up to a certain amount), a monthly housing stipend and an annual books/supplies stipend. Everyone with at least 90 aggregate, active duty days of honorable service on or after 11 September 2001 is eligible for benefits under the GI Bill. For full benefits, a member must have served at least 36 months active duty on or after 11 September 2001. Reserve and National Guard members with 3 years of aggregate, active duty service on or after 11 September 2001.
can also qualify for full GI Bill benefits. Eligible active duty service members and selected Reserve may chose to transfer benefits to registered dependents, but some stipulations apply.

**Base Education Office**

Most Air Force bases have an education office where service members can receive information about the various educational opportunities and benefits the Air Force offers. The education office has many resources for both officers and enlisted personnel, to include, but not limited to, information on the aforementioned programs, admissions exams, professional military education (PME), and counselors to guide members in their pursuit of further education. The base education office is the best start to guide you in your pursuit toward higher education.

**Conclusion**

As you've discovered in this reading, the benefits package offered to Air Force members is extensive. Military leaders and members of Congress strive on a daily basis to ensure that the compensation for service to our great nation is both fair and meaningful, and as you progress through this course, you'll learn more and more about the benefits and services available to Air Force members.

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**Bibliography:**

Air Force Officer Career Opportunities

Cognitive Lesson Objectives:
• Know the basic history and understanding of Air Force officership as a profession.
• Know the variety of career fields available to AFROTC cadets under the Air Force Specialty Code (AFSC) system.

Cognitive Samples of Behavior:
• State common traits of historically recognized professions to include military officers.
• Identify primary officer AFSC categories and potential jobs offered to graduates in each category.

Affective Lesson Objective:
• Value the importance of the academic choices you make in relation to your future Air Force career choices.

Affective Sample of Behavior:
• Actively participate in classroom discussion leading to the formulation of a personal degree plan.
Service as an Air Force officer is much more than a job. Officers are professionals whose duties are of great importance for the government and people of the United States. If they accept their calling as professionals, the nation will be served. In this chapter, we will review the significance of being in one of the historically recognized professions, the profession of arms, and then examine the various career fields in which Air Force officers can serve.

THE AIR FORCE OFFICER: A PROFESSIONAL

Major William Brigman

Just what does the term profession mean? One way to define profession is to examine the professions that have historically been viewed as learned professions. There are several ways to identify the traditional learned professions: theology, the law, the various academic disciplines, and medicine. To one degree or another, the learned professions govern themselves. In the United States, the clergy is almost totally self-regulating; university-level teachers, physicians, and attorneys all have their own rules, guidelines, and ethics developed and enforced internally by their professional community. The professions also can be thought of as service organizations: the clergy to serve individuals’ and society’s spiritual needs, teachers to help individuals develop their intellectual potential, attorneys to help ensure justice for individuals and for society as a whole, and physicians to cure physical injuries and disease.

Professions are also defined by a specialized expertise: the clergy by theology, attorneys by the law, teaching by various academic disciplines, and physicians by medicine. Along with specialized expertise comes the requirement for continuing education in the profession. Physicians must stay abreast of current research and advances in medicine; lawyers must pursue continuing legal education; and teachers must continue research in their academic areas. The degree of self-regulation—controlling admissions to the profession, defining professional expertise, and maintaining professional ethics—gives each of the learned professions a sense of corporate identity. As these postulates are true for other professions, they are true for the profession of arms.

The Profession of Arms

Although serving as an officer was generally a prerogative of Europe’s aristocracy during the Old Regime, the officer corps was not really “professionalized” until the Napoleonic Wars, when the requirements of mass armies, logistics, and artillery demanded professional expertise in addition to leadership. Only then did soldiering become one of the learned professions—joining theology, the law, teaching, and medicine.

The officer corps is fairly self-regulating internally, but it has significant external controls and governmental oversight. After all, the armed forces of many states are a major threat to liberty and government by law. The armed forces of the United States have been constituted to serve the state; they exist for no other purpose. Regulation of the
armed forces, the corporate nature of the institution, and its overriding mission are well understood and need not be belabored here. The expertise of the officer corps, however, is somewhat confusing and does require explanation.

An officer is a professional in two senses: individual and collective. In the individual sense, the officer like the lawyer, clergyman, or medical doctor is a specialist, an individual practitioner, employed because of his unique learning, experience, and expertise, to perform a necessary service of value to society. In the collective sense, the officer is a member of a profession, part of a self-conscious group of practitioners, pursuing a common calling and practicing under a collective compact with the nation and each other.*

*Military Expertise

Air Force officers serve in two roles. One is as a technical specialist, and the other is as a military professional. Most young officers understand their roles as technical specialists—as pilots, engineers, maintenance, logistics, or personnel officers, for example. Perhaps their academic majors have some connections with their Air Force specialties. Certainly, each officer’s initial training is directly related to his or her first job in the Air Force. Some officers identify with their specialties exclusively, never coming to understand that they are first and primarily Air Force professionals, and only then specialists. This is rather difficult to understand, because most, if not all, of the duty time of junior officers is devoted to their specialties. Many officers complete their careers as specialists, never having served as generalists. But even this does not change the fact that all Air Force officers are professionals first and specialists second. Why?

The armed forces exist to serve the United States by providing the military wherewithal to deter war and, should that fail, to fight and conclude war to the advantage of the United States. The armed forces do not exist for themselves, as a source of employment, as a market for American industry, nor do they exist as an internal police agent. Planning, equipping, and training to employ military force—what has been called managing violence—is an extremely complicated and demanding task. Unlike the other learned professions, the officer corps requires a very broad spectrum of specialties. Each one of these specialties exists not independently in its own right, but to contribute to the armed forces’ war-fighting capabilities. This professional role demands that each Air Force officer understand the purpose of war, the capabilities of air and space power, the role of air forces in warfare, and how the officer’s specialty contributes to unit mission accomplishment. By having an understanding of the ultimate objectives of armed force and how organizations and functional specialties interact, all units, specialties, and officers can maximize their contributions to mission accomplishment. It is the duty of each Air Force officer to acquire and maintain professional expertise. Developmental education aids in achieving this responsibility, but because the breadth and depth of professional military expertise is so great, no officer can depend on developmental education alone. Career-long self-study is required to attain real professionalism.**
Air Force Officer Career Field Specialties

Your entire Air Force ROTC experience is the beginning of your developmental education, and your academic major will likely play a big part in determining your Air Force specialty. Just what are the Air Force officer specialties? As was noted in the previous section, unlike the other learned professions, the Air Force officer corps requires a very broad spectrum of career field specialties to come together to fulfill the military mission of the United States Air Force. When most people conjure up images of Air Force officers, they usually see flight suits, supersonic aircraft, and individuals performing feats of courage not seen in other professional fields outside the military. While these are accurate images, they do not reflect the diversity of the Air Force officer corps. In fact, fewer than 20 percent of active-duty officers are pilots, which means that over 80 percent of all officers work in other specialties contributing to the mission of the Air Force. To understand how these specialties weave together to support the air and space mission of the United States Air Force, you need to become familiar with the officer classification system composed of Air Force Specialty Codes.

The Air Force Officer Classification Directory (AFOCD), Attachment 2, depicts the officer classification structure chart (See Figure 1 at the end of this reading). In it you will find 9 broad career areas, with 28 different utilization field titles, and about 150 specific specialty areas (Air Force Specialty Titles). That document provides a brief synopsis of the incredible diversity of career fields in which officers serve the Air Force. All are officers of equal status who pursue career-long developmental education in conjunction with their professional specialty talents to better serve the United States Air Force.

I’m sure you are saying, “This is all very interesting, BUT…it still doesn’t tell me what my degree will qualify me to do in the Air Force!” Well, after a quick review of Figure 1, it should become obvious that—in addition to the uniquely military oriented specialties such as space and missile operations, combat aircraft pilots, and intelligence officers—nearly every common career in the civilian work force is represented by or related to one of the career fields in the United States Air Force. The Air Force must be a self-sustaining entity, able to manage its own multibillion dollar budget, develop its own air and space vehicles, train its own pilots and missile launch officers, and manage its own support network consisting of nearly every service related occupation you would find in a small town or city. However, for planning purposes, you should be aware that some of the wide array of job opportunities available to you as a new officer have specific educational requirements.

The following pages will help you determine how your area of study might align with particular officer career fields. For more specific information regarding all AFSCs, consult the AFOCD as well Air Force Instruction (AFI) 36-2101, Classifying Military Personnel (Officer and Enlisted). These documents can help you answer the questions about what educational requirements exist for different officer career fields and help you identify the
career fields that are available to people with your academic major. Some officer career fields require mandatory undergraduate degrees, but many more simply identify desired, rather than mandatory, academic majors. For example, if you want to become an Air Force pilot, the following educational requirements are outlined in the AFOCD:

“For entry into this specialty (Air Force Pilot), an undergraduate degree specializing in physical sciences, mathematics, administration, or management is desirable.”

That being the case, can someone whose academic major is music become an Air Force pilot? The answer is yes. How about an English major? Certainly. History? Yes again. Business? Absolutely. You get the point. What about an Air Force Intelligence officer; what do you need to study to become one? The AFOCD states:

“For entry into this specialty (Air Force Intelligence), an undergraduate degree is desirable in physical, earth, computer, social, or information sciences; engineering; mathematics; or foreign area studies.”

Again, does that mean an accounting major or business management major can’t pursue a career as an Air Force intelligence officer? Clearly the answer is no. Any academic major can compete for this specialty.

An example of a required or “mandatory” academic major can be found in the developmental engineering career field. To be an Air Force Developmental Engineer, you must study engineering. The AFOCD states that you must earn a specific engineering degree from an institution accredited by the Accreditation Board for Engineering and Technology (ABET). In such a case, could a political science major become an Air Force developmental engineer or an Air Force computer systems engineer? The answer is no. On the other hand, does that mean that an individual who majors in an engineering discipline must serve the Air Force as an engineer? Again, the answer is no. Engineers often become pilots, computer programmers, communications officers, intelligence officers, or even training squadron commanders. The diversity of career field opportunities available to you is one of the hidden perks of service as an Air Force officer.

Before graduation from the AFROTC program, but dependent on your commissioning, the Air Force assignment system matches you with your desired AFSC according to several variables. First, you will identify a few AFSCs that you are both interested in and qualified for. With your desires made known, the assignment system makes career selections based on the needs of the Air Force. For instance, you may have “intelligence officer” as your first choice and if the Air Force has a need for intelligence officers, there might be several hundred openings for you to fill. However, if there is a glut of intelligence officers, there may only be a few hundred slots to fill, and competition would be stiff. This competition would be resolved using performance factors from ROTC including your cadet class rank, your grade point average, your score on the Air Force Officer Qualifying Test, and your participation and performance as an Air Force ROTC cadet. This system fulfills two primary objectives with respect to the assignment system—it ensures Air Force needs are met, meaning placing only properly qualified people into appropriate specialties, but
the Air Force also attempts to place individual officers in career fields where they desire to work and are excited about the opportunities offered by particular specialties. The bottom line is this—by earning a college degree in any major and participating in AFROTC, you open doors to join this exciting and historic profession.

(The following pages describe and offer a few examples from each of the nine broad career areas.)

**OPERATIONS CAREER AREA**

The Operations Career Area encompasses utilization fields that directly employ weapon and supporting systems to accomplish the primary operational mission of the Air Force. Included are operations commander, pilot, navigator, astronaut, command and control, space and missile, intelligence, weather, and operations support.

**Pilot**

Career Field Summary: The pilot career field—including unmanned aircraft systems (UAS) pilots—encompasses all functions performed by rated pilot officers to conduct or directly support flying operations, including combat, combat support, and training missions. Inherently included are supervisory and staff functions such as inspection, contingency planning, and policy formulation. Candidates for this career field must meet the qualifications for air vehicle operator duty outlined in AFI 48-123, Medical Examinations and Standards.

Education: For entry into this specialty, undergraduate degree specializing in physical sciences, mathematics, administration, or management is desirable.

**Navigator**

Career Field Summary: The navigator career field encompasses all functions performed by rated navigator officers to conduct or directly support flying operations, including combat, combat support, and training missions. Inherently included are supervisory and staff functions such as inspection, contingency planning, and policy formulation.

Education: For entry into this specialty, an undergraduate degree specializing in physical sciences, mathematics, administration, or management is desirable.

**Air Battle Manager**

Career Field Summary: Officers working in this career field perform duties of air weapons officer (AWO), air surveillance officer (ASO), sensor management officer (SMO), electronic combat officer (ECO), senior director (SD), or mission crew commander (MCC) to accomplish combat, combat support, training, and other missions. Other duties include
mission planning and preparation. Other duties include reviewing mission tasking, intelligence, and weather information. These officers also ensure aircraft and battle management command and control (BMC2) systems are preflighted, inspected, loaded, equipped, and manned for mission.

Education: For entry into this specialty, an undergraduate degree specializing in physical sciences, mathematics, administration, or management is desirable.

**Intelligence**

Career Field Summary: These officers perform and manage intelligence functions and activities to support United States and allied forces. They conduct information operations to include analysis of information vulnerability. Some of the other duties included are intelligence operations and applications activities; collecting, exploiting, producing, and disseminating foreign military threat information; geospatial information and services (GIS) data application; developing intelligence policies and plans; and human, signals, imagery, and measurement and signature types of intelligence. Additionally, intelligence officers plan and coordinate the use of intelligence resources, programming, and budgeting; support force employment planning, execution, and combat assessment; and advise commanders, government officials, and other users of intelligence information essential to military planning and aerospace operations.

Education: For entry into this specialty, an undergraduate academic specialization or degree is desirable in physical, earth, computer, social, or information sciences; engineering; mathematics; or foreign area studies.

**Weather**

Career Field Summary: Weather officers command, manage, and perform weather operations for Air Force and Army activities by integrating current and forecast atmospheric and space weather conditions into operations and operational planning. They develop, direct, and coordinate meteorological and space weather studies and research, in support of the Air Force core weather responsibility of providing meteorological and space weather information for Department of Defense air, ground, and space operations.

Education: Successful completion of the Basic Meteorology Program (BMP) or completion of 24 semester hours of college-level courses in meteorology, including six semester hours of dynamic meteorology and six semester hours of weather analysis and forecasting. Also, undergraduate academic specialization in meteorology or atmospheric science is desirable.
LOGISTICS CAREER AREA

The Logistics Career Area encompasses program formulation, policy planning, coordination, inspection, command and direction, and supervision and technical responsibilities pertaining to space and missile maintenance, aircraft maintenance and munitions, transportation, supply, and logistics plans and programs utilization fields.

Aircraft Maintenance

Career Field Summary: Aircraft maintenance officers lead, train, and equip personnel supporting aerospace equipment sustainment and operations. They manage maintenance and modification of aircraft and associated equipment; administer aircraft maintenance programs and resources; direct aircraft maintenance production, staff activity, and related materiel programs; and advise senior leadership on unit capabilities.

Education: For entry into this AFSC, an undergraduate academic degree in management, engineering, industrial management, business management, logistics management, or physical sciences is desirable.

Munitions and Missile Maintenance

Career Field Summary: Officers in this career field manage maintenance and modification of conventional munitions, nuclear weapons, and associated equipment. They also administer weapons programs and resources and direct weapons maintenance production, staff activity, and related material programs. Other duties include managing missile maintenance activities at launch and missile alert facilities, which involve several areas such as maintenance, repair, and inspection of missile flight systems, expendable launch vehicles (ELV), nuclear certified support vehicles and equipment, and associated ground support equipment (SE).

Education: For entry into this specialty, an undergraduate academic degree in management, business administration, economics, mathematics, science, engineering, computer science, logistics management, or space operations is desirable.

Logistics Readiness

Career Field Summary: Logistics readiness officers are called on to integrate the spectrum of the logistics processes within the operational, acquisition, and wholesale environments. The major logistics processes include distribution, materiel management, and contingency operations. They direct distribution and materiel management, contingency operations, fuels management, airlift operations, and vehicle management. Additionally, they plan logistics support programs for wartime requirements.
Education: For entry into this specialty, undergraduate academic specialization in logistics management, economics, management, business administration, computer science, information management systems, finance, accounting, petroleum engineering, chemical engineering, or industrial management is desirable.

**SUPPORT CAREER AREA**

The Support Career Area encompasses program formulation, policy planning, coordination, inspection, command and direction, and supervision and technical responsibilities pertaining to force protection; civil engineering and disaster preparedness; communications/information systems and visual information; morale, welfare, recreation, and services; public affairs and band; and mission support, manpower/personnel, and information management.

**Security Forces**

Career Field Summary: Air Force officers working in this career field lead, manage, and direct security force activities, including installation, weapon system, and resource security; antiterrorism; law enforcement and investigations; military working dog functions; air base defense; armament and equipment; training pass and registration; information, personnel, industrial security; and combat arms. Performing duties in the security forces career field may require the use of deadly force.

Education: For entry into this specialty, undergraduate academic specialization in sociology, criminology, police administration, criminal justice, or a related area is desirable.

**Civil Engineer**

Career Field Summary: Civil engineers develop and implement civil engineer (CE) force employment and provide staff supervision and technical advice. They also perform and manage CE functions and activities to provide facilities and infrastructure supporting the United States and allies. Activities include programming, budgeting, project management, drafting, surveying, planning, performing feasibility studies, construction management, utilities operations, energy and environmental programs, land management, real property accounting, fire protection, explosive ordnance disposal (EOD), disaster preparedness (DP) programs, family housing and dorm management, and mobilization programs at the base level.

Education: For most jobs in this career field, undergraduate academic specialization is mandatory in architecture or civil, electrical, environmental, construction, architectural, or mechanical engineering at a school that has at least one program accredited by a nationally recognized body in engineering; or in architecture at a school that is accredited
by a nationally recognized body in architecture; or graduation from a service academy with a major in an engineering discipline. A few specialties in this career field have more specific requirements.

**Communications and Information**

Career Field Summary: These officers support joint and service communication and information (C&I) requirements to conduct operations across the air, space, and cyberspace domains. They implement and conduct C&I unit operations; conduct information operations and network operations; manage communications-related plans, acquisitions, architectures, information resources, postal operations, and C&I engineering efforts; and support force employment planning, execution, and combat assessment. Additionally, officers in this career field are called upon to conduct deployed communications operations; manage AF spectrum management-related matters, policy, and procedures; plan, develop, engineer, and maintain C&I architectures and standards; and develop programs to perform Air Force, joint, and allied missions.

Education: The following education is required for entry into the AFSC as indicated: Undergraduate academic degrees in at least one of the following disciplines—computer science, cyberspace studies, information systems management, information resources management, mathematics, engineering, physics, or business disciplines with information management, or computer science specialization. Officers not meeting academic degree requirements can have a minimum of 24 credit hours of information technology-related courses to include but not limited to courses in telecommunications, computer science, upper-level mathematics (200-level equivalent or higher), engineering, physics, information systems management and information resources management. Graduate academic degrees in the above disciplines will also be considered. For certain jobs, an undergraduate degree in electrical, computer, or systems engineering is mandatory.

**Public Affairs**

Career Field Summary: Public affairs officers plan, budget for, execute, and evaluate effectiveness of public affairs programs. They are also required to train full-time public affairs specialists and additional duty unit public affairs representatives and provide public affairs advice, counsel, and support for commanders and senior staff personnel.

Education: For entry into this specialty, undergraduate academic specialization is desirable in mass or public communication, communicative arts, journalism, public relations, advertising, or one of the behavioral sciences (sociology or social psychology).

**Force Support**

Career Field Summary: Officers serving in this career field administer and conduct Total Force support operations across the Air Force. Operations include organizational design and development, manpower programming and allocation; workforce planning and requirements; force management to include assignment, classification, and education.
and training; performance management for both individuals and organizations; program management including finance, budgeting and Airman support; force readiness providing family development, morale, welfare and recreation services, and other force support operations.

Education: For entry into this specialty, undergraduate academic specialization in human resource management, business administration, sociology, psychology, public administration, mathematics, industrial engineering, industrial engineering technology, management engineering, systems management, computer science, management, organizational development, behavioral science, operations research, education, hospitality, restaurant and hotel management, recreation, fitness, finance, or accounting is desirable.

**MEDICAL CAREER AREA**

The Medical Career Area encompasses program formulation, policy planning, coordination, inspection, command and direction, and immediate supervisory and technical responsibilities pertinent to the health services management, biomedical clinicians, biomedical specialists, medicine, surgery, nurse, dental, and aerospace medicine utilization fields.

**Health Services Administrator**

Career Field Summary: These officers are called upon to manage health services activities, including plans and operations, managed care, human resource management, logistics management, patient administration, budgetary and fiscal management, medical manpower, medical facility management, biometrics, medical recruiting, and aeromedical evacuation. Additionally, they direct the hospital accreditation program and management improvement studies.

Education: For entry into this specialty, one of the following is mandatory: A graduate degree in health care administration, hospital administration, public administration, business administration, business management, information systems management, finance, accounting, statistics, marketing, economics, or other business-related equivalent; or, an undergraduate academic major in accounting, business administration, business management, computer science, information systems, economics, finance, health care administration, marketing, public administration, clinical or health systems engineering, operations research, or other business-related equivalent.
Physical Therapist

Career Field Summary: Physical therapists plan, develop, and manage physical therapy programs and activities focused on evaluating and treating patient disabilities requiring physical therapy. Additionally, they implement research activities and provide and conduct training in physical therapy.

Education: For entry into this specialty, completion of a course in physical therapy acceptable to the Surgeon General, HQ USAF, is mandatory.

Biomedical Scientist

Career Field Summary: Biomedical scientists plan, administer, and manage multi-disciplinary professional programs and activities in the broad area of biomedical sciences. They are also required to formulate biomedical sciences programs; and develop, evaluate, and interpret policies in the biomedical sciences, to include such activities as managing and directing professional programs for technical training, research, clinical practice, therapeutics, and operational support.

Education: For entry into this specialty, a degree in an appropriate scientific discipline is required.

Bioenvironmental Engineer

Career Field Summary: Bioenvironmental engineers apply engineering and scientific principles in identifying occupational and environmental health (OEH) hazards and managing associated risks to ensure force health protection. They apply their knowledge of engineering and the sciences to assist commanders in meeting mission objectives at home station and in deployed settings.

Education: Varies depending on specific area of specialization. (see AFOCD for more specific information)

Family Physician

Career Field Summary: A family physician is tasked to provide continuing, comprehensive health maintenance and medical care to the entire family regardless of sex, age, or type of problem. These doctors provide outpatient and inpatient care and services and instruct other health care providers and nonmedical personnel.

Education: For entry into this specialty, a doctor of medicine or a doctor of osteopathy degree from an approved school of medicine or osteopathy, acceptable to the Surgeon General, HQ USAF, is mandatory.
Nurse

Career Field Summary: The nurse career field encompasses the functions of planning, organizing, controlling, coordinating, executing, and evaluating nursing activities. This includes providing direct care for patients; supervising auxiliary nursing service personnel; participating in education and training activities; and research for the improvement of patient care. The field also includes participation in administering anesthetics; assisting with surgical procedures; flight nursing activities; nurse-midwifery; and other expanded roles in providing care of obstetrics-gynecology, pediatric, or other patients in an ambulatory setting.

Education: For entry into this specialty, graduation from an accredited school of nursing acceptable to the Surgeon General, HQ USAF is required. However, certain specializations in the career field require a graduate degree or specific specialized education.

Dentist

Career Field Summary: Air Force dentists examine, diagnose, and treat diseases, abnormalities, injuries, and dysfunctional disorders of the oral cavity and its associated structures. Additionally, they administer dental service policy, including establishing and maintaining dental health standards.

Education: For entry into this specialty, a doctor of dental surgery or a doctor of dental medicine degree from an American Dental Association accredited college or university is mandatory.

Aerospace Medicine Specialist

Career Field Summary: These officers develop and administer the aerospace medicine program; supervise and conduct medical examinations; and provide medical care for flyers, missile crews, and others with special standards of medical qualification. They also direct evaluations of living and working environments within the Air Force community to detect and control health hazards and prevent disease and injury.

Education: For entry into this specialty, it is mandatory to possess a doctor of medicine degree or a doctor of osteopathy degree from an approved school of medicine or osteopathy, a master’s degree or equivalent in public health, and completion of a residency in a clinical specialty at a hospital acceptable to the Surgeon General, HQ USAF.

PROFESSIONAL CAREER AREA

The Professional Career Area encompasses program formulation, policy planning, coordination, inspection, command and direction, and immediate supervisory and technical responsibilities pertinent to the law and chaplain utilization fields.
Judge Advocate

Career Field Summary: These officers manage and provide legal services to preserve prerogatives of the United States Air Force and its commanders. They perform duties prescribed by Uniform Code of Military Justice (UCMJ) pursuant to Manual for Courts-Martial, United States, 1995 (MCM), and prepare and provide legal opinions and decisions necessary for efficient and effective discharge of the USAF mission. This specialty also encompasses the administration of military justice, including counsel on disciplinary matters, pretrial advice, preparation for trial, trials by courts-martial, post-trial actions, and appellate review. Additionally, these officers render legal advice to commanders on all phases of Air Force operations, including international law, operations law, procurement, claims, environmental law, military and civilian personnel issues, patents, litigation, military affairs, legal assistance, preventive law, taxes, and allied legal matters.

Education: For entry into this specialty, a Bachelor of Laws or Juris Doctor degree in law issued by an accredited law school is mandatory.

Chaplain

Career Field Summary: Chaplains develop and administer Chaplain Service policies and procedures, including plans and operations, readiness management, Chaplain Service manpower, budgetary and fiscal management, and chaplain facility repair, modification, and construction. Chaplains also manage resources to provide professional religious support needed to accomplish the mission of the US Air Force and maintain the highest degree of effectiveness and readiness. Chaplains are also called on to advise commanders on religious, ethical, moral, morale, and quality of life matters.

Education: The following education is mandatory for entry into this specialty: Completion of 120 semester hours of undergraduate credit at an institution meeting requirements of DOD Directive 1304.19; Master of Divinity or equivalent theological degree; or 3 years of equivalent resident graduate study according to DOD Directive 1304.19.

ACQUISITION CAREER AREA

The Acquisition Career Area encompasses basic and applied research in support of Air Force requirements, research and development command and staff functions, and engineering responsibility for the design, development, installation, modification, testing, and analysis of materiel, systems, methods, processes, and techniques. Also included is teaching college-level courses in subjects encompassed by the academic disciplines related to the specialty. Excluded from this area are functions pertaining to the operation and maintenance of standard items of materiel, including their logistical and administrative support, and medical and dental research included in the Medical Career Area.
**Developmental Engineer**

Career Field Summary: These officers plan, organize, manage, and implement systems engineering processes to assure required capability over the life cycle of Air Force systems. Included are accomplishing specialized engineering processes and sub-processes; formulating engineering policy and procedures; and coordinating and directing engineering and technical management activities and operations necessary for system conception, development, production, verification, deployment, sustainment, operations, support, training, and disposal. This includes the technical management associated with requirement definition, design, manufacturing and quality, test, support engineering and technologies, modifications, spare acquisition, technical orders, mission critical computer resources, support equipment, and specialized engineering.

Education: All engineering degrees must be from a school that has at least one program accredited by a nationally recognized body in engineering. Currently, the national accrediting body is the Accreditation Board for Engineering and Technology.

**Acquisition Manager**

Career Field Summary: These officers manage defense acquisition programs covering every aspect of the acquisition process, including integrating engineering, program control, test and deployment, configuration management, production and manufacturing, quality assurance, and logistics support. They also perform functions essential to acquisition programs involving major defense acquisition programs and/or subsystems and performs acquisition support roles.

Education: For entry into this specialty, undergraduate academic specialization in engineering, engineering science, engineering management, mathematics, analytical science, physical science, business, or management; or completion of a minimum of 24 semester credit hours of study from an accredited institution of higher education from among the disciplines of: accounting, business finance, law, contracts, purchasing, economics, industrial management, marketing, quantitative methods, and organization and management is mandatory.

**Contracting**

Career Field Summary: Contracting officers plan, organize, manage, and accomplish contracting functions to provide supplies and services essential to Air Force daily operations and war-fighting mission. Included are accomplishing contracting system processes, formulating contracting policy and procedures, coordinating contracting activities, and directing contracting operations. The contracting system includes effective acquisition planning, solicitation, cost or price analysis, offer evaluation, source selection, contract award, and contract administration.
Education: A baccalaureate degree with a minimum of 24 semester credit hours (or the equivalent) of study from an accredited institution of higher education in any of the following disciplines is mandatory: accounting, business finance, law, contracts, purchasing economics, industrial management, marketing, quantitative methods, and organization and management.

Financial Management

Career Field Summary: Air Force financial management officers are asked to perform financial management activities and manage financial programs and operations, including accounting liaison and pay services; budget preparation and execution; program, cost, and economic analysis; and nonappropriated fund oversight. They also develop special studies and analyses of management problems and recommends solutions and serve as a financial adviser to commander and staff.

Education: Undergraduate academic specialization in business administration is desirable. A minimum of 12 semester hours in economics, accounting, and statistics subjects (6 of which must be in accounting) is mandatory.

Bibliography:
### Air Force Officer Career Opportunities

### Education

A baccalaureate degree with a minimum of 24 semester credit hours (or the equivalent) of study from an accredited institution of higher education in any of the following disciplines is mandatory:

- Accounting
- Business Finance
- Law
- Contracts
- Purchasing Economics
- Industrial Management
- Marketing
- Quantitative Methods
- Organization and Management

### Financial Management

**Career Field Summary:** Air Force financial management officers are asked to perform financial management activities and manage financial programs and operations, including accounting liaison and pay services; budget preparation and execution; program, cost, and economic analysis; and nonappropriated fund oversight. They also develop special studies and analyses of management problems and recommend solutions and serve as a financial adviser to the commander and staff.

**Education:**

- Undergraduate academic specialization in business administration is desirable.
- A minimum of 12 semester hours in economics, accounting, and statistics subjects (6 of which must be in accounting) is mandatory.

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### Bibliography

# QUICK-REFERENCE GUIDE
(Continued)

## Officer Air Force Specialty Codes (AFSCs)

### SPECIAL DUTY IDENTIFIERS

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### Gold Bar Enlisted Recruit

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Welcome and Course Overview II

Cognitive Lesson Objective:
- Know the course material to be covered, course requirements to be met, and opportunities and benefits available to cadets.

Cognitive Samples of Behavior:
- State the course objectives.
- Identify proper classroom conduct and procedures.
- List student assignments and testing requirements.
- Describe the course grading criteria.

Affective Lesson Objective:
- Respond to the instructor’s expectations for the semester.

Affective Sample of Behavior:
- Actively participate and ask questions as appropriate.
Reading assignments are listed on the next page of this document.

**Cognitive Lesson Objective:**
- Know the different levels of Air and Space Doctrine and each Air Force Operation to include selected operations within those Operations.

**Cognitive Samples of Behavior:**
- Describe each Air Force Operation.
- Define the three levels of Air Force doctrine.
- Identify the operations associated with the Operations of Counterland and Air Mobility.

**Affective Lesson Objective:**
- Respond to the importance of the levels of doctrine and the Air Force Operations.

**Affective Samples of Behavior:**
- Read the assigned information before attending lecture.
- Receive information on the importance of Air Force Operations.
Complete outside reading as indicated below from Air Force Basic Doctrine, Volume 1 and Doctrine Annexes. These volumes can be accessed at: https://doctrine.af.mil/.

- Chapters 1, 2, 3 of Basic Doctrine, Volume 1
- Annex 2-0 Global Integrated ISR
- Annex 3-01 Counterair
- Annex 3-03 Counterland
- Annex 3-05 Special Operations
- Annex 3-12 Cyberspace Operations
- Annex 3-14 Space Operations
- Annex 3-17 Air Mobility Operations
- Annex 3-30 Command and Control
- Annex 3-50 Personnel Recovery
- Annex 3-70 Strategic Attack
- Annex 3-72 Nuclear Operations
- Annex 4-0 Combat Support

Bibliography:
Air Force Doctrine
Lesson Preparation:
- Review Air Force Handbook (AFH 33-337), *The Tongue and Quill*, Chapter 11. Complete the Listening Habits Survey at the end of this section before coming to class.

Cognitive Lesson Objective:
- Comprehend that effective listening positively affects mission accomplishment.

Cognitive Samples of Behavior:
- Explain the differences between hearing and listening.
- Define effective listening and the five steps of the listening process.
- Describe the 10 most common listening problems.
- Explain the seven-step process for improving listening ability.

Affective Lesson Objective:
- Value that effective listening positively affects mission accomplishment.

Affective Sample of Behavior:
- Without prompting, students consistently interact within their flights to accomplish the mission, using effective listening skills.
Communication is a vital skill that each of us, as potential supervisors, leaders, and followers, must continually try to improve. We can’t hope to lead, motivate, train or evaluate others without mastering the ability to clearly communicate our thoughts and ideas. In Air Force Doctrine Document Volume II, Leadership, the competency of personal leadership focuses on necessary skills for face-to-face, interpersonal relations that directly influence human behavior and values. A specific competency listed under personal leadership is “fostering effective communication.” In addition, personal leadership skills are critical at all leadership levels: strategic, operational, and tactical.

In this class we’ll also review the role of effective listening and how it relates to the communication process. You receive more information by listening than by any of the other means of communication—writing, speaking, or reading—but listening is our weakest skill. As listeners, we often fail to do our part in the communication process. As a result, poor listening is one of the most significant problems facing organizations today. By gaining a better understanding of just what listening involves, by recognizing the barriers to effective listening, and by forming good listening habits, we can learn to become better listeners.

Use the following pages as a note-taker during class:

**Listening: The Neglected Skill**

1. **Listening vs. Hearing**
   - Hearing
   - Listening

2. **Listening is a selective process of receiving, attending to, understanding, evaluating, and responding.**
   - Receiving
   - Attending to
   - Understanding
   - Evaluating
   - Responding

3. **Listening - What do we know about it?**
   - Listening is the **most used** of all communication skills
   - Listening is the **least developed** of all communication skills
   - **Training improves** listening
4. Listening - What makes this skill so challenging?
   • Uninteresting topics
   • Speaker’s delivery
   • Over stimulation by the message
   • Listening for facts
   • Outlining everything
   • Faking attention
   • Distractions
   • Avoiding the difficult
   • Emotional words
   • Wasting the speed differential

5. Listening – What steps can help us to be better listeners?
   • Be conscious of your listening behavior
   • Motivate yourself to listen
   • Prepare yourself to listen
   • Control your reactions
   • Work at listening
   • Listen for ideas
   • Concentrate on the message

6. How can we help others to listen to us?
   • Be a good listener yourself
   • Be interesting to talk to
   • Use good eye contact
   • Tell the truth
   • Use the listener’s name regularly
LISTENING BEHAVIOR ASSESSMENT

(by Major A. Cecil; adapted from Listening Habits Survey by Steil, Barker, and Watson, 1938; and “Listening Skills” article in People, Partnerships, and Communities Newsletter, Issue, 1997)

Complete this assessment before the lesson. Indicate how often you do these 10 listening habits. Then mark the points for each item, as indicated, and find your total score.

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>Almost Always 2pts</th>
<th>Usually 4pts</th>
<th>Sometimes 6pts</th>
<th>Seldom 8pts</th>
<th>Almost Never 10pts</th>
<th>Score</th>
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<tr>
<td>1. Shows a negative attitude about the topic: “Why do I need to hear about this?” or “This is boring.”</td>
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<td>2. Focuses on or easily distracted by speaker’s missteps, such as “um, uh” or monotone style</td>
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<td>3. Loses temper or patience with one point of speech; obsesses on that point</td>
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<td>4. Focuses on facts or minor points in the speech</td>
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<td>5. Writes down as much as possible on what the speaker says</td>
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<td>6. Very discreetly does something else other than listen while the speaker is talking</td>
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<td>7. Does other things during speech, such as whispering, daydreaming, thinking about the weekend, or watching hall traffic</td>
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<td>8. Disinterested in any difficult, challenging information; writes no notes or questions</td>
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<td>9. Upset by or loses temper with words that trigger strong feelings, such as a “pet peeve”</td>
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<td>TOTAL</td>
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<tr>
<td>10. Not interested in where the speaker is going with topic, the speaker’s gestures/movements, or summarizing</td>
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Bibliography:
Cognitive Lesson Objective:
- Know the various services and activities found on a typical Air Force base.

Cognitive Samples of Behavior:
- Identify the services and facilities available in the base community.
- Recognize the importance of the Air Force installation to the accomplishment of the mission.

Affective Lesson Objective:
- Respond to the value of Air Force installations’ services.

Affective Sample of Behavior:
- Discuss aspects and utility of Air Force installations.
The personnel of the United States Air Force are stationed at installations around the world. With over 21% of the force in places foreign or remote, and considering that these members rotate regularly to new assignments, an infrastructure is necessary to ensure stability. Air Force installations not only serve as focal points for Air Force operations (training, airlift, space, fighter, bomber, tanker, etc.), but they also serve as focal points for personnel. To keep some continuity and to address concerns universal to military communities, Air Force installations have unique characteristics and services.

**Base Housing**

The Base Housing Office and Housing Referral Office support personal housing needs. Quarters for single service members are similar to apartment living in any other community. They have all the conveniences any well-equipped apartment might have. Quarters for married service members and their families resemble the typical American home. The size of the house authorized depends on the size of the family, ages, and sexes of the children, and the member’s rank. Because of the time involved with moving people in and out of a location, most bases have a waiting list to aid in the orderly allocation of housing.

Living on base is like “renting” the unit. Quarters are unfurnished but do include a range, refrigerator, and some are equipped with dishwashers and central air. The Government pays all utility and maintenance costs. In turn, the occupant is expected to maintain the yard, and comply with sanitation, conservation, safety, and fire prevention standards established for military housing.

Even if the Air Force member doesn’t plan to live on base, they must check with the Base Housing Office at their new base before entering into any contract for off-base housing. Some rental or real estate agencies have been placed on an “Off-Limits” list by the base commander because of their past dealings with military members. Obviously, an Air Force member can’t enter into a contract with an agency on the list.

Another reason for checking in with this agency is that they can provide you a list of utility companies in the local area. Most utilities require a deposit when someone opens an account with them. Most major utility companies will waive this deposit for military members.

When moving a family to an overseas duty station, the base housing office will have what is called a Furnishings Management Office (FMO). This is due to the household goods weight restriction for overseas locations. FMO will loan furniture (to include carpets) and appliances to families living both on and off base for the duration of their assignment.

**Pass and Registration**

Pass and Registration handles firearm registration. Firearms are normally stored in the base armory and checked out as needed. All persons must inform the Security Forces member at the gate if they are entering the base with a weapon in the vehicle.
Pass and Registration is also the focal point for pet registration for base residents. Animal control is an important issue, and members can be evicted from base housing for failing to provide proper care for their pets.

**Traffic Management Office (TMO)**

TMO is responsible for shipping household goods. They contract with moving companies to pack up the belongings of the moving military member and deliver them to the new duty location. Members also have the option to move their own household goods which is called a Do-it-Yourself Move (DITY). The member will be compensated with an incentive payment of 95% of what it would have cost the government to move the household goods.

When moving to an overseas location there will be two shipments. The first is called unaccompanied baggage. This shipment contains items needed immediately upon arrival at the new duty station. Items such as a set of sheets, dishes, a TV, and clothing can be included. There is a weight limit to this shipment. The second shipment is for household goods. This will contain the majority of a family’s belongings: furniture, pictures, kitchen accessories, gardening tools, etc.

**Military Personnel Section (MPS)**

The MPS is responsible for all personnel actions that affect military members but can also provide several services to dependents of military members as well. The Customer Service personnel will assist in processing changes to your Servicemembers Group Life Insurance (SGLI), oversees absentee balloting, and handle passport requirements.

Customer Service also prepares identification cards. The ID card is valid on military installations worldwide and is a dependents’ authorization to use numerous facilities, such as the hospital, BX, commissary, and recreation center. Military personnel and their family members should always carry their ID card. Report lost ID cards immediately to the MPF Customer Service Unit. Dependent ID cards are honored until the expiration date. Besides these functions, the personnel assistance element can assist you with the following:

- Dental Plan
- Social Security Number Applications
- ID Card Applications
- DEERS Enrollment
- Name Changes
The Exchange

Army and Air Force Exchange Service (AAFES) manages several retail stores, the largest of which is The Exchange. Today, base exchanges offer nearly the same services you find at a shopping mall.

The Exchange provides merchandise and services at prices considerably lower than those for comparable products on the civilian market. This is possible because The Exchange transactions aren’t subject to state taxes. In foreign countries they’re not subject to taxes levied by the individual country. The Exchange makes a small profit, and the funds are distributed to base welfare, unit, or nonappropriated funds.

The Exchange generates reasonable earnings to support Force Support Squadron programs. It’s self-supporting and pays for overhead expenses such as employee salaries, inventory, supplies, and utilities.

The AAFES not only operates The Exchange but also operates shoppettes (convenience stores), troop stores, automotive services, and some food operations. Additionally, it provides vending and specialty businesses to include catalog sales, film processing, and personal services such as barber and beauty shops. The Exchange also operates the military clothing sales stores, commodity concessions, and motion picture theaters. Overseas, they operate new car sales and bookstores. For convenience, The Exchange accepts most major credit cards. It provides a lay-away program, a military clothing deferred payment plan, and other customer services such as personal check cashing.

Commissary

Just as The Exchange is the base department store, the commissary is the base supermarket. The commissary is usually a single store where you can buy groceries and household supplies. It carries the major brand names you find in a commercial establishment. The commissary sells items at cost except for an added 5 percent surcharge to cover operating equipment and supplies.

Additionally, the commissary provides the means for the Air Force to feed its members. It buys food for the dining facilities and operates the sales store for those not required to eat in the base dining facility.

Airman and Family Readiness Center (AFRC)

The Airman and Family Readiness Center aids active-duty, Guard, Reserve, and civilian personnel and their families in meeting personal problems. It serves as a one-stop information and referral center. This organization can loan household items to newly arrived personnel until their household goods arrive. It also provides information about Air Force life (including other bases) and offers spouse orientations.
Family readiness arranges transportation, childcare, and other assistance as needed. It’s a loan service for household items. This usually includes cribs, pots, pans, irons, and other little necessities.

Most bases have a welcoming committee—a volunteer from the committee welcomes newly arrived families to offer aid in making the adjustment smoother. It also offers an orientation course to inform spouses and other dependents of essential facts concerning allotments, insurance, social security, retirements, casualty entitlements, and similar matters.

AFRC assist in any practical way as a transitional point for newly arrived families. They also offer a variety of services to the military family, such as financial planning classes.

Spouses are sometimes forced to give up their jobs when their sponsors are reassigned. The Spouse Employment Program helps newly arrived spouses find a job comparable to the one they gave up.

They have many resources available to help deployments/reintegration issues, marriage and relationship issues, stress and anxiety, etc. The Military Family Life Consultant (MFLC) is anonymous and they do not keep records.

Finally, the Air Force Aid Society (AFAS) falls under the Airman and Family Readiness Center. AFAS is the official USAF emergency financial assistance organization. It helps Air Force people in emergencies and provides tuition assistance to dependents of Air Force personnel.

**Medical Services, TRICARE, and the Legal Office**

For information on these services refer to the lesson on Air Force Benefits.

**Base Club**

The Base Club provides entertainment, social programs, and food and beverage service to members and their guests. The Club is the center of social life for military members and their families. This results from tradition and the relatively inexpensive food and drinks. Most units hold their formal and informal functions at the Club.

The Club usually consists of at least one large dining area, one or more private party rooms, a main bar, a smaller casual bar, a dancing area, and a cashier’s cage. It may also have a barbershop, swimming pool, tennis courts, and other facilities and services at much lower cost than similar facilities and services in a comparable off-base country club.

Although membership at the Club isn’t mandatory, all military members are highly encouraged to join and participate. The club’s success and other base activities depend upon the support of all military members. Service members may use their privileges at other base clubs they might visit.
**Base Chaplain**

Most bases have a very active chapel program to serve all military personnel in the area, regardless of their denomination. Military chaplains represent a wide variety of faiths and have the endorsement of their sponsoring denomination. The number of chaplains depends on the total base population. Military chaplains perform all the services you might expect, including confidential counseling. The senior chaplain advises the commander on unit morale. An Air Force chaplain is a good source of support because they have 100% confidentiality which means they cannot repeat ANYTHING you tell them without your written consent.

**Force Support Squadron (FSS)**

Every base operates activities to help improve the quality of life. The FSS maintains recreational facilities on- and off-base, loans sporting goods and recreational equipment, and provides other services for use by active duty, retirees, dependents of both, and accompanied guests. Although not all activities are free, the fees are well below what you’d pay for similar services off base.

At outdoor recreation one can rent (at minimum cost) sporting goods and recreational facilities. Common items include camping trailers, tents, sleeping bags, lanterns, fishing gear, archery equipment, bicycles, and snow or water skis. The type of equipment stocked usually depends on the “things to do” in the local area. Some bases have contracted for facilities at popular vacation spots. For example, the Hali Koa is a hotel located in downtown Waikiki, Hawaii that is owned and operated by the military as a hotel for DoD personnel. It offers affordable rates and a convenient location. Hotels such as this are available in many countries as well as in several states here in the US.

Other services/facilities provides include bowling alleys, golf courses, libraries, swimming pools, and jogging trails. They also offer automotive, art, and ceramic classes, electronic and furniture repair, leather, and photography hobby shops.

At most bases, fitness centers offer such programs as basketball, softball, racquetball, and weight rooms. Additionally, the FSS provides facilities for intramural contests between units.

The Information, Tickets and Tours (ITT) office provides discount tickets to local attractions, movies, plays, etc. Sometimes they even provide a bus to get you there.

The Base Library is usually well stocked and has programs to help very young children develop an interest in reading. The Child Development Center offers the next best thing to your personal childcare. The Youth Center offers games and special programs to community youth, such as music lessons.
Public Affairs Office (PAO)

The PAO performs two major functions: it disseminates internal and public information and coordinates community relations.

The base newspaper is the most visible part of the internal information program. Most base newspapers are published weekly and distributed free of charge to base personnel. The base paper carries articles about the commander’s policies, the wing’s mission, achievements, goals, and other items of interest to Air Force personnel, such as AAFES movie theater schedules and classified ads.

Military OneSource

Military OneSource is a Department of Defense website providing comprehensive information on every aspect of military life at no cost to active duty, Guard and Reserve Component members, and their families. The information can be accessed from www.militaryonesource.mil. Directly available from the Military OneSource website homepage is an “Installation Locator.” Choose or enter an installation to go to the website.

The specific information regarding individual installations is available to everyone through the Internet as well as the Airman and Family Readiness Center. It is your official DoD source for installation and state resources. There is a customizable calendar tool to create a unique personal moving plan that contains to do lists, checklists, phone lists, and links to critical moving information from budget planners to choosing a school.

Conclusion

The Air Force installation is the hub of activity for its members and, as such, has a meaningful, robust infrastructure focused on meeting almost every need. It is important that the service member be familiar with what services are available and take full advantage of them.

Bibliography:
Principles of War and Tenets of Airpower

Read Chapters 4 and 5 of Air Force Basic Doctrine Volume I

Cognitive Lesson Objective:
• Know how the principles of war and tenets of airpower contribute to warfare.

Cognitive Samples of Behavior:
• State what the principles of war provide to Airmen.
• Define each principle of war.
• List the tenets of airpower.
• State how the tenets of air power complement the principles of war.

Affective Lesson Objective:
• Respond to the importance of the principles of war to members of the U.S. Armed Forces.

Affective Sample of Behavior:
• Value these principles and tenets as they apply to air, space, and cyber forces.
Read Chapters 4 of 5 of Air Force Basic Doctrine, Volume 1. These chapters can be accessed at: https://doctrine.af.mil/.

Bibliography:
Making Policy and Strategy

Cognitive Lesson Objective:
• Know the basic concepts of making US Policy and formulating a national strategy.

Cognitive Samples of Behavior:
• Define national security policy.
• Identify the main ideas of our foreign policies from 1776 to the present.
• Identify the main ideas of each of our deterrent strategies.
• State how a nation determines its national objectives.
• List in order the five steps in the strategy process.

Affective Lesson Objective:
• Respond to the importance of knowing how US policy shapes national strategy.

Affective Samples of Behavior:
• Value that foreign countries, US internal attitudes, and different views within the US government directly impact strategies.
• Voluntarily discuss how the strategy process can be complicated by external factors.
• Voluntarily discuss the connection between battlefield strategy and the vital national interests we’ve sworn to protect.
Have you ever wondered why the United States gets involved in the operations we support or why the military supported certain contingencies in the past? You only need to mention countries like Korea, Vietnam, Somalia, Bosnia, Kosovo, or Iraq to start a lively discussion with most Americans. To fully grasp the policies and interests of the United States and how they affect the use of our military forces, military officers have a professional responsibility to have a basic understanding of the world and its history. Though American foreign policy changes as the global environment alters our national needs or interests, history still offers important lessons for policy makers, military officials, and the American public. After all, those who fail to learn from history are doomed to repeat it!

The formulation of national strategy and foreign policy can be difficult to follow since many other agencies beyond the president are involved. Though Winston Churchill referred to the Soviet Union's foreign policy as "a riddle wrapped in a mystery inside an enigma," his words seem applicable to the United States’ policy and strategy process today. Hopefully by the end of this reading, you'll have at least part of the mystery unraveled.

Before we explore the strategy process, we need to define some important terms that over time have mistakenly been used interchangeably. Because each may affect or inform other elements, it is important to understand their subtle nuances.

**Policy** is guidance that is directive or instructive, stating what is to be accomplished. It reflects a conscious choice to pursue certain avenues and not others. Policy is more mutable and changes due to changes in national leadership, political considerations, or for fiscal reasons. Within military operations, policy may be expressed not only in terms of objectives, but also in rules of engagement (ROE), in other words, what we may or may not strike or under what circumstances we may strike particular targets.

**Foreign Policy** is comprised of the goals and guidelines that shape the conduct of American relations with other countries. Additionally, American foreign policy is concerned with the achievement of our national objectives and protecting our national interests through the use of national instruments of power.

**Strategy** defines how operations should be conducted to accomplish national policy objectives. Strategy is the continuous process of matching ends, ways, and means to accomplish desired goals within acceptable levels of risk. Strategy originates in policy and addresses broad objectives, along with the designs and plans for achieving them.

**US National Security Policy** provides for protection of our nation. National security policy includes concerns about the projection of national power, survival, and the well-being of the state, as well as military capabilities. It is designed to protect the nation from external threats and to create an environment that enhances the nation’s ability to achieve our national interests. We merge foreign policy and National Security Strategy together to form our national policy. These are the two factors that shape our actions in relation to other nations.
POLICY INFLUENCES

Now that we have a basic understanding of these terms, let’s take a deeper look into who and what influences US policy.

Executive Branch

There are four components within the Executive Branch:

The President. The President’s role in foreign policy is a product of the US Constitution. According to the Constitution, the President has the sole authority to negotiate treaties with foreign governments and has the power to appoint and remove ambassadors and other officials. Additionally, the President decides which nations the United States will recognize diplomatically.

The State Department. The primary function of the State Department is to provide the President with the facts and advice necessary for determining foreign policy. The State Department is also responsible for implementing foreign policy and enforcing laws of the United States relating to external affairs. The department is responsible for US embassies, consulates, and their personnel, including ambassadors. Most US dealings with foreign governments are handled through embassies. The Secretary of State is generally considered our government’s chief representative in foreign affairs.

The National Security Council (NSC). The NSC is the present organization charged with handling national security matters and was established by the National Security Act of 1947. This is the President’s principal forum for considering national security and foreign policy matters with his senior national security advisors and cabinet officials. The Council also serves as the President’s principal arm for coordinating these policies among various government agencies.

The Assistant to the President for National Security Affairs. The position was created by President Eisenhower in 1953. Although its precise title has varied, the position has come to be known (somewhat misleadingly) as the National Security Advisor. The role of the National Security Advisor, like the role of the NSC itself, has in large measure been a function of the operating style of the President.

Legislative Branch

The framers of the Constitution were deliberate in separating the legislative and executive powers as they pertain to war. While they were willing for the Commander in Chief to go to war as the head of the American military, they were not prepared to give him unlimited power as was the case in monarchical Europe. Thus, declaring war is a formal duty of Congress. This was significant until the post-World War II period since a direct declaration
of war preceded most major military actions. Following 1945, this power has been diluted since it has become the norm for the military instrument to be employed even though a formal declaration of war has not been issued.

Congress is mandated to “raise and maintain” the military forces that the president commands. Congress, on executive recommendation, sets work force ceilings that cannot legally be exceeded and limits how much can be obligated or actually spent for various military programs.

Congress has the “power of the purse.” This means that the executive branch can spend no monies not appropriated for specific purposes by Congress and this congressional power acts as both a direct and an indirect limitation on presidential independence.

Additionally, no treaty negotiated by the president can be ratified without the “advice and consent” of two-thirds of the US Senate.

Finally, high-level presidential appointments are subject to Senate confirmation or rejection. The confirmation process applies to ambassadors, cabinet appointees, and subcabinet-level personnel (e.g., assistant secretaries).

The American People

The American people also have a role in the formulation of foreign and national security policy. Specifically, we’ll examine public opinion, special interest groups, and the press.

Public Opinion. This is classified into three categories:

- *The uninformed public.* The uninformed public consists of more than three-quarters of the population. It doesn’t regularly seek information about foreign affairs and does not form opinions unless its own interests are directly affected by events. Participation by the uninformed public tends to be sporadic and malleable; rather than shape foreign policy, its opinions are shaped by it.

- *The informed public.* The informed public consists of citizens who regularly keep up with, and form, opinions about foreign affairs and national security policy. The informed public represents about one-fifth of the population and the opinions of this group tend to be fairly generalized rather than specific. This group generally contains local opinion leaders (e.g., clergy and journalists) who transmit information to the uninformed public.

- *The effective public.* The most important influence on decision makers comes from the effective public. This segment comprises that part of the public that actively seeks to influence policy and makes up less than five percent of the general population. These individuals seek to influence policy by advocating positions in scholarly and professional journals and testify before Congress.
**Interest Groups.** These are a group of people with similar attitudes toward some areas of human activity, issue, or problem. There are a number of techniques that interest groups can use to influence government. One of the first methods that comes to mind is lobbying. However, it is important to note that special interest groups perform a number of functions.

First, interest groups provide thorough and expert research. They gather information and develop arguments that support their point of view. For example, interest groups call attention to provisions in legislation they feel are based on ignorance or misinformation. Second, interest groups perform the role of an ombudsman. An ombudsman is “one who investigates reported complaints, reports findings, and helps to achieve equitable settlements.” Members of interest groups help handle grievances, aid in contacting the government agency having jurisdiction over a problem, and give advice on solving problems within the law. A third function of interest groups is the aggregation of interest between groups. In other words, interest groups bargain, compromise, and help build consensus between other interest groups with conflicting interests. For example, labor and business groups negotiate to develop agreements that the legislature can pass.

**The Press.** Our Constitution is designed to guarantee freedom of the press. In America, freedom of the press means freedom to express opinions contrary to those of the government. When the press turns the spotlight of publicity on a problem or issue, the government must address the public’s response. Some believe the power of the press is so strong that the press could be considered a fourth branch of government.

Now that you know who the players are in national policy, let’s review a brief history of US foreign policy to learn from some of our successes and mistakes. The most important takeaway is an understanding of how national interests guide our foreign policies—only through an analysis of these interests can we make effective decisions.

**EVOLUTION OF US FOREIGN POLICY**

Since the founding of our nation, the US has embraced three fundamental and enduring goals: to maintain our sovereignty, political freedom, and independence with its values, institutions, and territory intact; to protect the lives and personal safety of Americans, at home and abroad; and to promote the well-being and prosperity of the nation and its people.

**Isolationism**

Following the American Revolution, our fledgling government quickly established a foreign policy of neutrality and non-entanglement toward European affairs. The American people desired to concentrate their resources on domestic issues, especially family security, rather than the foreign wars occurring in Europe (i.e. Napoleonic Wars, Franco-Prussian War, and global colonization). The physical isolation from Europe seemed much greater in the 1700s than it does today. With no telephones, airplanes, or powered ships to
cross the Atlantic, it was relatively easy for the US to turn inwards. Additionally, American
neutrality was crucial for American trade to continue with the belligerent states. In 1823,
President Monroe announced a corollary to American isolationism. Commonly called the
“Monroe Doctrine,” the announcement was spurred by Spain’s attempts to recapture its
lost colonies in Latin America. The Monroe Doctrine declared both the North and South
American continents free from colonization by European powers. Any attempt to interfere
with the independent governments of the Western Hemisphere would be considered a
threat to US security.

**Imperialism**

During the latter part of the nineteenth century, European powers embraced Social
Darwinism—Darwinian concepts applied to socio-political relationships which presumed
that stronger societies would prevail over the weaker. This fueled a massive global
colonization race. Though the US never adopted true Social Darwinism, it did pursue
overseas expansion, particularly in the western hemisphere. Fifty years after the Louisiana
Purchase of 1803, the US acquired possession of all land between the Atlantic and Pacific
Oceans, northward of the Rio Grande to the 49th parallel. Following the Civil War, the US
acquired Alaska in 1867 and the Hawaiian islands in 1898.

At the turn of the 20th century, America gained control over the Philippines, Guam, Puerto
Rico, and significant control in Cuba. In order to govern territories in both the Pacific
and Atlantic Oceans, it became necessary for the US to build a large naval force. The
Theodore Roosevelt Administration backed a Panamanian rebellion which achieved
independence from Columbia in 1903 and provided the US a ten-mile stretch of land to
build the Panama Canal. Such actions were justified through the Roosevelt Corollary to
the Monroe Doctrine. This stated that the United States had a “moral right and obligation”
to intervene in Latin America at any time in order to restore order and protect American
interests in the area. The canal was completed in 1914 and marked a major foreign
policy achievement at the time. In 1915, the US took control of the customs offices in
the Dominican Republic and Marines landed in Nicaragua in 1915, then in Haiti and the
Dominican Republic in 1916. Despite American moral rejection of Social Darwinism,
in practice the American way of life and democracy was spread through Latin America
using the “force of a gun.” Animosity towards the United States still exists in parts of Latin
America today as a legacy of this policy.

American imperialism continued until 1914 with the outbreak of World War I. From 1914
to 1918, over ten million people lost their lives in the battlefield that was the continent of
Europe. The devastation of modern warfare was so horrible that it became known as
“The Great War” or the “war to end all wars.” In the aftermath, the former combatants
were no longer willing or able to fight, including the United States. Thus, our foreign
policy in the inter-war years transitioned to pacifism.
Pacifism

Though disillusioned by the circumstances of the Great War, the US emerged as a powerful political and military state. Still, our European Allies rejected President Wilson’s liberal peace proposals in order to punish what was commonly seen as the war’s instigator, Germany. Among other things, Britain and France fought to make Germany pay for the entire war, including their war pensions, through the punitive Treaty of Versailles.

Another point of disagreement between the Allied Powers was the League of Nations. Proposed as a permanent international body, it served as a hub for all nations to meet and settle disputes while maintaining their sovereignty and avoiding war. Though Europe accepted the League, Congress rejected it and cut many ties to Europe since its complex alliance system had significantly contributed to the war. Ultimately, the League didn’t have the force needed to truly guide international policy and dissolved in 1946.

Instead, the US adopted a model of disarmament by example to demonstrate its goodwill. We entered into many neutrality acts like the Kellogg Peace Pact which outlawed war as a legitimate instrument of national policy.

United Nations (UN) Cooperation

Despite the inter-war years’ international idealism, the combination of the Great Depression, the ineptitude of the League of Nations, harsh post-war reparations, and Japanese aggression in the Pacific set the stage for World War II. Like World War I, the Second World War had a major impact on US foreign policy. Following 1945, the United States enjoyed the distinction of having an intact economy and a monopoly on atomic weapons. Yet the war’s end brought many difficulties, such as the Soviet Union’s open antagonism of the free world, and the need for an international political forum was renewed.

The UN was established in 1945 as an international organization similar to the League of Nations but it wielded actual political power to back its decisions unlike its predecessor. The US altered its foreign policy to incorporate major power cooperation in the UN with the hope of preventing war in international disagreements. However, the Soviet Union saw an opportunity to increase its security by expanding its influence while Europe rebuilt. Descending across Eastern Europe, the Soviets reclaimed Poland, the Baltic countries, and set up communist governments throughout the region. They also instigated numerous communist rebellions around the world. The US’s former ally, China, became a communist government under Mao Tse Tung in 1949. This was a serious blow to the United States because of their significant power in Asia. Thus, our competition with the Soviets rendered this foreign policy of cooperation obsolete.
Containment

The US moved into its next era boldly which was epitomized in President John. F. Kennedy’s inaugural speech: “Let every nation know...that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and success of liberty.” The goal of containment was to stop Soviet expansion. Although the Soviets were not an immediate threat to the United States, eventually they would be.

One of the first tools to accomplish this was the Marshall Plan of 1948. The Marshall Plan was a broad economic aid policy with the aim of rebuilding Europe, including the Soviet satellite nations. Soviets did not allow their satellites to accept any “imperialist” money. In the summer of 1948, the Soviet Union blockaded Berlin which had been divided into four zones between the Allied Powers. America responded by airlifting supplies into the city for the duration of the blockade and demonstrated its commitment to protecting Western Europe.

Aided by the Marshall Plan, Europe slowly rebuilt. In 1949, the United States helped create the North Atlantic Treaty Organization (NATO), a political and military alliance founded with the aim of countering Soviet aggression through mutual defense. It originally consisted of the United States, Canada, and ten European states. West Germany, Greece, and Turkey joined after 1949. By 1950, Germany reached and exceeded its prewar industrial production.

Within the US, Containment policy was comprised of five deterrent strategies. Though these strategies supported the larger goal of containing Soviet aggression, each strategy used different methods to do so.

**Deterrent Strategies**

- *Massive Retaliation*. With the Korean Conflict fresh in the collective American memory, the US sought to achieve its foreign policy objectives without having to contend with an enemy’s fielded forces. The only option seemed to be through the unique destructive capabilities of nuclear weapons. At this point in time, the US and the Soviet Union faced off as the only seriously capable nuclear powers. The US’ position was clear—if necessary, it would use nuclear weapons at a time and place of its choosing. Unfortunately, our conventional military forces were divested in order to build up the nuclear triad.

In 1957, the Soviet Union stunned the US with its launch of Sputnik, the first satellite to orbit earth. This scared Americans because it removed the natural protection of the oceans from a military strike; the Soviets could now launch nuclear weapons from a new domain—space. Since nuclear superiority was no longer an option, additional military options were needed. Nuclear war with the Soviet Union over smaller disagreements was not worth the potential physical and psychological cost.
• **Graduated Response.** This strategy focused America’s nuclear arsenal on the Soviet military capability rather than target the civilian population. Realizing that we were at a numerical disadvantage with conventional forces, the US began to place tactical nuclear weapons around China and the Soviet Union. Tactical nuclear weapons could quickly counterstrike to even the playing field. Today, some strategists and historians consider the United States’ use of tactical nukes as the main deterrent to a Soviet attack on Western Europe.

The United States continued to prove its resolve in containing communism by supporting many countries in Southeast Asia. In addition, we also expanded alliances and trade in the Pacific region, particularly with Japan and Australia. In 1954, a mutual defense assistance agreement was signed between the US and Japan. It provided for Japanese rearmament with American military and economic aid. Aid increased significantly once the United States realized the magnitude of the threat posed by the Soviet Union’s proximity. The Australia, New Zealand, United States Security Treaty (ANZUS or ANZUS Treaty) was signed in 1951 and demonstrated the United States’ increased attention to this region of the world. Still, the biggest fault of the Graduated Response strategy was its overreliance upon nuclear weapons. Although different types of nuclear weapons offered more flexible options, American conventional forces were still seriously underdeveloped when compared to the Communists.

• **Flexible Response.** The Kennedy administration realized a new strategic concept would give the US greater capability to respond to any level of conflict—from a nuclear engagement to a small crisis. The Green Berets and Navy SEALs were established for counterinsurgency operations and airlift and sealift capabilities were reconstructed to support the larger aim of building a capable conventional force. In addition, the concept of Mutual Assured Destruction (MAD) was articulated as official policy. In this scenario, strategists conceded that the Soviets could strike a devastating blow. No one would win in a nuclear war.

• **Realistic Deterrence (also called the Nixon doctrine).** By the 1960s, Americans were confronted with a new global reality. China had detonated its first nuclear weapon, the Soviet Union continued to grow in strength, and the US was embroiled in Vietnam. With little to no public or Congressional support, the military establishment was forced to readjust its deterrence strategy. President Nixon summarized this shift in US policy: “…the United States will participate in the defense and development of allies and friends, but…America cannot—and will not—conceive all plans, design all programs, execute all the decisions, and undertake all the defense of the free nations of the world.”

The United States widened its nuclear umbrella and started the Security Assistance Program (SAP), designed to provide aid to US allies. Similar to the Marshall Plan, the US sent hardware and economic aid to countries to better resist communism. However, the US would not supply the majority of personnel if a conflict erupted.
Essential equivalence became an accepted aspect of realistic deterrence. The Soviet Union had more nukes and their warheads were bigger, but the United States had more accurate weapons.

- **Contemporary Containment (Reagan Doctrine).** In 1981, the United States underwent a dramatic change. President Reagan came into office and dramatically restored the military’s image and respect. His administration was also much more outspoken and aggressive in dealings with the Soviet Union; in 1983, President Reagan called the Soviet Union the “Evil Empire.” During Reagan’s eight years in office, Congress increased defense spending from $277 billion in 1981 to $371 billion in 1989. For almost three successive years, military personnel received significant pay raises. Numerous programs were restarted like the B-1 bomber and several new programs, like the Strategic Defense Initiative, were supported. American involvement in the Security Assistance Program, begun under President Nixon, increased. The United States provided billions of dollars in foreign aid, support, and loans in order to develop strong allies that could resist communism on their own. The United States also began to insist that its allies, such as Japan and Western Europe, share the burden of their own defense.

### Post-Containment Era

The year of 1989 marked a dramatic change in world history. The Warsaw Pact disintegrated as Eastern Europeans asserted their independence from the Soviet Union. By 1991, the Soviet Union, our nemesis for over four decades, dissolved. Although the Cold War was over, new challenges appeared that demanded cooperative, multinational solutions. According to the 1999 National Security Strategy, the United States sought to enhance America’s security, bolster America’s economic prosperity, and promote democracy and human rights abroad. In addition, the Department of Defense wanted to maintain a military force capable of simultaneously fighting in two major theater wars. One scenario that was explored was concurrent fighting in Iraq and North Korea. However, real-world operations such as ALLIED FORCE in 1999 stretched our forces to an extent that senior leaders were forced to reevaluate the plausibility of the two-theater war concept. Even though great uncertainty existed about the form of future threats, senior leaders set out some definite foreign policy concerns:

- Weapons of mass destruction (WMD) proliferation and nuclear security
- Regional stability
- Ballistic missiles
- Force protection
- Humanitarian concerns
Preemptive Strike (Bush Doctrine)

Following the devastating terrorist attacks on the American homeland on September 11, 2001, President Bush quickly established a foreign policy intolerant of terrorists and the states that harbor or support them. This doctrine was formalized in the 2002 National Security Strategy (NSS) and reaffirmed in the 2006 NSS. It declared the first duty of the United States Government to protect the American people and American interests. This duty obligated the government to anticipate and counter threats, using all elements of national power, before those threats could do grave damage.

Key aspects of the Bush Doctrine included championing human dignity, strengthening alliances to defeat global terrorism, preventing our enemies from threatening us with weapons of mass destruction, expanding the circle of development by opening societies and building the infrastructure of democracy, and transforming America’s national security institutions to meet the challenges and opportunities of the twenty-first century.

National Renewal and Global Leadership (Obama Doctrine)

President Obama outlined his foreign policy ideals in the 2010 and 2015 iterations of the NSS. Both strategies lay out four enduring national interests around which the US focuses in the pursuit of building the world we seek.

Security. The security of the United States, its citizens, and US allies and partners. It is accomplished through:

- Strengthening security and resilience at home
- Disrupting, dismantling, and defeating Al-Qa’ida and its violent extremist affiliates in Afghanistan, Pakistan, and around the world
- Use of force
- Reversing the spread of nuclear and biological weapons and securing nuclear materials
- Advancing peace, security, and opportunity in the Greater Middle East
- Investing in the capacity of strong and capable partners
- Securing cyberspace

Prosperity. A strong, innovative, and growing US economy in an open international economic system that promotes opportunity and prosperity. This involves:

- Strengthening education and human capital
- Enhancing science, technology, and innovation
- Achieving balanced and sustainable growth
• Accelerating sustainable development
• Spending taxpayers' dollars wisely

**Values.** Respect for universal values at home and around the world. To do this we must:

• Strengthen the power of our example
• Promote democracy and human rights abroad
• Promote dignity by meeting basic needs

**International Order.** An international order advanced by US leadership that promotes peace, security, and opportunity through stronger cooperation to meet global challenges. This requires that we:

• Ensure strong alliances
• Build cooperation with other twenty-first century centers of influence
• Strengthen institutions and mechanisms for cooperation
• Sustain broad cooperation on key global challenges

What we have learned so far is that policy establishes WHAT our leadership expects. Strategy determines HOW we implement the policy. While strategy development is occurring, it must conform to the policy established by our civilian leadership. Once a country determines its national objectives, it must start developing a grand strategy that summarizes its plan to achieve its objectives.

**NATIONAL SECURITY OBJECTIVES**

There are three areas of interest taken into consideration when developing national objectives: vital national interests, major interests, and peripheral interests.

National objectives are an extension of vital national interests. The idea of a vital national interest is unique to international politics and is defined by two characteristics: first, a vital interest is an interest on which the nation is unwilling to compromise; second, a vital interest is one over which a nation would go to war.

The highest vital interest for any country is its survival; however, this is not to say that survival is the only vital interest. For example, we view territorial integrity as a vital interest and would retaliate against any country that aggressively attacks American soil.

Below vital national interests, countries have major interests. Major interests are those that, when compromised, can result in serious harm to the nation. A country may take strong measures, including the use of force, to protect major interests, but in most cases the use of force is not necessary.
The third level of interest is peripheral. These are situations where some national interest is involved, but the nation as a whole is not particularly affected by any given outcome.

**GRAND STRATEGY**

Grand Strategy includes the development, coordination, and use of all national power instruments (economic, information, political, and military). The United States’ Grand Strategy is explicitly written down in the National Security Strategy. This document, produced by the White House, seeks to maintain US interaction with the world community and increase the size and strength of free market democracies.

**Understanding Strategy**

The US government can definitely control the political and military instruments of national power and, to a lesser extent, the economic instrument. In order for us to achieve our objectives in the most efficient manner possible, our political and military leaders must be intimately familiar with all of the instruments of national power.

From a military perspective, it’s essential for us to understand that we are not the only method available to achieve a national objective. Sometimes economic or political policy can achieve an objective in a less costly manner. For example, an economic embargo or diplomatic negotiation may convince a country to change its behavior before we go to war. It’s also critical for Airmen to understand Grand Strategy so that military strategy can be developed that does not conflict with political and economic strategies.
MILITARY STRATEGY

Military strategy, the art and science of coordinating the development, deployment, and employment of military forces to achieve national security objectives, is the application of Grand Strategy in the military realm. Both the National Security Strategy and National Defense Strategy provide overall guidance for United States’ Military Strategy.

National Security Strategy (NSS)

The NSS originated from the Goldwater-Nichols Department of Defense Reorganization Act of 1986 (Goldwater-Nichols Act) and is issued by the President to the Congress, and the Secretary of Defense. It addresses US interests, goals, and objectives; the policies, worldwide commitments, and capabilities required to meet those objectives; and the use of element of national power to achieve those goals. It also must provide an assessment of associated risks.

Supplementing the NSS is the Quadrennial Defense Review (QDR), an internal Department of Defense (DoD) process designed to formulate National Defense Strategy, and to determine the policies, approaches, and organization required to achieve that strategy, in broad support of national security strategy.

Once the President has articulated the NSS, the Department of Defense has a basic vector. The Secretary of Defense (SECDEF), with the aid of the QDR, further defines those instructions to illustrate how the DoD will approach those challenges.

National Defense Strategy (NDS)

The National Defense Strategy articulates the “ends” that the DoD will pursue to help execute the National Security Strategy, together with the “ways,” and “means,” that the DoD will use to do so. Both the National Defense Strategy and National Military Strategy provide guidance on when, where, and how forces should be employed. Although it is not very detailed, it does provide insight into what we consider to be vital national interests.

National Military Strategy (NMS)

At this level, the National Military Strategy concerns the organized application of military means in support of the broader national (political) objectives. Prepared by the Chairman of the Joint Chiefs of Staff (CJCS), the NMS is required to be consistent with the most recent NSS, the most recent QDR, and with “any other national security or defense strategic guidance issued by the President or the Secretary of Defense.” Hence, the NSS is distilled through the QDR process to become the NDS, and that in turn is ultimately refined to the NMS.
The NMS consists of four distinct elements:

**Force Employment.** This refers to the use of forces in a broad, national sense. An example of such a use of force can be derived from reviewing US military strategy during the 1930s prior to the US entry into World War II. An isolationist policy was in effect with US military forces primarily engaged in defense of the homeland and its territories against Nazi-Germany and Imperial Japan. Employment decisions are based on the perceived threat and address two questions:

- Where would forces be employed? This question is concerned with whether military forces are required for direct homeland defense or for the projection of power across the globe to protect US national interest around the world.
- Against whom would forces be employed? The answer to this question drives not only Force Employment, but also Force Development and Force Deployment. Knowing the enemy enables you to understand how they are armed, with how much armament, their manner of employing forces, and ultimately how to counter their threat.

**Force Development.** While Force Employment broadly determines what needs to be done, where it needs to be done, and how it needs to be done, Force Development concerns resources for getting the job done. How much, what kind, and how these resources are molded and shaped into a force structure are the dictates for Force Development. The build-up of the Air Corps in the mid-1930s and before World War II, with air doctrine and aircraft development and production during the Roosevelt Administration, is one of many examples of applied Force Development.

**Force Deployment.** Who is the enemy and where those forces will be employed are the driving factors to Force Deployment. During the 1930s, Nazi-Germany and Imperial Japanese forces were invading and occupying Europe and Asia. Their actions relative to US geography played an important role in US military Force Deployment before World War II. Other factors, such as time, vulnerability, and flexibility influence Force Deployment. Moving troops forward or overseas reduces time in responding to enemy actions but also may expose those same forces to risks and vulnerabilities. It can also limit the flexibility to respond to other locations, or “hot spots,” in the region or around the globe.

**Coordination of Actions.** While all three parts of military strategy—Force Employment, Development, and Deployment—are interrelated they require coordination in order to manage the risk of emerging threats. Asymmetrical threats, such as trans-national terrorist organizations, cyber-attacks from rogue nation-states, state-sponsor, supported or affiliated groups, or economic sabotage or subversion by rival global competitors require different military strategies to defeat those threats. No nation has all the resources and unlimited will to thwart every threat. Hence a nation must identify their most pressing emerging threats and coordinate their Force Employment, Development, and Deployment to counter those enemies.
While our Grand and Military Strategies provide general guidance, each war and operation is unique. We are unlikely to quickly overwhelm our enemies as we did in Operation DESERT STORM since the environment and the enemy will be different. Our operational strategies focus on the overall goals for specific conflicts and theaters.

**Operational Strategy**

This is the art and science of planning, orchestrating, and directing military campaigns within a theater of operations to achieve national security objectives. Three sub-categories are:

- Combined campaigns involve the coordination of multiple nations. Operation ENDURING FREEDOM is a current example of a combined campaign.

- Joint campaigns coordinate the efforts between the three US military departments. The joint campaign must be integrated with the combined campaign and achieve the US political objectives. Operation ENDURING FREEDOM, our war in Afghanistan, is an example of a joint campaign.

- Component campaigns are environment specific campaigns. For example, the Joint Force Air Component Commander (JFACC) is responsible for all air operations within a given theater. Component campaigns must be coordinated with both joint and combined campaigns, and the air campaign must support the Joint Force Commander’s (JFC) objectives.

The essence of the operational strategy is to orchestrate all of these different levels of strategy and integrate them to deter conflicts, maximize our fighting potential, and limit casualties. Operational level strategy may or may not involve a shooting war. Contingency operations are the most common mission at the operational level. The goal at the operational level of war is to win the theater war. In conducting the operations, we make certain assumptions about winning the war. First, winning the theater war achieves a desired military objective. Second, achievement of goals set out in the grand strategy.

When we descend to the next level of the strategy making process, we finally arrive at the point where military forces are actually tasked with executing the operation. This is where you will probably find yourself as a lieutenant or a captain.

**Battlefield Strategy**

This is the art and science of employing forces on the battlefield to achieve national security objectives. Strategies at the tactical level change very quickly as the enemy counters our current tactics with modified tactics of their own.

It’s virtually impossible for us to discuss battlefield tactics in general terms because of the diversity in operations. We could explore the tactics for nuclear war, contingency operations, protracted revolutionary war, conventional war, air war, space war, information war, amphibious assaults, and desert war. However, as a junior officer, you will most
likely only indirectly participate in strategy development. Realize that you will be charged with implementing these policies and leading others in implementing these policies. The better you understand the strategy and policy process, the better you will be able to draw the connection between your unit’s duties and US national objectives.

The strategy process copes with the complex context of the modern age and accomplishes the same function as that performed almost intuitively by the warriors of the eighteenth and early nineteenth centuries. However, the lessons of the past are always suspect in the present because all conflicts are different—doctrine application and strategy development requires informed judgment. Certain principles—like unity of command, objective, and offensive—have stood the test of time; while other ideas—like unescorted daytime bombing, decentralized command and the preeminence of nuclear weapons—have not. If we ignore the potential of space and information operations and the strategic natures of air, space, and cyberspace power, we may commit the same sins as our forbearers. If we ignore the reality that adaptive, thinking adversaries will seek asymmetric strategies, anti-access capabilities, and favorable arenas within which to influence and engage us, we risk catastrophic surprise. Tomorrow, a new set of conditions and requirements will prevail. In fact, new conditions and environments are already emerging. The best defense is a commitment to learn from experience and to exploit relevant ideas and new technologies so we may be the masters of our future while maintaining those fundamental principles that remain constant over time.

Bibliography:
Air Force Core Values: The Price of Admission

Activity Statement:
• Relate the Air Force Core Values to the case studies presented.

Cognitive Lesson Objective:
• Comprehend the importance of Air Force Core Values to Airmen.

Cognitive Samples of Behavior:
• Differentiate among the Air Force Core Values.
• Identify the importance of Air Force Core Values to Airmen.
• Summarize the impact of Air Force Core Values on personal and professional growth.

Affective Lesson Objective:
• Value the necessity for Airmen to adhere to the Air Force Core Values.

Affective Sample of Behavior:
• Defend the value of Air Force Core Values.
The Core Values are timeless. Throughout history, no matter what the country or culture, they have been identified as self-evident guides to right behavior. Former Air Force Chief of Staff, General Anthony McPeak, emphasized their importance when he said, “...we need first a new focus, a focus on enduring values that can guide us in a changing, more complex, often confusing world.”

Core Values act as a compass. Just as a compass needle always points North no matter what our location, Core Values point in the right direction and help us make right decisions no matter what the circumstances. They are “True North” principles.

PROFESSIONAL INTEGRITY
BG (Ret) Malham M. Wakin

Some years ago one of the students in my medical ethics class approached me after the major research paper had been graded (it was worth 40% of the grade in the course). This student had worked hard during the course and had also worked hard on this 20-page paper but it was clearly a solid ‘B’ paper and there was tragic disappointment on the face of this student. “I need an ‘A’ on this paper to keep my ‘A’ in the course,” he said. “Please, you must raise my paper or you’ll jeopardize my chance to be admitted to medical school.”

Now I was very much interested in helping this student achieve admission to med school because I believed he had the potential to be an excellent physician and I had said as much in the strong letter of reference I had written for him and sent to several med schools. But raise his grade on the basis of this request? My immediate response, provided almost automatically, was “I can’t do that.”...In a very real sense, what I want to discuss with you tonight is bound up with that answer—“I can’t do that.” When I gave that answer, I didn’t mean that I wasn’t able to do that or that I didn’t have the authority to do that. Physically and from the perspective of being the only instructor in the course, I could have raised that grade. And I didn’t mean that fear of external consequences prevented me from changing that grade, i.e., fear that I might get caught and possibly lose my job. No, what I meant was, I can’t change that grade because the work really was not ‘A’ work—it would be inappropriate to base student grades on “need to get into medical school” rather than “quality of work”—it would be unfair to other students whose work was graded on the basis of qualitative merit—all of these are certainly good reasons why “I can’t do that.” But perhaps what I also meant was that changing that grade to one I did not believe was earned would be a violation of my own integrity. My personal integrity, my self-respect, my ability to live with myself if I knowingly chose to do what I believed to be morally wrong, was probably a good part of the meaning of the sentence “I can’t do that.”

But personal integrity is not the end of the story here. It seems to me there is also such a thing as professional integrity, which is related to, perhaps dependent upon, certainly compatible with, but different from personal integrity. There are communal or corporate values associated with the teaching profession that place role specific constraints on my behavior and these are in addition to the normal moral values that I have as an ordinary
moral agent. One thinks immediately of the special obligation to be competent in the subject matter and in teaching techniques. Proper preparation; special concern for each student’s intellectual and yes, character development; fair and timely evaluation of student work—all of these and more constitute special obligations of teaching professionals. And the teacher, who is literally “in front” of the students constantly must be totally conscious of the example which he or she sets for students—we teach by what we are and do, perhaps even more than by what we say. Maybe all of this was what was constraining me—maybe this is what I meant when I said, “I can’t do that.” I have special responsibilities to the institution, to my professional colleagues, and to the community I serve in this profession, which really does matter, to the well being of our community, and they trust me.

Consider a more complicated case, this time from the medical profession. As a general practitioner, I’ve just received the results of the blood tests on my 23-year-old male patient and he is HIV positive. He is also engaged to be married. I point out to him his responsibility to inform his fiancée because she has a right to know about the danger to her and to any future children they might have. He reacts very emotionally to my suggestion because he believes she will refuse to marry him if she learns he has the AIDS virus. He says to me, “you must keep my condition a secret from her and from everyone. You’re bound by the principle of patient confidentiality.” Upon reflection, I reply, “I can’t do that.”

Now, what I mean when I say, “I can’t do that” is that the moral principles that guide me as a medical professional require me to act but in this case their guidance is not unambiguous. The principle of respect for my patient’s autonomy by observing confidentiality is a very important one and it does indeed constrain my conduct. But the competing obligation I have to prevent harm is also very relevant in this case and if I cannot persuade my patient to tell his fiancée himself, then I may judge that my duty to prevent harm overrides my duty to observe confidentiality in this case. My professional integrity is bound up in these competing moral principles and although it is extremely controversial here, I tell my patient, “I can’t do that.”

It’s the spring of 1968 and I’m a young sergeant in a combat infantry company in South Vietnam. My platoon has captured an entire village of suspected Viet Cong sympathizers: 400 people, women, old people, children, and babies. We found no weapons in the village. My lieutenant orders us to herd them all over to the roadside ditch and shoot them. I say to him, “I can’t do that.” What I mean is, we can’t do that—no one can do that. I know that I have a duty to obey the orders of my superiors but I know that this order is in direct conflict with both my country’s laws and with the fundamental moral law against harming the innocent. Several years earlier, in confirming the Yamashita death sentence, General MacArthur said: “The soldier, be he friend or foe, is charged with the protection of the weak and unarmed. It is the very essence and reason of his being. When he violates this sacred trust, he not only profanes his entire cult but threatens the fabric of international society.” In this case of conflicting duties, my professional integrity tells me that my higher duty is to avoid harming the innocent and when I’m ordered to kill babies—I can’t do that.
These examples from education, medicine, and the military may help us to focus on this fuzzy notion of professional integrity. Integrity itself is a much-used term but very much in need of analysis. When we use the word “integrity” in a moral context we refer to the whole moral character of a person and we most frequently allude to one’s personal integrity. When we say to someone, “don’t compromise your integrity,” we usually mean, “act in accordance with your moral principles within your value system. Be consistent.” There is a real sense in which integrity encompasses our personal identity. As Polonius has it, “To thine own self be true.” But we must be very careful here. Consistency is not all there is to personal integrity. There is little merit in being consistent with your principles if “thine own self” is egoistic, treacherous, criminal, and abusive. This is why integrity has to do with “wholeness,” with one’s entire character and what that moral character is like is what counts. And subscribing to decent moral principles is not enough—we must act on decent principles—consistently. Others have noted accurately that integrity is the bridge between character and conduct.

Several centuries ago, Aristotle pointed out that moral credit is not automatic when right actions are done nor is it enough to know what is right or to say what is right. He suggested that we are morally praiseworthy when we do a right action if we, first of all, know that the action is right, secondly, choose the act for its own sake because we know it is right, and thirdly, do the action from a firm and unchangeable character—from the habit of doing, that kind of action consistently. For Aristotle, it was very important that we develop the moral virtues through habit and practice, doing right actions so that they become part of our identity—our character. Integrity is the modern name we use to describe the actions of those persons who consistently act from a firmly established character pattern, doing the right thing. We especially stress the concepts of integrity when there is temptation to diverge from what good character demands. Persons of integrity do not stray from acting in accordance with strong moral principle even when it is expedient or personally advantageous to do so. Persons of integrity act like the ideal persons they are trying to be. This is perhaps what the ancient Taoist has in mind when he says, “The way to do, is to be.” Thus the wholeness of the good person, the total identity, is what we mean when we refer to his or her integrity. When we say, “don’t sacrifice your integrity” we really mean, “don’t stop being who you ought to be.”

If I’m a member of one of the professions, then “who I ought to be” must also involve my social role as a practicing professional. My professional integrity will include the role specific obligations and responsibilities of my particular profession. I stress here the social character of professional integrity because the community is involved at every stage of professional development.

First of all, the very existence of the professions results from some fundamental need that society has and it is likely to be an eternal need. The need that we have for health care, for example, is unlikely to go away and it is that need that over time has generated what we know today as the medical profession. It may come as a surprise to some to learn that the health care professions do not exist for the sole purpose of providing employment to health care professionals or profits for health care organizations. It is because of societal need that our communities develop and maintain medical schools and nursing schools.
Similarly, every organized society will express its interest in justice by providing some variation of a court system and a legal profession. We need an ordered society; we want to be treated fairly; we seek justice. We train our judges and our lawyers in law schools supported by the community because of the important value that we place on justice. Similarly, we know how crucial education is to our society so we provide for the training of teachers; we know how important security is to our nation-state so we provide military academies and military training for the members of the military profession.

No member of the professions can escape these ties to the community since they constitute the very reason for the existence of the professions. Thus, professional integrity begins with this necessary responsibility to serve the fundamental need of the community. Notice that the community makes possible the opportunity for one to become qualified in a given profession and usually allows the professionals the authority themselves to set the standards of competence and conduct of its members. Doctors control the licensing and certifying of doctors, lawyers do the same for members of the legal profession, and military officers certify and control the commissioning process for leaders of the military profession.

Members of the public professions are thus educated and supported by the society because of the critical services the professions provide. In the case of teachers in public institutions and in the case of the military profession, practitioners are supported from the public coffers during their entire careers. Clearly, some of the role specific obligations are based on this relationship and on the authority to act on behalf of the entire society, which is literally bestowed on these professionals. With the authority to act goes the public trust and violations of that trust are serious breaches of professional integrity. For example, there were instances recently in the local public school systems where two male high school teachers engaged in sexual intimacies with teenaged female students. These teachers violated the trust they had been given; they violated their professional integrity. But let us direct our attention to the elements of professional integrity in the military profession to see if that will illuminate both our responsibilities as military practitioners and the relationships between professional and personal integrity.

Professional integrity derives its substance from the fundamental goals or mission of the profession. For the military profession we might broadly describe that mission as the preservation and protection of a way of life deemed worth preserving. Just as in medicine one violates professional integrity by performing surgical procedures that are not medically indicated in order to increase the surgeon’s income, so too engaging in operations that are not militarily necessary in order to reflect glory on the commander would also be a breach of professional integrity. Killing unarmed prisoners, executing the elderly and babies who are not engaged in the attempt to destroy you is surely inconsistent with the goals of the military and hence a breach of professional integrity.

In the military, as in all of the professions, the issue of competence is directly relevant to professional integrity. Because human life, national security, and expenditures from the national treasury are so frequently at issue when the military acts, the obligation to be competent is not merely prudential. That obligation is a moral one and culpable
incompetence here is clearly a violation of professional integrity. When a B-52 pilot is known to engage in unsafe practices, when he frequently endangers the lives of other aircrew members and people on the ground by performing forbidden flying maneuvers, then not only does he violate professional integrity, so do those colleagues and superiors who tolerate this conduct and take no action to prevent it. This aspect of professional integrity is worth noting.

Part of the social aspect of professional integrity involves the joint responsibility for conduct and competence shared by all members of the profession. When fellow surgeons bury the mistakes of their incompetent colleagues rather than expose these colleagues and remove their license to practice they fall short of their responsibilities to the goals of the profession—they sin against professional integrity. Only fellow professionals are capable of evaluating competence in some instances and hence, fellow professionals must accept the responsibility of upholding the standards of the profession. Fellow officers can spot derelictions of duty, failures of leadership, failures of competence, and the venalities of conduct that interfere with the goals of the military mission. The wing commanders of that B-52 pilot who knew of his repeated safety violations and failed to ground him before he killed himself and others, failed in their responsibilities—they violated their professional integrity. Often the obligations of professional integrity may be pitted against personal loyalties or friendships and where the stakes for society are so high, professional integrity should win out.

These lessons seem obvious in theory but are most difficult to put into practice, especially in the preprofessional training which takes place in military academies, medical schools, and law schools. Nontoleration of failures of professional integrity does not seem so crucial in training situations where the stakes are not too high. Perhaps this is why the penalties for tolerating lapses of integrity are ameliorated in training situations but then often seem sensitively tragic when enforced in the professional context. But professionals must learn the importance of the social elements of professional integrity and the responsibility they inherit to maintain standards of competence and conduct in the entire profession and not just for themselves. Society provides the training opportunities, the resources necessary for carrying out the professional function, and the authority to act on its behalf. With this authority to act and the autonomy, which usually accompanies it, breaches of professional integrity must be viewed as a serious failure of the societal trust. When a cadet at the Air Force Academy knows that a fellow cadet has plagiarized a paper to meet a deadline and takes no action to correct this behavior, he or she has violated societal trust in a fashion analogous to the colleagues who took no action to correct the unsafe B-52 pilot. If our preprofessional preparation does not inculcate the habits of professional integrity, can we have confidence that those habits will be practiced by these same individuals when they become licensed professionals?

We derive other aspects of professional integrity as we examine the basic functions of each profession. If in preserving our way of life we must use the military instrument, then members of the military profession must sometimes go to war. If combat occurs then professional soldiers must fight. To refuse a combat assignment is to break faith with all other members of the profession and is a first order violation of professional integrity. It
would be the equivalent of a teacher refusing to teach, a doctor abandoning patients, a judge refusing to hear crucial cases. Because the stakes are so high in the military case, this breach of professional integrity could be devastating to society.

How are personal integrity and professional integrity related? There are varying opinions about this. Some people believe that one can live up to high standards of competence and conduct in one’s professional role—at the hospital, in the school, at the military base—but live an entirely different kind of moral life outside the professional context in one’s private life. Some think they may be required to do things in their roles as professionals that they would never do as private laypersons. Some instances of this dichotomy are obvious. As a private person I would normally not even contemplate harming other persons, yet as a military professional I am licensed to kill (under specified conditions) for reasons of state. A variation of this concern surfaced during an annual meeting of the Colorado Bar Association in the fall of 1995. One of the topics offered for small group discussion was the following one: “I would never do many of the things in my personal life that I have to do as a lawyer.” At the heart of this matter is the issue of client advocacy. Lawyers are enjoined to act in their clients’ interests and to do so zealously. In defending my rapist client whom I know to be guilty, I may cross-examine the innocent rape victim in such a fashion as to totally discredit her even though I know she is telling the truth. If it is legal and will help my client, it would seem that the standards of the profession require me to do it, even though in ordinary morality I would judge it to be wrong to harm an innocent person. This sort of example really is problematic for it appears to reveal a direct conflict between personal integrity and professional integrity.

There are similar examples in medicine. Abortion for convenience is legally permitted in most US hospitals but some obstetricians believe that convenience abortions are immoral so in these hospitals they find a conflict between professional integrity and personal integrity. Now in most such situations, doctors and nurses are permitted to refuse to participate on moral grounds even though the action itself is legally permitted. Perhaps this is one key to resolving integrity dilemmas—what is legally permitted is not always or even usually morally obligatory. But I mention these possible clashes between professional integrity and personal integrity because I wish to minimize them. I wish to support the view that the two types of integrity are generally compatible and to foster the position that they are interdependent. What I wish to argue is that since professions exist to serve society’s need for important values (education, health, justice, security, etc.), the means used to provide those values and services should be morally decent means and the persons in the professions who provide them should be morally decent persons.

Put in more direct terms, good teachers ought to be good persons, good doctors ought to be good persons, good lawyers ought to be good persons and good military professionals ought to be good persons. We want to live in a world where the duties of a competent professional can be carried out by a good person with a clear and confident conscience. That means that professional practices must always be constrained by basic moral principles. That this is not always the case now is obvious: several of the attorneys at the previously mentioned convention pointed out that they had left certain large law firms because they perceived that they were being asked to do things that violated their personal integrity.
Now in the best of all possible worlds, the moral restraints on professional functions would have made those same actions inimical to professional integrity as well. And this is the proper order of things. When professions go beyond their essential service function to society and distort their purpose toward profits, power, or greed then they lose the trust and respect of their communities—they stop being professions. Militarism is the pejorative term we use to describe a society or a military gone bad in the sense that it distorts the essential goals and function of the military profession. The twin sources of guidance we use to hold militarism in check are the just war theories and the laws of war. These twin guides are related in an essential way to professional integrity—they represent in the broadest terms, when and how the military instrument ought to be used.

Well-established professions often spell out the role-specific principles which support that profession’s conception of professional integrity. The codes of conduct promulgated by the American Medical Association and the American Bar Association and state and local chapters of these groups are well known. The military profession has many codes, regulations, mottoes, and traditions, which combine to form a military ethic on which professional integrity is based. At the Air Force Academy we have our honor code, our honor oath, and our specific list of core values, which is now identical with the official list of core values of the Air Force. When we say that we value integrity first, service before self, and excellence in all that we do, we acknowledge that the essential nature of the military profession is to serve our parent society. We make specific our commitment to the conception that good soldiers are good persons. What we should mean when we commit ourselves to “integrity first” is that we understand the importance of both personal integrity and professional integrity and through our efforts to keep them compatible we will best provide the crucial military function to our society. The idea for a paper on professional integrity was suggested to me by a very thoughtful article written by F. G. Miller and Howard Brady, which appeared in this Hastings Center Report, May-June 1995. The Miller-Brady article, “Professional Integrity and Physician Assisted Death” pursued the thesis that under carefully delineated circumstances “voluntary physician-assisted death as a last resort...does not violate physicians professional integrity.”

**Conclusion**

Core Values are not just nice ideas to which we give lip service. They are foundational principles upon which a strong Air Force is built. The challenge to each of us is to gain a personal understanding of what the Core Values are and how to more effectively live them out as members of the Air Force. It is now up to you to take the suggestions from this reading and make them more than just words on a page. We encourage you to take time to think seriously about what has been presented here, discuss it with your friends and associates, and the work through the exercise, which will help you to develop a personal mission statement.

The Air Force is flying into a very exciting future. It will be characterized by higher and higher levels of excellence as each of us continuously improve our ability and determination to live the Core Values.
PERSONAL MISSION STATEMENT

Outlined below is a step-by-step procedure, adapted from the “Personal Mission Statement” process that will help you develop a personal Air Force mission statement. Personal mission statements can be broad, looking at our entire life, or more narrow, focusing on one aspect of our life. We encourage you to develop a broad mission statement, but for the present, we would like you to work on developing one, which focuses on your service in the United States Air Force. In working on this mission statement, it is important that you take your time. Think seriously about the Core Values. Take time to examine your values and your aspirations. Ponder the meaning of the mission and vision statement of the Air Force and how you relate to them. Remember that your Air Force mission statement should ultimately become part of and relate to a broader life mission statement. The steps presented below can easily be modified to assist you in developing such a statement.

Steps for Developing a Personal Mission Statement

Step One: Outline Your Personal Vision. Think about what kind of Airman you want to be. What character strengths do you want to develop? What weaknesses do you want to eliminate? As you think on your future in the Air Force, ask yourself what you want to do—what you want to accomplish, what contributions you want to make.

Some of the elements of my personal vision are:

- What I’d like to be
- What I’d like to do

Step Two: Select a Positive Role Model. We’ve all, at some time in our life, been influenced by a positive role model—a person whose example inspired us. In fact, often our thoughts on what we want to be and do are a result of our experience with that person. Think about such a person in your life. It may be a teacher, a parent, a military leader, a friend, or work associate. Whoever the person was, think about what made him or her a positive example for you. Respond to the following, keeping in mind your personal vision as outlined in Step One:

- My positive role model is:
- The character traits I most respect in this person are:
- I have become more like this person in the following ways:
- I would like to become more like this person in the following ways:
Step Three: What Roles Do You Play in the Air Force? We each play a variety of roles in the Air Force. Identifying these roles helps us to think about different aspects of what we want to be and do as members of the Air Force. It is easy to think of ourselves in only one way—in terms of our specific Air Force job. In reality, we all have a variety of roles. Some of these roles include the following: Airman, contributor to the mission of the finest Air Force in the world, leader, follower, fellow worker, friend, team member, teacher, learner, etc.

Define up to seven roles you play in the United States Air Force. Write them in the spaces provided in the following table. Next, think about a time in the future when you are being evaluated in each of these areas. What would you like that evaluation to say in terms of what you have accomplished? Write that in the space provided for each role.

As you identify your Air Force roles you will come to understand the different areas you need to be working on to be a truly effective member of the Air Force. Writing the evaluation statements helps you to get the vision of what your possibilities are in those areas. This process will also make clear to you those values that are most important to you—the ones by which you really want to live your life.

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Step Four: Draft a Personal Mission Statement. The first three steps have prepared you to begin working on your Personal Air Force Mission Statement. Using the thoughts you generated in the first three steps, create a rough draft of that statement on a separate piece of paper. Make this a working copy. Carry it around with you. Look at it often. Make changes as appropriate. Make notes to include in another draft. Redraft it when it seems appropriate.

Step Five: Evaluate and Reevaluate. A mission statement is not something to be filed away and forgotten. To mean anything it must become a living document, which serves as a guide to present/future behavior. It is, therefore, important to review your mission statement on a regular basis to check your progress and ensure what you are doing reflects what you have written down, and what you have written down still reflects what you really want to be and do. Some “checklist” questions to evaluate your mission statement include the following:

- Does it reflect timeless core values? What are they?
- When I think about what I could really be and do in the Air Force, is this it?
• Does it pass the “mirror” test? Does it reflect values which, when lived out, will make me feel good about myself? Does it reflect what I really consider to be my purpose and vision as a member of the Air Force?

• Do I feel motivated by it?

• Do I have a plan for self-improvement, to include gaining needed skills, to help me accomplish my mission? Do I know where I need to start now? Does it challenge and inspire me to do my best?

**Step Six: Write a Permanent Draft.** Review it regularly. Remember, your mission statement is a personal leadership tool. Keep it before you, especially as you make decisions and plan your workweek. Memorizing it will help you to continually make your vision and values a positive guide to personal effectiveness.

Much study has been done on the subject of values and their power to influence behavior. One result of this study is a clear understanding that a key to the power of any value in our lives is a personal acceptance of its importance and a commitment to live it based on that acceptance. In other words, a value must be deeply believed in by an individual to make a difference in his or her life. The Air Force cannot impose the Core Values on you—it can’t make you value them. On the other hand, as a member of the Air Force it is essential to you and to the institution that you do. Your individual success and the effectiveness of the Air Force team of which you are a part depend on it.

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**THE FLIGHT MISSION STATEMENT**

The flight mission statement is as important to the success of the group as the personal mission statement is to each individual. In a time of never ending changes, the flight mission statement gives the team a solid foundation to focus performance and give direction. At the core of any successful organization is a shared vision and team values. The effective mission statement incorporates the vision and values of each individual into flight’s vision and values. It becomes the flight’s constitution. The standard by which all decisions and performance are measured.

An effective mission statement is broad enough to cover the big picture and specific enough that each individual in the flight understands how it applies to his/her role in the flight. With this understanding, all flight members are able to develop personal goals that are in line with and lead to the accomplishment of flight goals which in turn lead to the accomplishment of the flight’s mission. Because everyone in the flight is measured by the mission of the flight, the flight mission statement must be written by everyone in the flight. This process helps everyone feel they wrote the mission statement. That participation will lead to more “buy in” to exerting the necessary effort to accomplish the mission.
An example of the cascading effect of the flight mission statement would be something similar to the following:

Flight mission statement: “To become outstanding officers through teamwork.”

The above mission statement is broad enough for everyone in the flight to get the big picture: As a team the flight will work to become outstanding officers. It is also specific enough for each individual to see what part he/she must play in helping the flight accomplish its mission: My individual goals must be geared toward applying myself to the point where I exert maximum effort to become an outstanding officer, which entails selflessly working to ensure my fellow flight members accomplish the same.

With the above mission statement in mind, instead of a flight setting a goal of winning 90 percent of the field leadership campaigns, it might set a goal of spending five hours a week studying the theory of the four functions of management and applying them in their preparation for all activities. Each individual in the flight might then set a goal of studying the five functions of management for one hour every night and applying the philosophy 90 percent of the time in all activities. If each individual lives up to this goal, he/she takes one step closer to accomplishing the specific mission; becoming an outstanding officer. Consequently, the flight will be one step closer to accomplishing the broader mission; becoming outstanding officers through teamwork.

The following mission statement is an actual mission statement written by the members of the OTS 22d Training Support Squadron. It is broad enough that the squadron as a team understands the “big picture” (it’s focus)—and specific enough that the youngest Airman understands where he/she fits into the team. Use it as a guide to help you build your flight’s mission statement. You will need to develop the flight’s mission statement and turn it in to your instructor. Later in the program you will review the statement and revise it as required.

22 TRSS Mission Statement: “To provide quality education and support to train and commission officers for the USAF.”

The following table is provided to help you build your flight mission statement. It shows the criterion for writing an effective mission statement and the questions to ask when analyzing what you’ve written.
# Criteria for Building a Mission Statement

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<td>Critical Elements</td>
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<td></td>
<td>- Why the organization exists?</td>
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<td>- Who the customers are?</td>
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<td>- What the customers need and expect?</td>
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<tr>
<td></td>
<td>- How the customer’s needs and expectations are met?</td>
</tr>
<tr>
<td>Durability</td>
<td>It is the mission statement durable enough to remain in effect for an extended period of time?</td>
</tr>
<tr>
<td>Balanced Scope</td>
<td>Is the mission statement broad enough so that the “big picture” comes across yet specific enough so that individuals in the unit can see how it applies to their day-to-day tasks?</td>
</tr>
<tr>
<td>Appropriate for</td>
<td>Has all information that could have an impact on the mission been considered?</td>
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<tr>
<td>Environment</td>
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<tr>
<td>Length and Affect</td>
<td>Is the mission statement brief enough so that all individuals in the organization remember it (about 100 words or less) and does it have an energy level that will make it a unit rallying point?</td>
</tr>
<tr>
<td>Reality Check</td>
<td>Will members of the unit “buy into” the mission statement because they believe it is realistic and achievable?</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Does the mission statement focus more on the needs of the customer than on a specific product or service, thus ensuring a broader vision and more flexibility?</td>
</tr>
<tr>
<td>Caution</td>
<td>During this step, have the following been considered as appropriate: expectations developed during the Plan to Plan step, any promises made and relevant issues created for the flight by senior levels.</td>
</tr>
</tbody>
</table>
STUDENT/FLIGHT ASSIGNMENT

Using the information in this lesson, you are to create your own personal mission statement. In addition, you will create five supporting goals to help you achieve your mission. You may want to reference the reading for Group Dynamics when developing your goals. Similarly, you and your flight are to create a flight mission statement with five supporting goals. Complete this assignment and turn-in copies of these mission statements to your instructor by the end of the next duty day.

Later in the program, your instructor will return these mission statements for you and your flight to review and revise as necessary. It is highly recommended that you and your flight track the progress towards or achievement of the personal and flight goals established during this assignment.

Bibliography:
2. Strategic Planning Lesson Plan, Air Force Quality Institute, Maxwell AFB, AL.
Case Study #1

SMSgt Young is the scoutmaster for his base’s only Boy Scout troop. His troop recently finished a lengthy fund-raising drive and purchased some much-needed camping equipment to replace equipment that had been chewed up by mice in their scout hut. The troop now needs some decent, airtight storage containers to help protect the equipment. SMSgt Young is the superintendent of a maintenance squadron and knows that such containers have been gathering dust in his organization for some time. The containers had been used to ship medical supplies and then put into a storeroom to get them out of the way. The containers are recyclable and could be sent back to the sending unit.

Should SMSgt Young use the containers to store the scout troop equipment?

Which Core Values would SMSgt Young compromise if he used them? Explain.

How should SMSgt Young handle the issue of getting the equipment donated to the scout troop?

What if he did use the containers and three months later the containers were needed for military purposes? How would you handle this situation?

As SMSgt Young’s supervisor, how would you handle the situation if you found out he had used the containers without permission?
Case Study #2

Lt Col Grant commands a maintenance unit. Her subordinates, many of whom are young junior enlisted Airmen living in the dorms and have little extra money, don’t get to use the many of the base’s facilities (like the Auto Hobby Shop) very much because they work “odd” hours compared to most other units. Several of the Airmen have asked for her permission to use squadron tools to do off-duty work on their privately-owned vehicles (POV). Lt Col Grant knows they’re unable to use the Auto Hobby Shop because they are too busy supporting the mission when it’s open and she has been unable to get the hobby shop manager to change operating hours.

Assuming there is no adverse mission impact and the commander does nothing to hide what is taking place, do you think there is anything wrong with giving her Airmen permission to use the tools? Explain.

Service Before Self tells us that a good leader places the troops ahead of one’s own comfort. What’s wrong with taking care of the troops? Isn’t the Commander permitted to use her own judgment?

Part of Integrity is moral courage—doing what is right, even if the personal cost is high. How could she have been more innovative in coming to a solution?
Case Study #3

Dr. Daniels is the course director for a tough, required engineering course at the Air Force Academy. It is one week before the mid-semester progress report. Ten days after the report, the football team will play a very important game. A cadet, who is also the star running back for the team, failed the examination in Dr. Daniels’ course today and will be placed on academic probation—meaning he will not be eligible to play during the game. The team will likely be defeated. The running back failed only by four points and Dr. Daniels doubts whether the core course is all that relevant to officer preparation. She is a huge fan of the football team and would love to see a victory in the upcoming game. Dr. Daniels considers “finding” an additional four points on the running back’s test.

What should Dr. Daniels do in this situation?

Do you think there is an integrity problem if the change in score has no effect on anyone else’s course standing? Suppose Dr. Daniels changes the “cut sheet” and re-scores everyone’s test to reflect the additional points?

Dr. Daniels is the course director and may redo the “cut sheet” at her discretion. How may this be viewed from an excellence standpoint?

Service Before Self speaks of rule following and doing one’s duty. How is Dr. Daniels violating this Core Value if she tries to rationalize a way to pass the failing running back?
Case Study #4

Sunday morning, Capt Roberts was planning to sleep in when the phone rang. Roberts answers the phone and is surprised to hear the Fight Commander, Maj White, say “I’m looking for volunteers to fill sandbags for a nearby community threatened by a flood.” Capt Roberts has plans for the day and considers offering to help tomorrow instead.

*How do the Core Values relate to an off-duty time situation like this?*

*Why would an Air Force installation’s relationship with the local community be part of your responsibility to the unit? What if your wing commander believes it is, and prompts regular “volunteer” projects?*

*Capt Roberts didn’t give a specific reason for not helping. Is he performing less than excellent in his duty?*

*Based upon the Core Value of Service Before Self, when must you respond to requests for help?*
Case Study #5

2d Lt White is summoned to the front office and informed of the commander's decision to nominate her for a quarterly award at the end of the next quarter. "This should give you enough time to study the awards packages of past winners to figure out what the board wants," says the commander. "Think seriously about performing a few extra duties around here to beef that package up."

2d Lt White does as her commander suggests and, at the appropriate time, provides to the commander a list of accomplishments for the quarter. A week later, she is again summoned to the commander's office and given the awards package to read. "Piece of cake," says the commander. "I think you have more than a fighting chance to bring home the bacon!"

At first the commander's enthusiasm is unavoidably infectious, but then 2d Lt White begins to look closely at the specific points made in the awards package. There is no doubt the commander has 'massaged' the truth on some of the bullet statements and, in one or two cases, the truth has been stretched to the ripping point. She points out these problems to the commander, and he assures her "everything will be taken care of."

2d Lt White goes into the interview for the organizational-level award believing the commander cleaned-up the problems in the nomination package, but that belief is quickly destroyed when one of the board members asks her a question based on one of the problematic bullet statements. After the interview, 2d Lt White reports this persistent problem to the commander, who again promises to "take care of it." Two days later, the commander relays the information that White won at the organizational level and will compete, the following week, at the base level. "Good luck," he says to White, "it's all up to you now."

The next week, 2d Lt White wins at the base level, but this time it is impossible to tell from the questions whether or not the package still contains the problematic bullet statements.

What was the primary Core Value not being adhered to in this case?

Who was not adhering to this Core Value and why?

Did this case bring the other Core Values into question? How?

What will happen in the workplace if others find out about the lack of integrity and excellence demonstrated?

Whom could 2d Lt White have consulted if she thought she was unable to handle this situation herself?

What should 2d Lt White do after winning the base-level award and realizing her package may still have contained problematic bullet statements?
Case Study #6

The investigation board for a CT-43 accident concluded there were three causes for the accident: failure of command (to enforce Air Force instructions), aircrew error (with both mission planning and execution of the approach into Dubrovnik), and improperly designed instrument approach procedures (Croatian designer didn’t provide 2,200 foot obstacle clearance, only 2,000). As with most accidents, the tragic chain of events could have been broken along the way, but wasn’t. All people on board were killed at impact.

Failure of Command: The failure of command was a failure of senior leadership at the unit involved to follow HQ Air Force instructions forbidding the use of uncertified airfields, newly opened to the USAF in the former Soviet Union. This was even after a waiver was specifically denied, compelling all aircrews to violate the instructions as well.

Aircrew Errors: Additionally, the aircrew made basic errors. Crew-rest was broken at least twice in getting late weather information updates and changes to the mission. The pubs used in the accident squadron were out-of-date, though current pubs were available. Posting of publications is often delayed due to manning issues. Besides it’s considered a small infraction. Aircraft configuration for landing, approach airspeed and course settings were in error.

What do you think the consequences are for a squadron that breaks the rules, even “little ones nobody follows” to get the mission accomplished more quickly?

What do you feel the impact on morale is when the leaders “turn the other way,” allowing violations? What are some examples you can think of?

How do you continue to pursue excellence and minimize complacency when a job includes mundane and tedious tasks?

What can you do about situations when your supervisor regularly asks you to do things that aren’t within the rules?
Case Study #7

Capt Jones and Capt Chester are very good friends. They’ve known each other since their days at college and could hardly believe their luck when they were assigned to the same unit a couple of months ago. They’ve had a great time reminiscing about the good old days so far, but now they’re faced with a decision that will test the limits of their friendship.

Under new physical fitness requirements, all officers must pass an annual fitness test. To prevent additional workload on the squadron administrative folks, the test is administered on the honor system. Each officer will partner off with another officer and report the results to the squadron administrative section. Part of the test requires each officer to do a minimum of 25 push-ups. Capt Chester, normally in great condition, has been feeling poorly lately and only does 15 push-ups. He asks his friend, Capt Jones to mark 25 on his scorecard since he knows he can do them on any given day. Besides, if he doesn’t pass the test it will reflect poorly on his upcoming evaluation, which would be disastrous since he is being considered for promotion to major in a few months. Capt Chester explains that he has been having problems at home with the new baby, his third child, and just hasn’t had time to work out like he used to.

Why do you think Capt Jones is having a problem with this situation?

How do you think Capt Jones should handle this situation? Why?

How would you classify Capt Chester’s performance in regard to the values of integrity and excellence?

If this scenario involved placing a friend’s name at the top of a select list of applicants for a choice assignment, how might your views change? Why?
Case Study #8

1st Lt Green is the person responsible for administering the Command's Culture and Leadership Survey. Most personnel in the Command take the survey over the local area network (LAN), but those without LAN access are provided a computer disk to which they write their answers and a trusted agent then returns this disk to Green's office. However, whether it is taken from a computer disk or over the LAN, the survey cannot be opened without seeing a highlighted statement guaranteeing complete anonymity to the person taking the survey (who is called the “respondent.”) This promise of anonymity is made to encourage frank and honest comments about the respondent's job satisfaction, work environment, leadership, knowledge of the mission and Air Force Core Values.

As the Project Manager, 1st Lt Green relies heavily on a computer technician, SrA Mitchell, to compile the raw responses into a form useful to leadership. On one particular day, SrA Mitchell enters 1st Lt Green's office with disturbing news. In one of the surveys, the respondent has indicated a low level of respect for his/her supervisor because the supervisor “is covering-up the fact that one of his civilian employees and the employee’s wife (an officer in another unit) have been falsifying entitlement certification paperwork for their housing allowance.” The respondent also alleges it is common knowledge that this employee and his wife gave misleading or false responses on the paperwork when their security clearances were recently renewed, and the supervisor took no action to correct the situation.

1st Lt Green looks up from this response and offers the opinion, “It's too bad they'll never know whom this respondent is.” “I wouldn't be so sure,” says SrA Mitchell. I know a few tricks about manipulating this program so that we can identify the respondent's unit and maybe even his/her work center; just say the word.”

Would Green be adhering to the Core Values if he asked Mitchell to identify the respondent? Why?

Which Core Value(s) are in question (reference Green and Mitchell?) Why?

What do you think about the respondents' adherence to Core Values?

How about the supervisor's adherence to Core Values?

In what ways did the supervisor disregard the Core Values?
The Air Force Leader

Cognitive Lesson Objective:
• Know the basic concepts of Air Force leadership.

Cognitive Samples of Behavior:
• Define leadership in your own words.
• List the traits of an effective leader.
• List the leadership principles.
• Describe the four primary factors in a leadership situation.

Affective Lesson Objective:
• Respond to the importance of leadership and the profession of arms.

Affective Sample of Behavior:
• Actively participate in a discussion of leadership by providing personal examples of effective and ineffective leaders.
THE AIR FORCE LEADERSHIP CONCEPT

Leadership is the art and science of motivating, influencing and directing Airmen to understand and accomplish the Air Force mission. The concept of effective leadership includes two fundamental elements: the mission and the Airmen. They are embedded in the definition of leadership.

The Mission. The military organization’s primary task is to perform its mission. This is paramount, and everything must be subordinate to this objective. Thus, the leader’s primary responsibility is to lead people to carry out the unit’s mission successfully. Former Air Force Chief of Staff, General Curtis E. LeMay stated, “No matter how well you apply the art of leadership, no matter how strong your unit, or how high the morale of your men, if your leadership is not directed completely toward the mission, your leadership has failed.” Yet, a leader must never forget the importance of the unit’s personnel.

The Airmen. Airmen perform the mission. They are the heart of the organization and without their support a unit will fail. One of a leader’s responsibilities is the care and support of the unit’s personnel. Successful leaders continually ensure the needs of their subordinates are met promptly and properly.

Leadership Traits

Effective leaders have certain distinguishing characteristics, which are the foundation for their approach to the leadership situation. The list of a leader’s desirable qualities is virtually endless. While many characteristics (such as truthfulness) are expected of all members of the military profession, there are six traits that are vital to Air Force leaders.

Integrity. The total commitment to the highest personal and professional standards. A leader must be honest and fair. Integrity means establishing a set of values and adhering to those values. Former Air Force Chief of Staff General Charles Gabriel said, “Integrity is the fundamental premise of military service in a free society. Without integrity, the moral pillars of our military strength—public trust and self-respect—are lost.”

Loyalty. A three dimensional trait which includes faithfulness to superiors, peers, and subordinates. Leaders must first display an unquestionable sense of loyalty before they can expect members of their unit to be loyal. General George S. Patton Jr. highlighted the importance of loyalty saying, “There is a great deal of talk about loyalty from the bottom to the top. Loyalty from the top down is even more necessary and much less prevalent.”

Commitment. The complete devotion to duty. A leader must demonstrate total dedication to the United States, the Air Force, and the unit. Plato said, “Man was not born for himself alone, but for his country.” Dedicated service is the hallmark of the military leader.
Energy. An enthusiasm and drive to take the initiative. Throughout history successful leaders have demonstrated the importance of mental and physical energy. They approached assigned tasks aggressively. Their preparation included physical and mental conditioning which enabled them to look and act the part. Once a course of action was determined, they had the perseverance and stamina to stay on course until the job was completed.

Decisiveness. A willingness to act. A leader must have the self-confidence to make timely decisions. The leader must then effectively communicate the decision to the unit. British Admiral Sir Roger Keyes emphasized that, “In all operations a moment arrives when brave decisions have to be made if an enterprise is to be carried through.” Of course, decisiveness includes the willingness to accept responsibility. Leaders are always accountable--when things go right and when things go wrong.

Selflessness. Sacrificing personal requirements for a greater cause. Leaders must think of performing the mission and caring for the welfare of the men and women in the organization. Air Force leaders cannot place their own comfort or convenience before the mission or the people. Willingness to sacrifice is intrinsic to military service. Selflessness also includes the courage to face and overcome difficulties. While courage is often thought of as an unselfish willingness to confront physical dangers, equally important--and more likely to be tested on a daily basis--is the moral courage a leader needs to make difficult decisions. General Douglas MacArthur said, “No action can safely trust its martial honor to leaders who do not maintain the universal code which distinguishes those things that are right and those things that are wrong.” It requires courage and strength of character to confront a tough situation head-on rather than avoiding it by passing the buck to someone else.

These traits are essential to effective leadership. Developing them in yourself will improve your ability to employ the leadership principles.

Leadership Principles

An Air Force officer is flexible enough to meet changing circumstances, competent enough to perform under adverse conditions, courageous enough to lead at the risk of life or career, and courageous enough to stand on principle to do what is right. The leadership principles are guides that have been tested and proven over time by successful leaders. Many of these principles are related to the Air Force Core Values. As you comprehend and apply these principles, you and your subordinates will begin to experience success in all your efforts.

Take Care of Your People. People are our most valuable resource and should be cared for to the best of a leader’s ability. The time and effort a leader spends taking care of subordinates and co-workers will be amply rewarded in increased unit morale, effectiveness, and cohesion. Leaders should exhort each unit member to reach their highest potential and thus maximize their value to the Air Force. An effective and thorough effort to resolve threats to the individual’s and family’s well being will free Airmen to
achieve their potential. Find out what their requirements are and be sensitive to their needs. Are the people housed adequately; are they well fed; are they paid promptly; are there personal problems with which they need help? When people are worried about these conditions, they cannot focus their full attention on their job, and the mission will suffer. If people believe they are cared for as well as circumstances will permit, the leader is in a position to earn their confidence, respect, and loyalty.

**Motivate People.** Your greatest challenge is motivating subordinates to achieve the high standards set for them. Motivation is the key to successful leadership. Motivation is the moving force behind successful leadership. In fact, the ability to generate enthusiasm about the mission may be the single most important factor in leadership. Recognition of the efforts people put forth is one positive way in which motivation toward mission accomplishment pays dividends. The leader who publicly applauds the efforts of unit personnel builds a cohesive organization, which will accomplish the mission.

Motivating people depends on understanding their needs and working to align these needs with unit requirements. Most people will work for an organization, which they know, cares about them, and one in whose mission they believe. Remember, the most powerful form of lasting motivation is self-motivation. One of your goals as a leader should be to provide an environment that fosters and rewards self-motivation.

**Be a Follower.** The Air Force expects all its leaders first to be followers. Airmen observe their leaders and take from them successful traits while avoiding those that are counterproductive. Good followers also understand and take personal pride in their contribution to the total Air Force mission; they have the strength of character to be gratified by the collective pride in a fine team effort without seeking individual reward. Effective followers have the strength of character to flourish without seeking “hero” status and are willing and able to participate in a team effort to effectively employ air and space power.

**Know Your Job.** People will follow a competent person who has the knowledge needed to complete the mission successfully. The Air Force leader should have a broad view of the unit’s mission, and should ensure all members understand how their jobs relate to mission accomplishment.

Between World War I and World War II, the Army Air Corps was fortunate to have men like General Henry “Hap” Arnold and General Carl Spaatz. These men knew their jobs and how they could enhance the mission. Their preparation and vision paid substantial dividends when they were charged with building a force to fight the air battles of World War II. But, just as important as their own competence, these leaders ensured assigned people knew their responsibilities. Former Chairman of the Joint Chiefs of Staff General Maxwell Taylor stated, “One expects a military leader to demonstrate in his daily performance a thorough knowledge of his own job and further an ability to train his subordinates in their duties and thereafter to supervise and evaluate their work.”
Know Yourself. Knowing your own strengths and weaknesses is important to successful leadership. You, the leader, must recognize your personal capabilities and limitations. Former Chief Master Sergeant of the Air Force Robert D. Gaylor put it this way: “Sure, everyone wants to be an effective leader, whether it be in the Air Force or in the community. You can and will be if you identify your strengths, capitalize on them, and consciously strive to reduce and minimize the times you apply your style inappropriately.” Don’t, however, ignore your weaknesses. Recognize them and strive to overcome them. In the interim, select team members whose strengths compensate for your weaknesses so that your collective efforts will get the job done.

Set the Example. You must set the standard for the unit. People will emulate your standards of personal conduct and appearance. They will observe your negative characteristics as well as your positive ones. A leader’s actions must be beyond reproach, if he or she is to be trusted. Deviations from high standards will only be amplified and the message of a leader’s actions will permeate the entire organization. Regardless of how strongly we feel about ourselves, it is the public perception of our actions that count in the end. For example, the supervisor who violates basic standards of morality invariably ends up in a compromising situation. A leader who drinks excessively or who abuses controlled drugs sends a dangerous message: I cannot control myself; how can I control you? Lack of self-discipline in a leader destroys the unit’s cohesion and, ultimately, impairs its ability to perform the mission.

People do not expect their leaders to be saints. But they do expect leadership from a person who recognizes the importance of example. As General George S. Patton, Jr. once remarked, “You are always on parade.”

Communicate. Information should flow continuously throughout the organization. Former Air Force Chief of Staff General Thomas D. White believed, “Information is the essential link between wise leadership and purposeful action.” Communication is a two-way process. An informed leader is able to evaluate realistically the unit’s progress toward mission accomplishment. Successful leaders listen to what their people have to say, and are always looking for the good ideas which can flow up the chain. It is the leader’s job to keep all channels open. The more senior a leader becomes, the more listening skills are required.

Educate Yourself and Others. People should be properly trained to do their jobs. Education, technical training schools, and on-the-job training are formal means by which Air Force personnel are trained. Informal training, practice, and personal experience at the unit level are crucial reinforcements to formal training. General of the Army Douglas MacArthur observed, “In no other profession are the penalties for employing untrained personnel so appalling or so irrevocable as in the military.” Greater efficiencies are possible with a highly trained and skilled force; therefore, education must be a top priority.

Equip Your Troops. It’s your responsibility to ensure the unit is equipped properly to accomplish the mission. If they do not have the proper tools, obtain them. Proper tools include equipment and facilities that lead to mission accomplishment. Occasionally, needed tools are not available in enough quantity or are not available to you at all, despite
your best efforts to obtain them. In these situations a good leader works to develop a creative alternative and solicits solutions from those doing the job. A poorly equipped force cannot capitalize on its extensive training and requires more personnel or time to accomplish its mission than a properly equipped force. Your leadership responsibilities include identifying needs, securing funds, and then obtaining the necessary weapons, tools, and equipment.

**Accept Responsibilities.** General Curtis E. LeMay was once asked to provide a one-word definition of leadership. After some thought, General LeMay replied, “If I had to come up with one word to define leadership, I would say responsibility.” As a leader you are responsible for performing the unit’s mission. If you fail, you are accountable for the consequences. Any unwillingness to accept responsibility for failure destroys your credibility as a leader and breaks the bond of respect and loyalty. Accountability also includes the requirement for discipline within a unit. A leader should reward a job well done and punish those who fail to meet their responsibilities or establish standards. The former is easy, even enjoyable; the latter is much more difficult, but equally necessary. George Washington observed, “Discipline is the soul of an Army. It makes small numbers formidable; procures success to the weak, and esteem to all.”

**Develop Teamwork.** Leaders cannot accomplish the mission alone. It is also impossible for followers to accomplish the entire mission while working completely alone. As a leader you must mold a collection of individual performers into a cohesive team that works together to accomplish the mission. The unit's mission will suffer if each person in your organization is “doing his own thing” in isolation. As the leader, you should know how the various functions within the unit fit together and how they must work in harmony. You should create and maintain an atmosphere of teamwork and cooperation to meet mission demands. Teamwork comes when people are willing to put the unit’s mission before all else.

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**THE LEADERSHIP SITUATION**

Leadership has been defined as the art of influencing and directing people to accomplish the mission. Management is the manner in which resources are used to achieve objectives. Military leaders should also be aware of their responsibilities as Air Force managers. British Field Marshall Lord Slim made a clear distinction:

> There is a difference between leadership and management. The leader and the men who follow him represent one of the oldest, most natural, and most effective of all human relationships. The manager and those he manages are a later product with neither so romantic, nor so inspiring a history. Leadership is of the spirit, compounded of personality and vision--its practice is an art. Management is of the mind, more a matter of accurate calculation, statistics, methods, timetables, and routine--its practice is a science. Managers are necessary; leaders are essential.
In essence, you lead people and you manage things. The Air Force needs people who can do both. The requirement is for the proper division of attention between the two, with the proportion dependent on the situation. Approach each leadership situation paying careful attention to the four primary factors: the mission, the people, the leader, and the environment.

**The Mission.** Most missions involve many tasks that must be completed if the unit is to fulfill its responsibilities. The leader must define the mission and set priorities for its various components. In many instances higher headquarters has defined the mission. Yet, the leader should translate the higher direction into goals with which people will relate. When possible, the leader should involve unit personnel in setting these goals to ensure their support. Individual involvement is very important when total effort is needed from everyone. The goals must be challenging but attainable. Goals that are unrealistic frustrate even the most dedicated people.

Set reasonable and acceptable standards of job performance to make sure that goals are met. These standards must be consistent with the mission, and defined clearly for every individual. Recognize those who meet or exceed standards, prescribe additional training for those who cannot, and take corrective action for those who will not. When standards are not met, determine the reason and move quickly to correct the situation through training or, if appropriate, administrative or disciplinary action. Get the facts, then act.

**The People.** Be sensitive to people. People perform the mission. Understanding people helps determine the appropriate leadership action to take in a given situation. You cannot be totally successful at getting the most out of people without first knowing the capabilities of those you are leading. Capabilities have two principal elements: training and experience.

- **Training.** Assess the level of training in the unit. If the people are not trained, do what it takes to get them the necessary training. Your subordinates cannot successfully accomplish the mission without the proper training. Medal of Honor recipient Sergeant John L. Levitow credited his heroic action under fire to the training he received.

- **Experience.** Levels of experience vary widely. A leader should identify each individual's experience and ability to perform in various situations. Do not base your evaluation of an individual's experience solely on rank. While rank may be a good overall experience indicator, the person may never have accomplished a particular job or been in a particular environment.

**The Leader.** Successful military leaders adapt their leadership style to meet the mission demands, and use an approach that capitalizes on their strengths. For example, if you are able to communicate effectively with people on an individual basis but are uncomfortable when speaking to large groups, then use personal conferences as much as possible. If you write well, take advantage of this skill by writing letters of appreciation or using other forms of correspondence. If you are a good athlete, organize and participate in unit sporting activities. In other words, capitalize on your strengths and minimize your weaknesses.
The Environment. Leaders should carefully consider the environment in which they work. Leadership methods, which worked in one situation with one group, may not work with the same group in a different environment. Consider the squadron that is permanently based in the United States, but deploys overseas for an extended period of temporary duty. Billeting or food service difficulties, equipment, or parts shortages, family separation problems, inclement weather, etc. may occur. Any of these problems create an entirely new environment with which the unit’s leader must cope. As a leader, you must alter your leadership behavior, as necessary, to accommodate changes in the environment of the given mission. Be sensitive to your surroundings.

ROLES OF LEADERSHIP AND MANAGEMENT

To better explain the roles of management and leadership, we'll examine them in terms of three elements: behavior, personal characteristics, and organizational situation.

Behavior. Managerial behavior is based on building organizational relations that mesh together like parts of a timepiece. Leadership behavior, on the other hand, concentrates on making the hands of the timepiece move so as to display the time of day. The behavioral focus of each is clearly important, but while the manager may be preoccupied with the precision of the process, the leader concentrates on the inertial forces that drive the process. Warren Bennis, a professor and researcher who has devoted years to studying leadership, summarizes the two behaviors as: “Management is getting people to do what needs to be done. Leadership is getting people to want to do what needs to be done.”

Effective leaders are often described as “dynamic,” which is regarded as beneficial because it denotes movement and change. The function of leadership is not only to produce change, but also to set the direction of that change. Management, however, uses the function of planning to produce orderly results, not change.

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<th>MANAGERS</th>
<th>LEADERS</th>
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<tr>
<td>Administers</td>
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Managers use the management process to control people by pushing them in the right direction. Leaders motivate and inspire people by satisfying their human needs, keeping them moving in the right direction to achieve a vision. To do this, leaders tailor their behavior towards their followers’ need for achievement, sense of belonging, recognition, self-esteem, and control over their lives. Bennis offers the following summary of this behavioral comparison:
**Personal Characteristics.** The following figure illustrates an interesting comparison of successful leaders and managers that was researched by Professor Robert White of Indiana University. Everyone who has been exposed to both types of characteristics knows from experience that neither is exclusively positive or negative.

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<th>MANAGERS</th>
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<tr>
<td>• Problem solvers</td>
<td>• Analysts of purpose and causes</td>
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<td>• Statistics driven</td>
<td>• Values driven</td>
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<td>• Seek conflict avoidance</td>
<td>• Not only accept, but invite conflict</td>
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<tr>
<td>• Thrive on predictability</td>
<td>• Ambiguous</td>
</tr>
<tr>
<td>• Assure that the organization's objectives are achieved, even if they disagree with them</td>
<td>• Assure that their objectives and those of the organization become one and the same</td>
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The best managers tend to become good leaders because they develop leadership abilities and skills through practicing good management techniques. Seldom is there an effective leader who has not been a good manager. Similarly, managers who become successful leaders have humanized their management skills with inspiration, empowerment, and vision through a catalyst called charisma. Social scientist Alan Bryman goes so far as to suggest that management styles may set the stage for charisma.

**Organizational Situation.** What are the organization implications of these two concepts of management and leadership? Leaders launch and steer the organization towards the pursuit of goals and strategies. Managers ensure the resources needed to get there are available and are used along the way. An organization needs both leadership and management, and if they are combined in one person or persons, so much the better.

To achieve a plan, managers organize and staff jobs with qualified individuals, communicating the plan to those people, delegating the responsibility for carrying out the plan, and devising systems to monitor its implementation. What you, as an officer, will need to do, however, is not to organize people, but to align them, and that is a leadership activity.

**Conclusion**

What is the relative importance of effective leadership and management? Strong leadership with weak management is no better, and sometimes actually worse, than the opposite. The challenge is to achieve a balance of strong leadership and strong management. A peacetime military can survive with good administration and management up and down
The hierarchy, coupled with good leadership concentrated at the top. A wartime force, however, needs competent leadership at all levels. Good management brings a degree of order and consistency to key issues like readiness, availability, and sustainment. But no one has yet figured out how to manage people into battle. They must lead.

Embrace these proven leadership traits and principles. The Air Force requires every Airman, officer and enlisted, to reflect these traits and principles, at every level, when performing the Air Force mission--our success in war and peace depends on it.

**BATTLE LEADERSHIP EXAMPLES**

**FROM THE FIELD**

Major General William A. Cohen, U.S. Air Force Reserve, Retired

More than 40 years ago, management guru Peter F. Drucker reiterated that the first systematic book on leadership, written 2,000 years ago by Xenophon, a Greek general, is still the best on the subject.¹ Xenophon’s book on combat leadership describes leadership actions during a five-month campaign when he and others, although surrounded by a hostile and numerically superior foe, led 10,000 men in a retreat from Babylon to the Black Sea. If the concepts of battle leadership written 2,000 years ago are so powerful they attract the recommendation of probably the greatest management thinker of our time, I thought they might well apply to nonbattle environments also.

The fact is, a professional Soldier, Sailor, Marine or Airman spends most of his or her career preparing for war or cleaning up after a war--not fighting. Moreover, modern warfare requires a supporting cast far larger than just those who actually wield weapons. So, whether assuming combat responsibilities or serving in a noncombat function as a “war supporter,” combat leadership potentially seems to have something to offer outside the confines of the battlefield.

**Is Conventional Thought Wrong?**

That combat leaders have anything to offer noncombat leaders flies in the face of conventional thinking. Even some military people feel that war is war and so unique as a human endeavor that nothing derived from it has any noncombat application. Yet, much technology and cures for diseases have sprung from wartime developments. No less a military thinker than B.H. Liddell Hart, writing of his concept of the indirect approach in his classic book Strategy, states: “With deepened reflection, however, I began to realize that the indirect approach had a much wider application--that it was a law of life in all spheres.”²
Many military leaders who never served in battle probably apply combat leadership principles without considering what they are doing or where their ideas and leadership philosophies originated. General Dwight D. Eisenhower commanded the largest seaborne invasion in history. However, he had no actual combat leadership experience. General Henry H. “Hap” Arnold was the only Airman to wear five stars, and he commanded the largest air force in history, but he never served as a combat leader either.

Some civilians believe that leadership in battle consists only of running around shouting orders. If this were true, there would not be a lot we could learn from it to apply elsewhere. In my judgment, battle leadership represents probably the greatest leadership challenge for any leader. There are significant hazards. There are poor working conditions. There is probably greater uncertainty than in any other type of human activity. It may be the only leader activity where both followers and leaders would rather be somewhere else. Further, as Drucker points out, “In no other type of leadership must the leader make decisions based on less, or less reliable, information.”

While there are true military geniuses in battle, the majority of people in the military, as in most organizations, are ordinary men and women—not military professionals. And, not all are suited to their jobs. Whether a professional or a trained amateur, all soldiers are stressed far more than those in any civilian situation or occupation. Also, leaders must not only carry out the mission, they must also be responsible for the lives of those they lead. So, battle represents a “worst-case” condition. No wonder traditional motivators such as higher pay, good benefits and job security are not much good. There is no “business as usual” on the battlefield.

Under these conditions, good leaders enable ordinary people to routinely accomplish the extraordinary. In battle, leaders help their followers reach difficult goals and complete arduous tasks. People in such an environment cannot be managed—they must be led. And under terrible conditions, successful combat leaders build and lead amazing organizations that get things done ethically, honestly and, for the most part, humanely.

**Goldwater’s Suggestion**

Back in 1989, Senator Barry Goldwater endorsed an earlier book of mine on leadership that described the techniques of leadership as an art. Goldwater stated that while my techniques were sound, all were founded on certain principles such as basic honesty. According to him, all leadership techniques must be derived from these basic principles or they will not work.

Assuming Goldwater was correct, while leadership techniques depend on the situation and the leader’s as well as the followers’ styles, there are basic principles from which all techniques are derived that are always true. Once these principles are uncovered, techniques in any situation almost automatically follow. Moreover, if general leadership principles from the worst-case scenario could be documented, they would have an extremely important impact on many other activities. Leaders from all organizations could use these principles to dramatically increase productivity and the likelihood of success in
any project in which they were engaged. Such principles could be likened to the law of gravity. A stone dropped from an outstretched hand will fall whether the one who drops it is a combat leader, a business leader, a coach, a teacher or any other leader. And, the stone will always fall down—not up. Thus began my search for the source principles of leadership from the battlefield experience. I was hardly the first to do leadership studies in the military. I have heard of and examined leadership studies from combat and in noncombat situations from all of the services. However, I believed this would be the first attempt to derive noncombat leadership principles from the combat experience.

**Former Combat Leaders Survey**

The foundation of the research was data from a survey sent to more than 200 former combat leaders. Other data were derived from conversations with hundreds of leaders from all four military services and from information gleaned from histories of wars ranging from World War II to current operations.

I especially sought people who had become successful in the corporate world or in nonmilitary organizations after leaving the Armed Forces. Of the responses received in the initial phase, 62 were from generals and admirals. The survey asked these extraordinary leaders the following questions:

- What had they learned from leadership in battle?
- What tactics did they use?
- How important was their style?
- What are the most important principles a leader must follow?
- How did they adapt these principles outside combat and in their civilian careers?

Not unexpectedly, the data show that successful leaders practice many different styles. Moreover, confirming Goldwater’s opinion, certain universal concepts that these successful leaders followed appeared again and again. These principles resulted in dramatically increased productivity and extraordinary success in all types of organizations. However, with so many respondents listing three or more principles, I anticipated an encyclopedic list.

**Eight Basic Principles**

Napoleon developed a number of ideas about warfare but published neither his memoirs nor his ideas. After his death, 115 of his maxims on the conduct of war were published. If a single combat leader documented so many ideas necessary to be successful in warfare, how many hundreds of leadership principles would be uncovered after analyzing and tabulating the input from such a large number of combat leaders? Surprisingly, 95 percent of the responses could be boiled down to only eight principles, one or more of which helped leaders achieve extraordinary results in their careers. So, I began to think of them...
less as principles or guides to leadership success and more as leadership “laws”—to be violated only at great peril. A significant number of survey respondents wrote notes or letters expressing their support for my project and sending anecdotes illustrating one or more of the principles that had helped them achieve success. It was as if they had seen payment in blood for what they had learned. They knew their experiences’ value and did not want to see their hard-won knowledge wasted. During the interviews, I talked with successful senior business leaders and reviewed dozens of corporate situations and the actions these corporations’ senior leaders took. Among those I talked with were Robert C. Wright, chief executive officer (CEO) of NBC, who served five years in the Army Reserve, and Michael Armstrong, CEO of AT&T, who never served in the military, but whose ideas of integrity were closely aligned with ideas expressed by combat leaders. Some senior executives interviewed had combat backgrounds; some did not. Some allowed the use of their real names and companies; some preferred to remain anonymous. Some had developed their own lists of principles of leadership. While their lists differed, they invariably included the eight responses developed from the surveys. I also looked at 7,000 years of recorded history to confirm these concepts. There was an abundance of evidence to support the “laws.”

Leadership Essentials

There are hundreds of excellent techniques and rules people may follow in leading others. But the eight universal laws are essential—the soul of all leadership. The eight laws are simple, but they are not always easy to implement, and sometimes conflict with one another. However, implementing even one of these laws can make the difference between success and failure. But, if you violate these universal laws, you will probably fail, even if you are at first successful. No one can guarantee success in any situation because there are other factors, such as available resources or policies, which might override anything a leader could do. But, there is no doubt that if a leader follows the universal laws, chances of success will increase. These laws are so powerful that the consequences of following them or not can determine success for most leaders in most situations.

The Eight Leadership Laws

Maintain absolute integrity. Although the other laws are described in no particular order, this one is listed first for a reason. Most combat leaders say integrity is critical and the foundation of everything else because leadership is a trust. If the leader does not maintain absolute integrity, he will not be trusted regardless of his implementation of the other laws. Successful leaders indicate there is more to integrity than simply not lying. For example, “white lies” not for the benefit of the leader might be told, and this would usually not impact integrity. However, integrity means doing the right thing even when no one is looking.
In his book *Taking Charge*, U.S. Air Force Major General Perry Smith writes of Mildred “Babe” Zaharias, who was an Olympic Gold Medal winner and later became a professional golfer. She once penalized herself two strokes when she inadvertently played the wrong ball, something no one else had seen. “Why did you do it?” asked a friend. “No one would have noticed.” “I would have noticed,” she answered. That is the kind of integrity leaders say must be maintained—the kind of leader we follow even if no one else notices. Smith is himself a leader of integrity. As a CNN consultant, he was first hired during the Gulf War. He did such a good job CNN retained him as a consultant. Last year, CNN ran a story that U.S. forces used gas warfare on our own troops in Vietnam. Smith knew the story was false and warned CNN before the story was released. He did everything he could to convince CNN’s CEO to retract the story. When nothing worked, he publicly resigned. This forced CNN to take notice. They turned the evidence over to an independent investigator, who confirmed Smith’s allegations and eventually forced CNN to retract the story and fire some of the individuals directly responsible.

**Know your stuff.** No leader can know everything, but the more you know about what you are responsible for, the better. During World War II, the U.S. Army conducted the largest leadership study ever completed before or since. The study was conducted by some of the most prestigious universities, including Harvard, Yale and Princeton. The 12 million people under arms during the war provided an adequate sample size. Moreover, they surveyed some very important people—the soldiers who looked to their officers for leadership. They asked the soldiers what they wanted from leaders. Integrity was so basic it was assumed; it was not even included in the choices given. Among the choices listed in the survey, the top choice was that leaders should “know their stuff.”

As confirmation of the universality of this law, during my research, I found a speech by Captain Wolfgang Lueth, one of Germany’s leading World War II submarine aces, which clearly shows he came to the identical conclusion. He told German naval cadets: “Your crews won’t care if you are a perfect fat head, as long as you sink ships.” Your subordinates do not care two straws how good you are at office politics either. They do not care whether you are good at managing your career or that you get all your tickets punched correctly. They want to know if you are competent—they want to know if you know your stuff.

**Declare your expectations.** This law encompasses objectives, goals and vision—and getting the word out over and over in every way possible. But first, you must think through the entire process. I like to say you cannot get “there” until you know where “there” is. Drucker spent a fair amount of time working and consulting with Japanese companies. Commenting on “Theory Z” back when it was thought this was the solution to managing American companies, Drucker maintained it was not so much “quality circles” or some other special technique used in Japan that changed the quality of Japanese goods. Rather, it was management experts such as W. Edwards Deming, Joseph M. Juran and others who made Japanese leaders aware of the problem. Japanese business leaders then declared their expectations of a renewed focus on quality. This redirected the emphasis in their companies to a subject that had previously been ignored or thought unimportant.
Quality circles and other techniques that became total quality management techniques supported that effort. So this law really has two parts: establish your expectations, then declare them.

**Show uncommon commitment.** People will not follow you if they think your commitment is temporary or that you may quit the goal short of attainment. Why should they invest their time, money, life or fortune in something if the leader is not going to lead them there anyway? Others will only follow the leader when they are convinced he will not quit no matter how difficult the task or no matter what obstacles are encountered. The 216 BC Battle of Cannae was probably the most decisive battle in history. Most military students study Cannae for its lessons in strategy and a most successful employment of what has come to be known as the double envelopment. But Cannae also has an important lesson for leaders. Carthaginian commander Hannibal faced Roman forces that outnumbered his by almost four to one. Hannibal showed uncommon commitment: “We will either find a way, or make one.” His commitment clearly gave his men heart. Almost 80 percent of that seemingly overwhelming Roman force was left dead on the field of battle. Fighting in the Carolinas during the American Revolution, Major General Nathanael Greene also demonstrated this kind of commitment: “We fight, get beat, rise and fight again.” During the Civil War, in a note to General Henry W. Halleck, General Ulysses S. Grant wrote: “I propose to fight it out on this line if it takes all summer.” Little wonder that Grant was the first Union general about whom Confederate General Robert E. Lee expressed concern. There will always be obstacles. Someone said, “There are no dreams without dragons.” When you show uncommon commitment, followers know their investment of time and effort will not be wasted. They know you will not walk away--that you will see the task through to the end. Yes, there may be dragons; but your commitment gives everyone confidence that you and they can and will slay them.

**Expect positive results.** It is true a leader who expects positive results might not actually get them because of circumstances beyond his control. It is equally true a leader who does not expect positive results will probably not get them. Chester L. Karrass, who said, “You don’t get what you deserve--you get what you negotiate,” proved that years ago. In thousands of negotiation experiments, Karrass found that time after time the better the negotiators expected to do, the better they did. So, while expecting positive results might not always lead to success, failing to expect positive results will almost always lead to something less--and, maybe, to failure. When things were at their blackest, with his troops surrounded by superior forces and over 1,000 miles from friendly support, Xenophon told his officers, “All of these soldiers have their eyes on you. If they see that you are downhearted they will become cowards. If you are yourselves clearly prepared to meet the enemy, and if you call on the rest to do their part, you can be sure that they will follow you and try to be like you.” Xenophon expected positive results, and he got them.

**Take care of your people.** During recent downsizing, CEOs who made sacrifices for their people, including taking salary cuts themselves to help avoid layoffs, were rewarded. Their workers were more productive, which eventually paid off in higher profits. Those who sacrificed others while taking bonuses and pay increases for themselves did not get the same results. According to retired Colonel Harry G. Summers, a commander has a
responsibility “to shield his subordinate leaders from arbitrary and capricious attack.” Summers is 100-percent right. To illustrate his point, Summers tells of a combat action in Vietnam. Brigadier General James F. Hollingsworth, an assistant division commander, flew over Summers’ battle position in a helicopter. He called Summers’ battalion commander, Lieutenant Colonel Dick Prillaman on the radio and told him that one of his company commanders was all screwed up. “I want you to relieve him right now,” he demanded. Prillaman responded instantly: “He’s doing exactly what I want him to do. If you relieve anyone, it should be me.”

Hollingsworth could have done exactly that. Instead, he said, “Now dammit Dick, don’t get your back up. It just looked screwed up from up here. Go down and check it out.” By the time he retired from the Army, Prillaman was a Lieutenant General. Good leaders who take care of their people tend to get promoted, but that is not guaranteed. The decision we must make is whether we are primarily interested in being a real leader or getting promoted no matter what. Most of the time good leadership and promotion go together, but not always.

**Duty before self.** Duty has two main components: the mission and the people. Sometimes the mission comes first; sometimes the people. However, with a real leader, one thing never comes first--personal interests and well-being.

All U.S. Armed Forces have great examples of those who put duty before self. Howard Gilmore was the commander of the USS Growler, an American submarine on its fourth war patrol in the Southwest Pacific. Forced to surface to recharge the submarine’s batteries on the dark night of 7 February 1943, Gilmore and his crew did not see the Japanese gunboat until it was too late. The gunboat closed range to ram the surfaced submarine. By skillful maneuvering, Gilmore moved the Growler aside to avoid the gun-boat’s attack. The gunboat’s crew fired all of its guns, hoping it could damage the Growler and delay its escape for only a few minutes so nearby enemy ships could finish the sub off. Gilmore had already ordered those on deck to clear the bridge. He was the only one still not inside the sub. Before he could get below himself and order a dive, he was wounded by enemy fire. He was alive but could barely move. He knew his crew and submarine were in danger from the gunboat and other approaching enemy ships. He could not get to the hatch. For his men to climb out of the submarine to drag him into the submarine would result in further delay, which could be fatal to his crew. The submarine had to crash dive immediately. Gilmore gave his final order even though he knew it meant his own death: “Take her down.” The Growler was seriously damaged, but under control. Gilmore’s crew brought the sub back to a safe port. No doubt they were inspired by the courageous fighting spirit of their skipper, who had sacrificed his life while putting duty before self. Gilmore was awarded the Congressional Medal of Honor posthumously for his bravery. Fortunately, noncombat situations do not require this kind of sacrifice. But make no mistake about it, if you put duty before self, there will be sacrifices you must make.
**Get out in front.** There are leaders who feel they must maintain total detachment. They believe they must coolly and carefully analyze the facts and make decisions without being influenced by outside complications. From their viewpoint, this must be done away from the action, where the noise, pressures of time and other problems distract from their ability to think calmly and clearly.

There is a place for contemplative thinking and measured analysis in leadership, but many leaders have their priorities wrong. The first priority is that the leader must get out where the action is—where those who are doing the actual work are making things happen. They cannot lead from behind a desk in an air-conditioned office. Military historian John Keegan has written many professional books on command and strategy. In his classic treatise on the essence of military leadership, The Mask of Command, he concludes: “The first and greatest imperative of command is to be present in person.”

That means getting out and seeing and being seen. That way, you can see what is going right and what is not. You can make sure your objectives, goals and vision are being conveyed the way you intend. You can make on-the-spot corrections. You can tell it like it is. You can set the example. At the same time, your people can tell you what is on their minds. You can communicate with them in a way no consultant’s survey can match. When you are out in front and “for real,” others know it and will positively respond to your leadership.

I call the eight universal laws “the stuff of heroes.” Apply them. They will work for you today, as they worked for Xenophon 2,000 years ago.

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**End notes:**
6. Anonymous, letter to the author, 13 November 1997. Former Vietnam combat leader Brigadier General Michael L. Ferguson’s comment is typical of the responses: “I truly hope it reaches all the people out there who are students of leadership, because I am convinced that we need more and more great—no, really great—leaders who will use these laws of leadership to protect the future of our country. If not, we will be in real trouble. God bless.”
11. Drucker.
19. Ibid.
20. Ibid.

Bibliography:
Cognitive Lesson Objective:
• Know the evolution of airpower and the significance of key people, events, doctrinal changes, and weapon systems through the end of WWI.

Cognitive Samples of Behavior:
• Describe the U.S. Army’s initial reaction to the Wright Brothers’ heavier-than-air flying machine.
• Recognize the accomplishments of early American aviators Benny Foulois, Billy Mitchell, and Eddie Rickenbacker.
• Describe the significant characteristics of airpower doctrine as advocated by Douhet, Trenchard, and Gorrell.
• State lessons learned from the success of the St. Mihiel and Meuse-Argonne Offensives and their impact on doctrine.

Affective Lesson Objectives:
• Value to the importance of airpower and airpower advancements through WWI.

Affective Sample of Behavior:
• Discuss the importance of airpower and airpower advancements.
THE GENESIS OF AMERICAN AIR POWER

Americans took to the skies at an early date. Benjamin Franklin considered the possibility of using balloons in warfare in 1783, only days after the first successful hot-air balloon flights in France. John Sherburne, frustrated by the Army's ineffectiveness during the Seminole War of 1840, proposed using balloons for observation above the wilderness that hid the adversary. John Wise, dismayed by the prospects of a long and costly siege of Veracruz during the Mexican War, suggested using balloons in 1846 for bombing defending forces, three years before Austria actually did so against Venice.

John LaMountain and Thaddeus Lowe successfully launched manned reconnaissance balloons in support of Union operations during the American Civil War. In late June 1861 Lowe's map of Confederate positions in Falls Church, Virginia, was the first significant contribution of manned flight to American warfare. Although the Union lost the battle at Bull Run in July, a flight by Lowe on 21 July allowed him to report that the Confederates were not advancing on Washington. He was thus able to help prevent panic following the defeat. In September he demonstrated the balloon's potential when he directed artillery fire at Confederate positions. He went on to establish the first US "Air Force," the Balloon Service of the Army of the Potomac, although weather, technological limitations, bungling, and military opposition prevented further development and exploitation.

His Civil War experience convinced Brigadier General Adolphus Greely of the Army Signal Corps that the balloon's capabilities had been unrealized. As part of a special section formed in 1892, his one balloon directed artillery fire during the Battle of San Juan Hill in the Spanish-American War and reported the presence of the Spanish fleet at Santiago de Cuba Harbor. This limited success with lighter-than-air balloons (enemy ground fire destroyed the section's balloon in Cuba) encouraged Greely and the Army to give Samuel Langley, Secretary of the Smithsonian Institution, $50,000 in 1898 to build a powered heavier-than-air flying machine. The spectacular failures of Langley's Aerodrome launched over the Potomac River on 7 October and 8 December 1903, soured Army opinions on the practicality of flight for several years. When Orville and Wilbur Wright succeeded in the world's first powered, heavier-than-air, controlled flight on 17 December 1903, the Signal Corps expressed no interest. Establishing the Aeronautical Division of the Signal Corps on 1 August 1907, the Army ignored the Wrights and their achievement. It preferred experimenting with the steerable airship or dirigible, then being perfected in Europe. The
desertion of a private cost the Aeronautical Division half of its enlisted strength, but did not prevent the Army from ordering its first nontethered airship, Dirigible No. 1, for $6,750 in 1908.

The Wrights' successes came to the attention of others, however, and President Theodore Roosevelt directed the Army to entertain bids for an aircraft in late 1907. Meanwhile, intrepid airmen pressed on. Lieutenant Frank Lahm became the first officer to fly in an aircraft in early September 1908. Not even the death of Lieutenant Thomas Selfridge, America's first military aviation fatality, killed in what the New York Times called a "wreck of bloodstained wood, wire, and canvas," could stop the advance of military aviation. On 2 August 1909, the Army awarded the Wrights $25,000 for delivering Aeroplane No. 1, and a $5,000 bonus for exceeding specifications. The Aeronautical Division now had one aircraft, but no pilots, ground crews, or training establishment. Wilbur Wright taught Lieutenants Frank Lahm, Benjamin Foulois, and Frederic Humphreys to fly. (He included Humphreys as a passenger on the world's first night flight.) Scarce resources soon reduced America's air force to one pilot (Foulois) flying one much-damaged, much-repaired aircraft.

This was America's air force until Congress approved $125,000 in 1911 for its expansion, despite the objection of one member: "Why all this fuss about airplanes for the Army? I thought we already had one." Early Army flyers began stretching aviation's limits in Wright and Curtiss aircraft with bomb-dropping, photography, and strafing. The first unit, 1st Aero Squadron, was formed on 8 December 1913. These achievements convinced Congress to give the Army's air force official status on 18 July 1914 as the Aviation Section, Signal Corps, which absorbed the Aeronautical Division and its 1 squadron, 6 combat aircraft, 19 officers, and 101 enlisted men.

Orville Wright's first flight in 1903 had lasted twelve seconds; by 1916 flights of four-hours duration had become possible. This progress was soon tested. Brigadier General John Pershing pursued Pancho Villa in Mexico from 1916 to 1917 to bring the Mexican revolutionary to justice for attacking an American border town, Columbus, New Mexico. Captain Benjamin Foulois, with ten pilots and eight aircraft of the 1st Aero Squadron, struggled against winds, storms, and high mountains to locate Villa; but a series of disasters, some comic, some tragic, stood in vivid contrast to aerial achievements on the Western Front of the Great War in Europe that had begun two years earlier.
TRIAL AND ERROR IN WORLD WAR I

The potential of the airplane was proved in World War I when its use in critical reconnaissance halted the initial German offensive against Paris. It was not used to harass troops or drop bombs until two months into the war. On the basis of an aviator’s report that the German Army had a large gap in its lines and was attempting to swing wide and west around the British Army, British commander Sir John French refused requests from the French to link up his Army with their forces to the east. At the resulting battle of Mons southwest of Brussels on 23 August 1914, the British slowed the overall German advance, forcing it to swing east of Paris. The Allies, on the basis of a British aviator’s report of the move, stopped the Germans at the battle of the Marne from 6 to 9 September. The Germans, on the basis of one of their aviator’s observation of the Allies’ concentration, retreated behind the Aisne River. These actions, spurred by aerial observation, forced the combatants into fixed positions and initiated four years of trench warfare.

When American aircrews arrived in France three years later to join the conflict, they found mile after mile of fetid trenches protected by machine guns, barbed wire, and massed artillery. The airplane’s primary roles remained reconnaissance and observation over the trenches of both sides, into which were poured men, supplies, and equipment in huge quantities easily seen from the air. Thousands of aviators fought and died for control of the skies above armies locked in death struggles below.

In 1914 the US Army’s Aviation Section of the Signal Corps had five air squadrons and three being formed. By 6 April 1917, when the United States declared war on Germany, it had 56 pilots and fewer than 250 aircraft, all obsolete. Congress appropriated $54.25 million in May and June 1917 for “military aeronautics” to create a total of 13 American squadrons for the war effort. However, French Premier Alexandre Ribot’s telegraphed message to President Woodrow Wilson in late May revealed that the United States did not yet comprehend the scale of the war. Ribot recommended that the Allies would need an American air force of 4,500 aircraft, 5,000 pilots, and 50,000 mechanics by 1918 to achieve victory. Trainer aircraft and spare parts would increase America’s contribution to over 40,000 aircraft—this from a country that had produced only a few hundred, both civilian and military, from 1903 to 1916.

An outpouring of patriotism accompanied the declaration of war in the United States. Talk of “darkening the skies over Germany with clouds of US aircraft” stiffened Allied resolve. It also appealed to the American people. Congress supported their sentiments when it approved $640 million on 24 July 1917, the largest lump sum ever appropriated by that body to that time, for a program to raise 354 combat squadrons.

President Wilson immediately created the Aircraft Production Board under Howard Coffin to administer an expansion, but the United States had no aircraft industry, only several shops that hand-built an occasional aircraft, and no body of trained workers. The spruce industry, critical to aircraft construction, attempted to meet the enormous demand under government supervision. A production record that approached a national disaster forced
Wilson on 21 May 1918, to establish a Bureau of Aircraft Production under John Ryan and a separate Division of Military Aeronautics under Major General William Kenly. The division would be responsible for training and operations and would replace the Aviation Section of the Signal Corps. Perhaps as an indication of the Army’s attitude toward the new air weapon, the two agencies remained without a single overall chief. Not until four months before the end of the war did Wilson appoint Ryan Director of the Air Service and Second Assistant Secretary of War in a late attempt to coordinate the two agencies.

American aircraft production fell far short of its goals despite President Wilson’s initiatives. In June 1917 a mission led by Major Raynal Bolling to investigate conditions on the Western Front, decided that America’s greatest contribution to the war besides its Airmen would be its raw materials from which the Allies could produce the necessary aircraft in Europe, rather than in the United States. This time-saving approach was not particularly popular, given American chauvinism at the time. The United States would build engines, trainer aircraft, and British-designed DH-4 bombers. It would buy combat aircraft from France (4,881), Britain (258), and Italy (59).

American industry managed to turn out 11,754 aircraft, mostly trainers, before the end of the war—a significant accomplishment. Detroit produced 15,572 Liberty engines, big 12-cylinder in-line liquid-cooled power plants of 400 horsepower that were more efficient than other wartime engines. The Army set up ground schools at 8 universities, 27 primary flying schools in the United States, and 16 advanced training schools in Europe. On Armistice Day the Air Service had nearly 183,000 personnel filling 185 squadrons. One of the first American Airmen to reach France was Major William “Billy” Mitchell, who studied British and French aerial techniques and recommended the establishment of two air forces, one to support ground forces and another to launch independent strategic attacks against the sources of German strength. A dearth of aircraft and aircrews prevented the development of the latter effort, and the 1917 Bolling mission had given the idea lowest priority. American Expeditionary Force commander, General John Pershing, created a divided tactical aerial force, with, first, Brigadier General William Kenly, then Benjamin Foulois, and, finally, Mason Patrick as Chief of Air Service, American Expeditionary Force, and Mitchell as Air Commander, Zone of Advance. A less-than-clear chain of command insured a collision between Foulois and Mitchell, but Pershing wanted Mitchell in charge of combat operations.

Some Americans had already acquired combat experience in France, serving with French and British squadrons before the United States entered the war. Among the most famous were members of the Lafayette Escadrille, including Norman Prince (five victories) and Raoul Lufbery (seventeen victories). These veterans transferred to the Air Service and provided the cadre for new squadrons arriving from the United States. After advanced training, American squadrons joined French and British units for combat experience. Only when American ground units were ready for combat did Air Service squadrons join American armies. Flying French SPAD and Nieuport fighters and French Breguet and British DH-4 bombers, all-American units under American command began
operations in March and April 1918. Lieutenants Alan Winslow and Douglas Campbell gained America’s first aerial victories on 14 April 1918, in French Nieuport fighters armed with British Vickers machine guns.

The United States may have been slow in developing aerial weapons, but its ground commanders quickly put them to use. Airmen flew infantry contact patrols, attempting to find isolated units and reporting their location and needs to higher headquarters. Of these missions, the 50th Aero Squadron’s search for the “Lost Battalion” in the Meuse-Argonne during the offensive of September and October 1918 is perhaps the most famous. Two Airmen, pilot Harold Goettler and observer Erwin Bleckley flew several missions at low altitude, purposely attracting German fire to find out at least where the “Lost Battalion” was not. They paid with their lives but helped their squadron narrow its search. For their heroism, Goettler and Bleckley won two of the four Medals of Honor awarded to American Airmen during the war. The other two went to Eddie Rickenbacker and Frank Luke for aerial combat.

Reconnaissance missions to determine the disposition and make-up of enemy forces were critical and were usually carried out by aircraft flying east at low altitude until shot at. Allied ground troops, for example, needed to know about German activity at the Valleroy railroad yard during the battle of St. Mihiel or, best of all, that the “convoy of enemy horse-drawn vehicles [was] in retreat along the road to Thiaucourt.”

Airman Gill Wilson wrote spiritedly of such missions in the following lines:

Pilots get the credit

But the gunner rings the bell

When we go to bomb the columns

On the road to Aix-la-Pelle!

The pilots of each side, attempting to prevent their counterparts from conducting tactical reconnaissance, engaged in fierce air-to-air combat in aerial “dogfights” that evoked images of medieval warfare and its code of chivalry. The men in the trenches welcomed these solitary knights of the skies who were willing to take on the heavily-defended German observation balloons and the artillery fire they controlled that was aimed at anything that moved. More often than not, life was short in World War I and American aviators lived it valiantly. Frank Luke spent only seventeen days in combat and claimed four aircraft and fourteen balloons, the most dangerous of all aerial targets. Shot down at age 21, he died resisting capture behind German lines. The United States awarded him a Medal of Honor and named an air base after him. Raoul Lufbery claimed seventeen victories before jumping from his own burning aircraft without a parachute. But more died in crashes brought on by malfunctioning aircraft than in combat.

Low-level flight in close support of the infantry was exceedingly dangerous as it involved strafing and bombing over enemy positions. The 96th Aero Squadron flew twelve day bombardment aircraft in three missions against ground targets the first day of the St. Mihiel offensive on 12 September 1918. The next day it mustered only four aircraft ready
for duty. Casualty rates of 50 percent or higher were not unusual. When Brigadier General Billy Mitchell had his way, targets were farther to the rear and included rail centers and bridges. One of his officers, Lieutenant Colonel Edgar Gorrell, developed a plan to bomb Germany’s “manufacturing centers, commercial centers, and lines of communication.” General Pershing approved the plan, but opposition from other ground commanders and insufficient aircraft thwarted America’s nascent testing of strategic bombing.

As an American air force, the First Air Brigade (strengthened by French units) in June 1918 fought superior German forces during the battle of Chateau-Thierry, a bloody initiation to full-scale combat for most American pilots. Mitchell, however, learned the lessons of massing air power in the battle area and of seizing the offensive. This experience served him well at St. Mihiel in September. With nearly 100 squadrons amounting to nearly 1,500 aircraft under his control, Mitchell organized two forces, one to provide escorted reconnaissance and the other to serve as an independent striking force. With superior numbers, mostly French, Mitchell’s Airmen seized the initiative, gained air superiority, attacked enemy ground forces, and interdicted supplies flowing to the German front lines. In the final action of the war, during the Meuse-Argonne offensive in September and October, Mitchell concentrated a largely American force to establish air superiority in support of American ground operations.

(Please reference the “Focus On: St. Mihiel and an Aerial Armada” article following the paragraph below for more detailed understanding of the St. Mihiel and Meuse-Argonne offensives.)

By Armistice Day, on 11 November 1918, the Air Service had prepared and sent 45 squadrons to fight under Mitchell, with 140 more organizing in the United States. In supporting the war the Air Service had about 750 American-piloted aircraft in France, or about 10 percent of all Allied forces. 71 Americans became aces, downing 5 or more enemy aircraft, led by Eddie Rickenbacker with 26 victories. His success paled compared with Manfred von Richthofen’s (German) with 80 kills, Rend Fonck’s (French) with 75, and Edward Mannock’s (British) with 73, but few claimed as many as quickly as the American. The launching of 150 bombing attacks and the claiming of 756 enemy aircraft and 76 balloons in 7 months of combat and the losses of 289 aircraft, 48 balloons, and 237 crewmen did not turn the tide of war but were portentous of things to come. The airplane had entered combat, and by eliminating the element of surprise through observation and reconnaissance, it had helped Allied forces to victory on the Western Front.
Focus On: Leadership

THE WRIGHT BROTHERS—

WILBUR (1867-1912) AND ORVILLE (1871-1948)

- Fathers of flight
- Invented airplane (1903); first sustained flight (1905)
- Advocated airplane’s military utility (US Army, 1909)
- Established first US civilian flying school

The world's most famous inventive partners, the Wright Brothers, were born four years apart — Wilbur on April 16, 1867, near Millville, Ind., and Orville on Aug. 19, 1871, in Dayton, Ohio, to Milton and Susan Wright.

As youngsters, Wilbur and Orville had their interest in flying sparked by a toy helicopter-like top their father gave them. Neither graduated from high school or attended college, but they had a thirst for knowledge and an entrepreneurial spirit. The brothers began to refer to themselves as “The Wright Brothers” when they started a printing firm at the ages of 22 and 18. Before writing the Smithsonian Institute for information on aeronautical research in 1899, the brothers owned a bicycle shop that repaired and made bicycles. In 1900, Wilbur also wrote to French-born gliding pioneer Octave Chanute who recommended that the Wright Brothers study gliding tests carried out by a number of researchers.

Of all the early aviators, Wilbur alone recognized the need to control a flying machine in its three axes of motion: pitch, roll and yaw. His solution to the problem of control was “wing warping”.

In August 1900, Wilbur built his first glider. He then contacted the U.S. Weather Bureau for information on windy regions of the country. He chose a remote sandy area off the coast of North Carolina named Kitty Hawk, where winds averaged 13 mph. He and Orville journeyed to Kitty Hawk where they tested the 1900 glider, and subsequent 1902 glider.

Having designed a propeller with the same principles they used to design their wings, Wilbur and Orville built their own four-cylinder, 12-horsepower engine. The 1903 Flyer was constructed in sections in the back room of their cycle shop in Dayton, and shipped to Kitty Hawk. On Dec.14, 1903, Wilbur won a coin toss and made the first attempt to fly the machine. He stalled it on take-off, causing some minor damage. The plane was repaired, and Orville made the next attempt on December 17. At 10:35 a.m., he made the first heavier-than-air, machine powered flight in the world. In a flight lasting only 12 seconds and covering just 120 feet, the Wright Brothers opened the era of aviation.
News of the Wrights’ feat was met with early skepticism, especially from the United States government who had already funded a number of failed flying experiments. Yet, while Wilbur set sail for Europe to promote the Wright Flyer overseas, Orville headed to Washington, D.C. to advocate the airplane’s military utility and to demonstrate their flying machine in hopes of winning government and army contracts. In July 1909, Orville completed demonstration flights for the U.S. Army, and the Wright brothers would later be awarded the government contract for the first military aircraft, selling the plane for $30,000.

The Wright brothers’ extraordinary success continued to led to contracts not just with the United States government but in Europe as well, and they soon became wealthy business owners. Seven years after the Wright brothers successfully completed their historic first powered heavier-than-air flight, they found themselves in Montgomery, Alabama where they established the first civilian flying school in the United States.

Wilbur died on May 30, 1912 of typhoid fever. Orville was awarded the Collier Trophy in 1913 for a device that balanced airplanes automatically. He sold the Wright Company and retired in 1915. However, he continued working on aeronautical developments at his own company, the Wright Aeronautical Laboratory. He died Jan. 30, 1948. The Kill Devil Hill National Monument at Kitty Hawk is now the Wright Brothers National Monument.
Capt. Edward Vernon Rickenbacker was the American “Ace of Aces” in World War I. Born in Columbus, Ohio, in 1890; he gained fame as a race car driver before joining the service. He started in the U. S. Army as a chauffeur to U.S. Army Gen. John J. Pershing.

He enlisted in the Signal Enlisted Reserve Corps at New York City and entered active duty the same day, May 25, 1917. After arriving in France, he was transferred to the U.S. Air Service and sent to Tours to learn to fly where he remained until October 1917. He was then honorably discharged to accept a commission as a first lieutenant in the Signal Officers Reserve Corps. After receiving his commission he was made engineering officer at the U.S. flying school at Issoudun because of his unusual knowledge of gasoline engines.

When the first group of newly-trained U.S. pilots prepared to leave for the Front, Rickenbacker requested to go with them. His request was approved by Maj. Carl Spaatz and Rickenbacker was assigned to the 94th Aero Squadron, the famous “Hat in the Ring” squadron, named because of their insignia.

Almost immediately he demonstrated his exceptional combat ability and by the end of the war, he was the nation’s leading ace with 26 confirmed victories (22 aircraft and 4 balloons), despite the fact that through most of June, July and August 1918, he had not been permitted to fly combat missions because of severe ear infections and was a patient at the American Red Cross hospital. He was personally chosen by Gen. Billy Mitchell to assume command of the 94th Aero Squadron the day before the Meuse-Argonne offensive began.

On Sept. 25, 1918, he was patrolling over the lines near Billy, France. He spotted five German Fokkers which were protecting two Halberstadts. He dived on them, shooting down one of the Fokkers, he then attacked one of the Halberstadtts, shooting it down also. In his dedication to victory in the air, Rickenbacker disregarded the odds of seven to one against him.

On Nov. 6, 1930, President Herbert Hoover awarded the Medal of Honor to Rickenbacker for his bravery above and beyond the call of duty for the attack near Billy. His citation reads: “For conspicuous gallantry and intrepidity above and beyond the call of duty in action against the enemy near Billy, France, September 25, 1918. While on a voluntary patrol over the lines, Lieutenant Rickenbacker attacked 7 enemy planes (5 type
Fokker, protecting 2 type Halberstadt). Disregarding the odds against him, he dived on them and shot down 1 of the Fokkers out of control. He then attacked 1 of the Halberstadts and sent it down also."

His other decorations included eight Distinguished Service Crosses, World War I Victory Medal with battle clasps for Champaigne-Marne, Aisne-Marne, St. Mihiel, Meuse-Argonne and Oise-Aisne Offensives and Defensive Sector. The French awarded him their Legion of Honor (chevalier) under decree of the President of France and two French War Crosses (Croix de Guerre with Palm).

On his return home, he was assigned to the Air Service Depot at Garden City, N.Y. and later to the Division of Military Aeronautics in Washington, D.C. His tour of active duty was terminated in January 1919. He went back into the automobile business by working for General Motors, and eventually came to control Eastern Airlines. He was also appointed as a specialist with the Officers Reserve Corps as a colonel until May 20, 1934, when five-year term expired.

He died July 23, 1973. He is buried at Greenlawn Cemetery in Columbus, Ohio. The now-closed Rickenbacker Air Force Base, Ohio, was named in his honor.
Focus On:

ST. MIHIEL AND AN AERIAL ARMADA

World War I ended on 18 August 1918 with the failed final German push at the Marne. The Kaiser’s chancellor later remarked, “On the 18th even the most optimistic among us knew that all was lost.” It is doubly tragic then, that combat continued for another 90 days. Those last three months would prove to be among the bloodiest of the war—for both sides.

By mid-August more than a million American doughboys had reached the front lines, and General John J. Pershing was plotting an assault on the formidable St. Mihiel salient. In their retreat the Germans themselves tried to straighten the line, fully aware that it would be more defensible than the horseshoe shaped bulge they now held. As Pershing and the other Allied generals plotted an offensive that would throw more than a half-million doughboys against the salient, Colonel Billy Mitchell was quick to lay out his own blueprints for the aerial side of the battle.

The St. Mihiel Offensive was more than the greatest success of Colonel Mitchell’s distinguished career; it was perhaps, his finest moment as a politician/commander. It was the one time that he tempered his strong will and firm beliefs with a taciturn diplomacy that kept the long meetings from turning hostile. With the confidence of General Pershing, the glowing support of First Army commander General Hunter Liggett (one of the few who truly appreciated air power), and the sympathy of the air-minded French, Colonel Mitchell got the chance he wanted.

The first week of September was filled with secret movements, Colonel Mitchell’s Airmen moving forward to advance aerodromes from which their commander would direct the first-ever, united aerial attack on an enemy force. The armada included American, French, and British aircraft--both fighters and bombers--all at the direction of a single commander. Mitchell would coordinate the effort with the commanders on the ground leading the infantry advance, another historical first overshadowed perhaps only by the sheer number of aircraft involved--nearly 1,500 in all. It was the largest aerial armada in history.

Mitchell was proud of his Airmen, men who loved him and would fly through hell for him. Now he called upon them to accomplish what had never been done before. These were a rare breed of fighting men, brash young cowboys like Frank Luke from Arizona, daring race drivers like Eddie Rickenbacker, West Point graduates like Major Carl Tooey Spaatz, efficient squadron commanders who had sat in a cockpit and traded bullets with the Flying Circus like Harold Hartney. With the addition of the British air assets, even the legendary Sir Hugh “Boom” Trenchard would fly his pilots at the direction of Colonel Mitchell. It was a defining moment in military history, perhaps the exact moment in time for which Billy Mitchell was born...until the weather intervened.
During the weeks of preparation Colonel Mitchell averaged only three hours of sleep each night. He read reports of the day’s activities when night fell until 0200, rested his eyes briefly, and then arose to personally observe practice maneuvers and preparations at 0500. Running on sheer adrenaline, Mitchell was in no mood to hear news on 11 September that the generals wanted to postpone the anticipated next-day launch of the St. Mihiel Offensive because of the rain and the fog that had set in early. The previous day Colonel Mitchell had flown over the German lines with his French friend Paul Armenguad as an observer, and witnessed lines of enemy infantry pulling back in retreat. The enemy was anticipating an offensive push against the salient and were withdrawing quickly.

As promptly as news of the postponement reached Colonel Mitchell he headed for Pershing’s Headquarters, where a meeting of the generals was already in progress. Colonel Mitchell was the youngest, and lowest ranking man in a room that was about to decide the fate of his moment in time.

“Pretty bad weather we’re facing,” stated an engineering officer. Around the room heads nodded in ascent...engineers usually knew what could and could not be accomplished.

“What’s the weather got to do with it?”, snapped Colonel Mitchell.

“The rain always holds up our light railways that we use to get ammunition to our artillery. That goes for our water supply too. I think it’s best if we hold off on this thing for a few days.” Again heads nodded in agreement around the table, and Colonel Mitchell could see his moment slipping away.

Earnestly, but with a patience and uncharacteristic demeanor for the man “Boom” Trenchard had once said would go far if he could “break his habit of trying to convert opponents by killing them,” Colonel Mitchell pleaded his case. He told of his flights over the salient, of witnessing columns of German soldiers in full retreat. He predicted that the battle for the St. Mihiel salient wouldn’t be much of a battle.

“We must jump the Germans now!”, he admonished. “I’ve seen their movement to the rear with my own eyes. Forget the artillery if it means delay. If we advance fast, the artillery would probably shoot a lot of our own men anyway.”

Colonel Mitchell’s words seemed to fall on deaf ears, and around the room all eyes were on the engineering officer who was calling for a postponement. Colonel Mitchell had lost his most important debate with everyone in the room...except for the one man that mattered. General Pershing looked up at his staff and pronounced:

“We will attack, without delay!"

American pilots had indeed been fair-weather fliers prior to the St. Mihiel Offensive. With the decision to proceed on 12 September, the brave young men took to the air in spite of the fog and the rain.
Colonel Mitchell organized his assets into two attack brigades of 400 or more planes each, one assigned to attack the right side of the salient while the other penetrated to the enemy rear to cut off all communication and supply. It was an impressive air show that inspired men on the ground and amazed even the airmen themselves. Pilot Kenneth Littauer spoke of the massive formation and said: “I didn’t believe my eyes, because we’d never seen such a thing before. I happened to be standing on the air field when this damned thing started to go over. Then it went and it went...it was awfully impressive.”

The ground war was over on the first day, and the air war became almost nonexistent. Colonel Mitchell’s pilots swept the skies over the Western Front clean almost immediately, and then patrolled them continuously to demonstrate their mastery of the heavens. In just three days, the combined forces took back a formidable enemy redoubt that had been held for four years, captured 16,000 Germans, 443 artillery pieces, and created a new threat to the enemy stronghold at Metz. General Pershing couldn’t have been more pleased and wrote Colonel Mitchell stating:

Colonel Mitchell was elated, not so much in the praise but in the validation of everything he had argued for over the previous year. At last he was convinced that his Air Service would be recognized for what it was, the powerful war-winning military arm of the future. Colonel Mitchell himself was a hero in France, both among his own men and among the populace. His favor with General Pershing was evident in October when he received promotion to the temporary rank of Brigadier General. (Temporary promotions such as this during wartime had a long history in the Army, and it was expected that after the war Mitchell would return to his earlier rank of Colonel. When the return to his permanent rank occurred a few years later it was misinterpreted by many as a disciplinary move. In fact, Brigadier General Mitchell maintained his rank much longer than most other officers who received temporary promotions during the war.)

Following his tremendous success in the St. Mihiel Offensive, Brigadier General Mitchell committed his forces to a nearly independent role in the Argonne Offensive. His fighter pilots flew daily and, as Brigadier General Mitchell reported, “There is nothing to beat them in the world!” Meanwhile he pursued his theories of tactical bombing, raining tons of explosives on German bridges, airdromes, railroads and supply depots. The psychological impact of the Air Service’s supremacy on the German morale demonstrated just one more powerful advantage of a massive air force.
Brigadier General Mitchell’s men further endeared themselves to the weary infantrymen by continuing to coordinate their efforts with the ground war. Big two-seat DeHavillands dropped supplies to beleaguered units and pursuit airplanes flew low over infantrymen to shield them from German airplanes. As the advance turned into a rout, the quick pace could lead to confusion and dangerous situations. Once, Brigadier General Mitchell became aware of a large congestion of trucks at a village crossroads that could have become instantly susceptible to a damaging attack from the German Air Force. Without pause he sent a flight of 320 Allied aircraft to patrol the area and protect the forces on the ground until the traffic jam could be cleared.

Ever looking to the future, in late October Brigadier General Mitchell came to General Pershing with a bold new idea. The Allied advance would certainly slow with the onset of winter, but an Allied offensive was already being planned for the spring of 1919 to finish the job started at St. Mihiel and at last end the war. Brigadier General Mitchell’s idea was preposterous at the time to all who heard it, yet General Pershing gave it an attentive ear. He had learned that when Brigadier General Mitchell saw the future, he had a habit of making it come to pass. Brigadier General Mitchell’s new concept was never employed because the war ended long before anyone would have believed possible the previous summer, and there would be no spring offensive necessary.

Brigadier General Mitchell’s last great scheme of World War I is of note, however, despite the fact that he would not see it employed in his lifetime.

In the fall of 1918 there were a few big Handley-Page airplanes in the Allied arsenal that were capable of carrying a dozen or more men. Brigadier General Mitchell hoped to build up this part of his command throughout the winter so forces could fly deep into Germany to drop American soldiers behind enemy lines by parachute during the spring offensive that never came. It was indeed a preposterous idea, but now when Billy Mitchell had an idea, nobody ruled it out.
Focus On: Leadership

SIR HUGH MONTAGUE TRENCHARD

- Commissioner of the London metropolitan police from 1931 to 1935.
- He learned to fly at age 40.
- Trenchard and Billy Mitchell were contemporaries that shared many similar views.
- Created a baronet in 1919, a baron in 1930, a viscount in 1936, and was made Knight Commander of the Bath in 1918.

Hugh Trenchard was well along in his military career when he learned to fly at age 40. He fought much of World War I as the head of the Royal Flying Corps in France and was firm in his vision of aviation as an auxiliary to the army. At first, Trenchard opposed the creation of an independent air force, and he even opposed the idea of strategic bombing. He was, however, a firm believer in offensive operations for air forces. Like ground commanders of the time, he believed in the massed offensive as the key to victory. Only in Trenchard’s case, this idea of mass involved aircraft in the air.

Unfortunately, the Royal Flying Corps suffered substantial losses as a result of his commitment to the massed offensive. Nonetheless, Trenchard ended up in command of the Independent Air Force in France in 1918, which was created in response to the German bombing of London. A considerable portion of the Independent Air Force’s efforts was in support of the Allied armies, and the war ended before the Independent Air Force could conduct much strategic bombing.

When he returned to the United Kingdom, Trenchard was appointed as Chief of the Air Staff of the Royal Air Force, or RAF. Soon after, he became an advocate of strategic bombing. He remained in his post for the first decade of the RAF’s existence. Trenchard had an influence on the initial founding of many of the RAF’s ideas and institutions. Trenchard’s ideas were at the center of RAF doctrine manuals and they were embedded in the curriculum at the RAF Staff College.

Trenchard’s theories on airpower have had a lasting effect on airpower employment. The major premise of his theory was his belief that during war, victory could be achieved by bombing enemy vital centers and thus breaking the enemy’s will to fight. Trenchard’s theories regarding airpower had a significant impact on many nations during this time. Trenchard and Billy Mitchell were contemporaries that shared many similar views, yet Mitchell often pointed to the Royal Flying Corps as a model for independent airpower.
Guilio Douhet was born in Italy in 1869. He came from a military family, and he served as a professional artillery officer in the Italian Army. Although not a pilot, he was appointed as the commander of Italy’s first aviation battalion. During World War I, Douhet was so critical of the leadership of the Italian High Army Command that he was court-martialed and imprisoned for a year. However, his criticisms were validated in 1917 in the disastrous Battle of Caporetto, in which Italians suffered over 300,000 casualties and lost most of their trench artillery.

After the war, when Mussolini came to power, Douhet was restored to a place of honor. He passed his remaining years writing about and speaking out for airpower. Douhet published Command of the Air in 1921. This book quickly became known in America through partial translations and word of mouth, but it did not appear in a published English version until 1942, twelve years after Douhet died.

Douhet’s theories on airpower have had a lasting effect on airpower employment. The major premise of Douhet’s theory was his belief that during war, a quick victory could be won by early air attack on the enemy’s vital centers, while surface forces worked to contain the enemy on the ground. Douhet differed from other prominent early theorists by proposing that civilian populations be directly targeted as part of the air campaign.
Focus On: Leadership

COLONEL EDGAR S. GORRELL (1891-1945)

- Pursued Gen Francisco “Pancho” Villa (Mexican Expedition)
- Designed first “strategical” bombing plan—framework for industrial interdiction employed during World War II
- First Air Transport Association (ATA) of America president
- Advocated aviation safety—led to creation of modern-day Federal Aviation Administration (FAA)

In 1917 the great armies of Europe remained locked in a struggle along the trenches of the western front. On the first day of the Battle of the Somme, nearly 80,000 British soldiers had been killed or wounded; similarly, the Battle of Verdun “consumed the young men of a medium-sized town” every morning and every afternoon for the 10 months it lasted. Leaders on both sides sought an alternative to the carnage of “modern” war. Edgar S. Gorrell—a virtually unknown major assigned to the technical section of the newly arrived US Air Service—emerged as one such leader.

Gorrell graduated from West Point in 1912 and then spent two years as an infantryman in Alaska before transferring to the Signal Corps, where he joined the 1st Aero Squadron, serving under Gen John J. Pershing in Mexico. On one of his flying missions in Mexico, Gorrell ran out of gas and was stranded in the desert for several days before being rescued. Upon returning to his unit, he began to criticize the poor equipment US pilots were forced to use, both in terms of actual aircraft components and the signals and communication equipment used on land. In 1917 he was promoted to captain, and in World War I he became the chief engineering officer for the Air Service and eventually the chief of staff for the Air Service, with the rank of colonel. After the war, Gorrell remained in Europe representing the United States at conferences and peace talks.

Aware of the promise of emerging aircraft technology, he initiated a study of the military situation and the potential for bombardment aviation to contribute decisively to the struggle. Using analytic techniques that would become forerunners of modern targeteering principles, Gorrell maintained that a heavy air attack on key industries supporting the German war effort could successfully impede the supply of munitions to the front.

Gorrell designed an aerial operations plan entitled “Strategical Bombardment.” Drawing heavily on ideas borrowed from British and Italian theorists and aviators, Gorrell argued that modern armies could be compared to a steel drill. The hardened steel drill bit represented an army’s formidable combat power: if the more vulnerable shank (the industrial and societal effort supporting that army) could be broken, the drill would prove useless. WWI ended before his plan could be executed. Lawrence Kuter would later
capture the irony of Gorrell’s work by characterizing it as “the earliest, clearest and least known statement of the American conception of air power.” After the war, Gorrell turned his energies to producing a lessons learned historical analysis of WWI air operations.

Under his direction, in 1919 the Air Service drafted two manuals: “Notes on the Employment of the Air Service from the General Staff Viewpoints” and “Tentative Manual for the Employment of Air Service.” Despite Gorrell’s explicit advocacy for strategic bombardment as an independent course of action, both manuals emphasized airpower’s role in support of ground operations (i.e., the Army). Nonetheless, Gorrell’s brief foray into independent airpower theory development would carry long-term implications: during the 1930s, the Air Corps Tactical School faculty rediscovered the “Gorrell Plan” and used it as the basis for a more sophisticated theory of targeting, an approach focused on incapacitating an adversary’s “industrial web.” An adaptation of Gorrell’s “strategical bombardment” concept, WWII air operations interdicted German supply lines, thereby ensuring Allied victory in Europe.

Colonel Gorrell resigned his Army commission in March 1920 and joined the automobile business. He served as the vice president of Marmon Motor Car Company until 1925. He worked his way up the corporate ladder, becoming vice president, director and general manager, and then president of the Stutz Motor Car Company of America. Despite this brief venture into the automotive field, Gorrell never completely separated himself from airpower development or the policy process that guided its employment.

As a result of the Air Mail Scandal, in 1934 he sat on the Special Committee on the Army Air Corps, also known as the Baker Board. While Gorrell and his colleagues did not advocate establishing an independent air service, they did establish the basis for eventual separation by recommending the Army establish General Headquarters Air Force, giving it responsibility for all aviation combat units within the United States.

In January 1936, Gorrell returned to his roots, re-entering the aviation world when the ATA elected him as its first president. Through this organization, he promoted safety in civil aeronautics and became a vocal advocate for the Civil Aeronautics Act of 1938, the law that provided for government control and regulation of civil aeronautics. Gorrell continued to support civil aeronautics until his death in 1945.
Human Relations in the Air Force

Cognitive Lesson Objective
• Know the importance of managing diversity and the concept and consequences of discrimination and sexual harassment.

Cognitive Samples of Behavior:
• List the benefits and potential problems of a diverse workforce.
• Summarize the importance of managing diversity.
• Identify the various forms of discrimination and sexual harassment.
• Summarize the effects of discrimination and sexual harassment on mission accomplishment.

Affective Lesson Objective
• Respond to the importance of diversity and an environment free of discrimination and sexual harassment.

Affective Sample of Behavior
• Explain the importance of diversity and an environment free of discrimination and sexual harassment.
HUMAN RELATIONS IN THE AIR FORCE

“We have become not a melting pot, but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.”
- Jimmy Carter

The topic of human relations in the Air Force is necessary because America is a diverse nation, our military reflects society’s diversity, and the military must effectively manage diversity in order to achieve mission success.

AIR FORCE DIVERSITY

Dr. James Roche

Former Secretary of the Air Force

America's diversity has given this country its unique strength, resilience, and richness. So maximizing the benefits of diversity is a mission imperative for all of us in the Air Force. In the face of emerging national security threats and a dynamic global environment, the Air Force must adapt. Continued air and space dominance will require a transformation in the way we employ our weapons, systems, and most important, our people. This process begins and ends with them. Our people are the means to pursue and adopt new operational concepts, organizational constructs, and advance technologies. It is only with and through a highly trained, highly diverse, and highly capable Total Force that we will continue to sustain the dominance we enjoy today.

As we implement [then] Secretary Rumsfeld's priorities to transform the joint force and improve human resource practices, the relationship between diversity and mission success become increasingly apparent. By embracing diversity, we open the door to greater vistas of creativity and ingenuity, delivering to the Air force a competitive edge over our adversaries.

In our view, diversity should not be viewed as a compliance-oriented, conflict resolution tool, or a mechanism to “level the playing field.” Support for diversity is not about lowering standards of performance or sorting people into rigid categories. Diversity is the very opposite of those concepts. It is a performance-based leadership strategy, employed by the Air Force and its leadership to leverage the unique qualities of all of our members. We are committed to diversity of culture, thought, creativity, education, and problem solving skills. Support of diversity doesn’t imply that we are a less disciplined military force. We must simultaneously value diversity for the wealth of insights, perspectives and skills it provides the Air Force, while remaining a unified force that achieves common goals and objectives. Personnel diversity is needed to preserve the current advantages paved by the rich heritage of this nation, and to secure asymmetrical advantages in the future for our Air Force.
To effectively leverage diversity, we must renew our force with diverse talents, develop leaders with the capacity to lead a diverse 21st Century organization, and sustain a diverse culture that is inclusive of our Total Force.

Renewing our force with a rich representation from all demographics opens the door to innovative ideas offering an unparalleled competitive edge for air and space dominance. We must attract and retain people from all segments of American society and tap into the infinite talents resident in America’s diverse population if we hope to reach our fullest potential as a fighting force.

We must enthusiastically reach out to the extraordinarily diverse groups of people in our nation to ensure that the Air Force offers a welcoming career to the best and brightest of American society, regardless of their background. If we all look alike, think alike, and talk alike, we could very well jeopardize our ability to remain truly innovative and creative in developing ways to improve capabilities needed to fly and fix the airplanes and vehicles we use to employ air and space power.

Next, we must develop inspirational leaders and a skilled, knowledgeable workforce capable of executing Air Force missions over time. The capacity to lead a diverse force is an undeniable aspect of Air Force leadership. We must develop leaders with cultural sophistication, international expertise and language skills to successfully lead a diverse force in demanding overseas environments. A major factor in developing our force is mentoring. We expect Air Force leaders to challenge any policy, practice, or process that limits the growth and development of potential leaders form all groups. Our leaders must maximize individual and unit performance. To do so, they must be well equipped and actively mentor all members of our diverse force as commanders, supervisors, and managers at all levels.

Finally, we must sustain a diverse workforce of motivated capable people through an inclusive culture that provides all members—individually and collectively—the chance to grow to their full potential as they pursue mission excellence on the Air Force team. By taking actions to ensure that our culture is inclusive, we will create and sustain an environment conducive to high standards of performance making us an employer of choice.

**TOOLS FOR MANAGING DIVERSITY**

Clearly, our supervisory and leadership responsibilities are critical to manage diversity for effective force development. What are some “tools” we can use to manage diversity? Here are some ideas to consider for personal and interpersonal development:
Recognize your cultural self

We’re all a product of some culture. That’s okay. We just need to recognize our cultural self as coming from one culture that exists among many cultures. Consequently, we need to be aware of the values, beliefs, and prevailing ideas that shape us and tend to result in some automatic reactions and thought patterns.

Learn about other cultures and spiritual beliefs--not only within our country, but world-wide

Dr. Roche stated, “We must develop leaders with cultural sophistication, international expertise and language skills to successfully lead a diverse force in demanding overseas environments.” Current military efforts require that we know and respect the cultures and beliefs of other nations. We have an obligation to read and learn more. We have an obligation to keep up with national and international news. In many countries, religion is tied directly to the culture.

In order to develop our forces to their utmost capability, we must mentor our future force. To successfully mentor, we need to “challenge any policy, practice, or process that limits the growth and development of potential leaders from all groups.” In other words, is the workplace barrier-free from cultural, ethnic, gender or religious stereotypes? In 2003, Dr. Roche removed the Air Force Academy’s landmark quote, “Bring Me Men” (aka, the “Bring Me Men ramp”). The change recognized the importance in developing women leaders at the Academy while removing a potential gender barrier. A news story at the Naval Academy marked another change in practice. The article, “Men” Removed from Naval Academy Alma Mater, was printed by the Associated Press, May 20, 2004:

ANNAPOLIS, Md. — The Naval Academy has removed references to men from its alma mater, saying the lyrics excluded women from the school’s heritage. The song “Navy Blue & Gold,” originally contained the lyrics “Now college men from sea to sea may sing of colors true. But who has better right than we to hoist a symbol hue: For sailor men in battle fair since fighting days of old Have proved the sailor’s right to wear the Navy Blue & Gold.”

The new lyrics replace the two references to men. The song begins “Now colleges from sea to sea may sing of colors true,” and the third line has been changed to “For sailors brave in battle fair since fighting days of old.” “Without changing the meaning of the song, these words make our Alma Mater inclusive of all who cherish it,” Vice Adm. Rodney P. Rempt, academy superintendent, said in a statement. Women were first admitted to the academy in 1976 and account for slightly less than 15 percent of the student body.

Changing policies and practices can be very difficult--especially when those practices are long-cherished traditions.
Practice inclusive behaviors and policies

Dr. Roche’s final two sentences are worth repeating. “Finally, we must sustain a diverse workforce of motivated capable people through an inclusive culture that provides all members--individually and collectively--the chance to grow to their full potential as they pursue mission excellence on the Air Force team. By taking actions to ensure that our culture is inclusive, we will create and sustain an environment conducive to high standards of performance making us an employer of choice.” The word, inclusiveness, is somewhat new in the diversity literature. While diversity refers to the composition of the people in an organization, inclusion involves behaviors to include all members, along with behaviors to avoid exclusion of some.

“Nonjudgmental” communication

We all have our own set of “learned” barriers to effective writing and speaking. Inadvertently, we will exclude members of our audience--and that hurts communications. A mentally agile communicator, on the other hand, develops a sixth sense about avoiding ingrained habit traps that allow race, religion, ethnicity or sex to fog the message. Here are some common pitfalls that aren’t all-inclusive, but will help you to become more sensitive:

VISUAL SUPPORT. Visual aids or illustrations should show a range of people who populate our Air Force--men and women of all races and ethnic groups, and, where possible, of different religious groups. Avoid stereotyping of jobs based on sex or race.

RELIGIOUS. Most people have a strong emotional attachment to their spiritual beliefs. Comments like “I jewed them down” or “They were all mackerel snappers;” or making reference to religious events celebrated by only one group, such as Christmas or Hanukkah, can leave portions of your audience with a feeling of exclusion or ridicule.

ETHNIC & RACIAL. Using words and phrases like Mexican standoff and chiefs and Indians can be counterproductive. Joke telling is the biggest area where otherwise sensitive people make mistakes. Humor is not universal. The only way to avoid this trap is to retire all jokes, phrases or words with racial or ethnic bias.

SEXIST. We tumble into this one less often these days. To be gender-neutral, using “he or she” is acceptable. Or you could change the antecedent, if possible (i.e., everyone, a person, people, anyone, etc.). Just be consistent. Also consider examples of inclusive word usage, such as firefighter vs. fireman.

How powerful is inclusion? Does it really make a difference for the good of the organization and mission? Here’s an experience shared by a former department head at the Air Force Academy, Col Dave Porter:
About the time the first group of women entered the Air Force Academy in 1976, the first group of female aircraft mechanics were finishing technical training. All of the females were assigned to a unit in the Pacific commanded by Porter. Right off the get-go, the women had a problem on the flightline when it came time to move their tool kits. The kits weighed about 80 lbs and needed to be moved from aircraft to aircraft or stored securely when not in use.

Before we go on with the story, stop and think about what your next move might be. How would you handle the situation? Should women even be in the field of aircraft mechanics?

Porter responded to the problem by putting wheels on the heavy tool kits. Not only did the women mechanics get the new mobile tool kits, so did all the men. Consequently, the creative problem solving resulted in success for the new female mechanics and significant improvement for the men. Prior to the change of putting tool kits on wheels, the male mechanics had experienced a high rate of sick call and missed work days due to back problems from lifting the heavy kits. Following the change, the male aircraft mechanics had a significant decrease in sick call and related missed days. All in all, the inclusive decision benefited everyone in the unit and the mission!

**DIVERSITY WRAP-UP**

Diversity of the Air Force work force is a reality that can make our military even better. Leveraging diversity can result in increased innovation by challenging long-accepted views, creating dynamic environments with higher productivity, promoting a wider array of ideas and solutions, and offering varied perspectives.

**DISCRIMINATION AND SEXUAL HARASSMENT**

The Air Force cannot isolate itself from certain social issues. Despite commanders’ involvement and education programs, people will occasionally behave inappropriately. It takes a strong continuing commitment by everyone to minimize these behaviors and their effects.

As an Air Force officer, it’s important you know that it’s Air Force policy to conduct its affairs free from unlawful discrimination, and to provide equal opportunity and treatment for all members irrespective of their race, color, religion, sex, national origin, age, disability, reprisal, genetic information or sexual orientation. This is the foundation of AFI 36-2706, Equal Opportunity (EO) Program.
Due to DoD-wide heightened interest in sexual harassment issues, it’s important you are aware of current DoD/AF policy on sexual harassment, what constitutes sexual harassment, what the harmful effects of sexual harassment are, and how to report sexual harassment.

Every human relations incident—be it racial, religious, or gender-related—detracts from our people’s ability to do their jobs to the best of their ability. When you are confronted with such a situation, whether you’re the victim, the offender, supervisor, co-worker or commander, you have a role. Unless the situation is corrected, our ability to perform our mission effectively is diminished greatly. We cannot ignore this responsibility.

This lesson is designed to help you meet these challenges. It provides insight and guidance for a healthy and productive learning environment for all members of the Air Force ROTC family.

Whenever unlawful discrimination is found, the Air Force immediately eliminates it and neutralizes the effects. Commanders or supervisors who are aware of unlawful discrimination by subordinates but fail to take action will be disciplined. People aren’t born prejudiced—they are influenced. Our thoughts can be shaped by:

- Other People. If someone we respect says something about a group, we may accept it as true.
- Our Own Experiences. For example, if we have an argument with someone from a different racial group, we may decide that everyone from that group is hard to get along with.
- The Media. Television, movies and books can entertain us, but they can also mislead us. For example, many main characters on TV are young, white and male. We may start to think only young, white males do exciting or important things.
- Poor Self-esteem. Some people have bad opinions about themselves. To feel more important, they sometimes “look down” on others.
- Stereotyping (“Seen One, Seen Them All”). Stereotyping is the belief that all people in a group are the same. It can fool people into thinking they know someone when they don’t!

Do you know if discrimination and sexual harassment exist in your work environment? Look for the following indicators. Any of these elements may constitute sexual harassment or discrimination.

- Physical Contact. Squeezing a someone’s shoulder or putting a hand around his or her waist.
- Gestures. Puckering one’s lips suggestively or making obscene signs with one’s fingers or hands.
- Jokes. Telling off-color, ethnic, or racial jokes.
• Pictures. Displaying pin-ups, particularly those of scantily clad individuals.

• Comments. Generalities that lump one group together and denigrate them.

• Terms of Endearment. Calling a co-worker “honey,” “dear,” “sweetheart,” or some similar expression. The effect is the primary issue rather than intent. Even if the person “means nothing to you” or you have “used the term for years,” you should be aware that these expressions are inappropriate.

• Questionable Compliments. “Nice legs!” “You look hot in that outfit!” Compliments like these can make individuals feel uncomfortable or worse. Even if the person who received the “compliment” is not disturbed by it, others may be.

The military is comprised of people with different backgrounds, cultures, and beliefs. To strive for a more productive atmosphere, get to know the people you work with and respect their individuality, as they should yours. The following can help you get more out of work relationships.

• Does this behavior contribute to work output, mission accomplishment, or a better learning environment?

• Could this behavior offend or hurt other members of the group?

• Could someone misinterpret my behavior as intentionally harmful or harassing?

• Could this behavior send out signals that invite inappropriate behavior by others?

• Do I treat people equal regardless of race, gender, religion, etc.?

• Do I care if I offend others?

• Do I really listen when someone tries to tell me something I do not want to hear?

• Do people feel comfortable being honest with me?

• Do my subordinates or classmates tell me about behaviors that they find oppressive or inappropriate?

When a conflict occurs, what role do you play? To determine this, ask yourself a set of standard questions. The answers to these questions should help you decide the course of action.

• What happened?

• What was the result of the behavior?

• Did it disrupt the environment?

• What are my responsibilities?
**The Recipient**

- Consider using an informal method of resolution if the behavior was minor. Only use this method if you feel it will permanently stop the offensive behavior without reprisal and you feel the offender should be given a chance to change. Document all the facts and particulars.

- Consider formal channels if the incident and behavior is serious, absolutely unacceptable, or repeated (especially after telling the offender to stop). Serious behaviors may include: asking for sexual favors in return for a good performance appraisal/grade, making supervisory decisions because of a person’s race or gender, or denying specific opportunities because of difference in religious beliefs.

- Take responsibility to see that discrimination and sexual harassment or sexual assault are stopped without reprisal.

**The Offending Person**

- Stop the behavior immediately!

- If you feel you may have discriminated against or sexually harassed someone--take action.

- Apologize. Ask another person, instructor, or supervisor for advice and accompany you to the recipient or intervene on your behalf.

- Talk to the recipient and discuss how we can communicate more effectively.

- If a formal complaint has been filed, seek legal counselor assistance to understand your rights.

- Seek help from an agency that can assist you in getting on track (e.g. Chaplain, Social Actions, university counselors).

**The Friend or Classmate**

- If you are approached by a friend or classmate who feels he or she was discriminated against or sexually harassed, take action.

- Encourage the recipient to approach the offending person directly or use other informal resolution methods.

- Offer to accompany the recipient to the offending person, his or her instructor, or a school agency to file a formal complaint, depending on the situation.
The Supervisor

• If you observe or are approached about discrimination or sexual harassment, take action.
• Advise the offending person to stop immediately. If the offender is your supervisor, report it to the next level, or encourage the recipient to do the same.
• Act promptly and take corrective action if you supervise the offending individual.
• Warn all parties immediately against behavior that may look like direct or indirect reprisal.
• Inform the chain of command.
• Take responsibility to see that discrimination and sexual harassment are stopped and that there is no reprisal.

The Commander

• If you are the commander of the recipient, offending person or have observed discrimination or sexual harassment, take action.
• Encourage resolution at the lowest level.
• Brief the alleged offender of his or her rights.
• Discuss behaviors that the recipient may perceive as direct or indirect reprisal. Talk about steps to report reprisal.
• Recommend mediation if appropriate.
• Solicit technical assistance from equal opportunity counselor, or university counselors.
• Provide timely resolution and feedback to the recipient or alleged offender.
• Enforce strong sanctions against violations.
• Follow-up with all involved individuals.
• Take responsibility to see that discrimination and sexual harassment are stopped and that there is no reprisal.

To help combat discrimination and sexual harassment in your education environment, never ignore the problem, speak up and seek help. There are two ways to go about this. You can attempt to resolve the problem either informally or formally without reprisal.
Informal Resolution

Speak with the offender. Approach the individual(s) in person. Give yourself time to collect your thoughts or cool down. Stay focused on the behavior and its impact. Write down your thoughts before approaching the individual(s) involved. Use common courtesy and ensure your approach is not disrespectful. For example: “You’re a good trainer, but I can’t concentrate on the task with you rubbing my arm. It makes me feel uncomfortable.”

Keep records. Include each event, date, time, location, what happened, what was said, how you felt, and the names of any witnesses or others victimized by this person.

Write letters. You can write a letter to the offender. Include the following in your letter:

- A description of the unwelcome behavior
- Date(s) and time(s) the behavior occurred
- A clear message that you want the behavior to stop
- A warning that if the behavior does not stop, you will take further action
- Your signature and date

Make a copy for your personal records and consider having someone witness the transfer of the letter.

Ask others. Ask another person to talk with the individuals involved, accompany you, or intervene on your behalf. Consider asking others if they have experienced similar treatment from the offender.

Go to chain of command. Go to your supervisor or others in your chain of command and ask for their assistance in resolving the situation.

A generic approach. Perhaps your concern is that the individual needs to be educated or the unit’s policy needs to be reemphasized. If so, ask for assistance from the detachment commander and attempt to resolve the issue without implicating anyone (example: a seminar on sexual harassment).

Formal Resolution

Discrimination and sexual harassment can have serious consequences for unit cohesion and teamwork. The Air Force’s complaint process is designed to address concerns specifically related to discrimination based on race, color, national origin, religion, sex, age, and if civilian, handicapping condition. All Air Force personnel and their dependents have the right to thorough and expedient investigations of equal opportunity (EO) concerns.
when they perceive an injustice or incident of unfair treatment has occurred. If you feel uncomfortable with the informal process, or are not able to resolve an issue at that level, a number of agencies are available to assist you.

**The Chain of Command.** We encourage you to use your chain of command first before seeking outside resolution. If the problem is within the chain or is severe, you may want to direct your concerns to the commissioned staff. If you do not want to use this avenue, there are university agencies that can assist.

**The University.** Your institution is subject to several federal statutes that require racial/gender equality. Practices to the contrary are given serious investigation to ensure a quality educational environment.

**Reprisal.** Air Force policy ensures that each of us has a right to report sexual harassment and sexual assault or discrimination without fear of reprisal. Acts of reprisal against an individual should be reported immediately. Reprisal occurs if someone threatens you or your career because you filed a complaint or discussed an issue with your chain of command or another agency. It could include negative performance ratings, letters of counseling or reprimand, etc. Sometimes reprisal is difficult to recognize. It could include withholding training, denying opportunities to compete for awards and recognition, job assignments designed to limit progression, etc.

For example: An individual filing a complaint may be removed from the duty section to protect them from “hostility.” However, the individual may feel he or she is being punished for filing the complaint. If a person knowingly files a false statement or tries to use the complaint system in retaliation against an individual, he or she can be penalized. However, a complaint that is “not substantiated” does not automatically fall into that category. Acts of reprisal are illegal. It not only affects the recipient but can spread rapidly throughout the unit. Reprisal or retaliation against an individual for complaining destroys faith in unit leadership and can damage the human relations’ climate. Reprisal also jeopardizes unit effectiveness, morale, and cohesion. Leaders should clearly state opposition to reprisal of any type. Leaders must train subordinate leaders and continually address the negative consequences of reprisal actions and its impact on the environment. Leaders can cultivate a climate in which the resolution of complaints is accepted as part of mission accomplishment. Actions such as co-workers making jokes or comments, ostracizing recipients or alleged offenders, or posting anonymous notes on the bulletin boards impact the unit. Commanders and supervisors must observe behavior, actions and moods within the unit to be aware of and act quickly if reprisal (real or perceived) occurs. Leaders must also act quickly if “anonymous reprisals” happen within the unit. *Acts of reprisal or intimidation of any type are illegal and will not be tolerated!*

A goal of every Air Force leader is for human relations to have a positive meaning. It is to a leader’s benefit to treat people fairly, with respect and dignity. This creates a conducive working environment where subordinates look forward to coming to class, learning, doing their job, and working side by side with their classmates. Effective human relations do not mean forsaking military standards, common courtesy, and discipline. Human relations translate to supervisors showing concern for people and acquiring knowledge about
and respect for the background, values, goals, needs, and skills of subordinates. Good leadership is willing to listen, respond, and demonstrate trust and confidence in each individual's abilities. These leaders also treat individuals and groups with respect and dignity. Treating everyone with respect and dignity is absolutely essential to ensuring everyone is developing and working toward their full potential.

**Barriers**

Over the history of our nation we have seen how differences can create conflict and a hostile environment. If not properly handled, conflict and other negative behaviors, based on actual or perceived differences, can be detrimental to teamwork and unit cohesion. Pitfalls can occur that should be dealt with on the spot. The following examples are barriers to good human relations:

“I don’t want to talk about it.” Ignoring the issue of discrimination and sexual harassment or sexual assault won’t make it go away. Doing nothing about it can only increase the likelihood that your organization could be involved in legal disciplinary action. Increasingly, recipients who feel they have nowhere to turn within their organizations take their complaints to formal channels.

“It only happens to women.” Perhaps more often than you think, sexual harassment or sexual assault does affect men, as well as women. Studies show that the number of nontraditional sexual harassment and sexual assault complaints are increasing. Sexual harassment or sexual assault can also affect co-workers negatively. Everyone in your organization can be harmed by sexual harassment and sexual assault.

“We can’t even enjoy a good joke anymore.” Sexual harassment and racial jokes aren’t funny. It is no laughing matter when a person’s self-worth and job performance suffer because of inappropriate behavior. What may seem like harmless behavior to one person can be offensive to another. It is important to understand that this type of behavior can be a form of illegal discrimination.

“If they are in this country, they should speak clear English.” Some people react to accents negatively. They may even be rude when someone does not speak “proper” English. People have accents either because of ethnicity or the region of country they come from. English may also be their second language. Some people consider them to be less intelligent, less competent, and less trustworthy.

“We’re from different backgrounds; how can we communicate?” People have different experiences, which account for many of the problems that occur when they try to interact cross culturally or across genders. Cultural, racial, and gender differences affect our experiences. Our experiences or lack of them directly relate to our ability to communicate and be understood. Sharing experiences and opening the lines of communication can often bridge these gaps.
Respect

Respect is the key to combating discrimination and sexual harassment in the Air Force. Resolve conflicts immediately and at the lowest level. Explore options that will improve unit relationships. Sensitize yourself and your peers to the issues. Promote positive human relations. Eliminate unacceptable behaviors. Consider the needs of your organization. Take a stand against discrimination, sexual harassment and sexual assault.

Effective Communication

• Be open about differences. Don’t ignore them. Share how your background has influenced you.

• Encourage questions about the things that make you different. For example, I’d like to learn about that holiday you celebrate. Will you tell me about it?

• Make a point to make friends with people different from you. Share any concerns. For example, if a new friend has a disability, you might ask, “Does it help if I hold the door for you, or would you rather I not?”

• Don’t make someone a spokesperson for his or her group. “So, what do Hispanics think about this?” Don’t suggest the person is an exception; “You’re not like other blacks I’ve met.”

• Avoid telling racial or sexual jokes—even jokes about your own group. It encourages more of the same. Be careful with other kinds of humor such as the “friendly insult.”

• Make your feelings known if someone says an unfair remark about a group.

• Emphasize common experiences that unify rather than differences that divide. Regardless of culture, race, gender, religion, and a host of other factors, people around the world share the need to communicate with others.

Q&A PERSPECTIVES

Question: How do I protect myself from false charges of sexual harassment or discrimination?

Answer: First, do not have a reputation in your unit as someone who tells sexual or racial jokes, makes inappropriate comments/innuendoes, or is the toucher/hugger. Second, make sound job decisions based on objective criteria and clear professional standards. Third, document those decisions.

Question: What is third-party discrimination or sexual harassment?
Answer: It is harassment that occurs in your work environment that indirectly affects you. For example, two individuals are being considered for an award. One individual gets the award because of a sexual relationship with the selector, or they belong to the same racial group—not qualifications. The “third-party” (the person not selected) has been discriminated against.

Question: We’ve got both men and women in our work group, and we like to tell jokes and make comments. What if we get a new person who doesn’t like this behavior? Do we have to change because of one person?

Answer: Yes. If the workplace behavior is sexual and unwelcome or if jokes are offensive to a coworker, that behavior could be discrimination or sexual harassment.

Question: What’s the big deal about having sexually oriented pictures, cartoons, and calendars around? They aren’t wrong or bad, are they?

Answer: Sexually oriented visuals can be used as evidence in sexual harassment complaints. They can contribute toward creating an offensive, intimidating, and hostile work environment. These visuals portray males and females more as sexual objects than as professionals. They also reflect the attitude of the person displaying them.

Question: If someone means no harm by “friendly” behavior and “harmless” joking, not intending to hurt any feelings, is he or she still guilty of sexual harassment or discrimination?

Answer: Probably yes. The determination of whether a behavior is sexually harassing is not necessarily based on how it is intended but how it is received. The guidelines refer to “unwelcome” sexual advances and conduct, either verbal or physical, which have the effect of creating an intimidating, hostile or offensive work environment. If the actions are received this way, the behavior is considered harassment.

Question: Can an individual be sexually harassed even if the behavior is not directed to him or her?

Answer: If unwanted sexually harassing behavior is occurring in your work environment, it is sexual harassment even if it is not directed toward you.

Question: When a person wears provocative clothing, isn’t he or she asking for comments?

Answer: Regardless of what a person wears, another person does not have the right to sexually harass them.

Bibliography:
1. AFI 36-2706. Equal Opportunity Program, 5 October 2010
Student Preparation
• Read this student reader and the Introduction of *The Armed Forces Officer*.

Cognitive Lesson Objective:
• Comprehend the purpose of a military officer’s oath of office and commission.

Cognitive Samples of Behavior:
• Identify the meaning of the oath of office.
• Identify the significance of the commission.

Affective Lesson Objective:
• Value the importance of the commission and the responsibilities placed on all officers.

Affective Samples of Behavior:
• Assert the importance of the need for all officers to take an oath.
• Actively participate in classroom discussion on the commission.
THE OATH OF OFFICE:
A HISTORICAL GUIDE TO MORAL LEADERSHIP

Lt Col Kenneth Keskel, USAF

Editorial Abstract: The oath of office as we know it has withstood the test of time. Although its words have gone through many transformations, the significance placed upon it by the founding fathers has remained the same. Lieutenant Colonel Keskel provides a brief historical background for the oath, followed by an examination of its specific wording and the ways it has changed over time. His insightful analysis will help military officers fully understand the moral implications of their actions.

I swear by Apollo the physician, and Aesculapius, and Health, and All-heal, and all the gods and goddesses, that, according to my ability and judgment, I will keep this Oath.

~Hippocrates, 400 B.C.

The first law of the United States of America, enacted in the first session of the first Congress on 1 June 1789, was statute 1, chapter 1: an act to regulate the time and manner of administering certain oaths, which was the oath required by civil and military officials to support the Constitution. The founding fathers established and agreed upon the importance of ensuring that officials promised their allegiance; indeed, very little debate occurred before the first Congress passed this statute. Although the wording of the military officer’s oath has changed several times in the past two centuries, the basic foundation has withstood the test of time. The current oath is more than a mere formality that adds to the pageantry of a commissioning or promotion ceremony—it provides a foundation for leadership decisions.

One finds numerous oaths in our nation. Just before commissioning or enlisting, every officer candidate and enlistee recites an oath. The president of the United States takes an oath before assuming duties. Senators, congressmen, judges, and other government officials take oaths of office. New citizens of the United States take a naturalization oath. Many schoolchildren take an oath or pledge allegiance to the flag. Although its members are not required to swear or affirm before going into combat, the US military developed a code of conduct to guide servicemen. When an officer is promoted, the promotion ceremony often includes a restatement of the officer’s oath.

The military officer’s oath is a combination of constitutional requirement, historical influence, and centuries-old custom. To better appreciate the oath, one must understand its history. Toward that end, this article first provides a brief, historical background on the oath of office and then examines its specific wording as well as the ways in which it provides guidance, including moral direction, to military officers.
A Brief History of the Oath

According to one reference work, an oath is “a solemn appeal to God to witness the truth of a statement or the sincerity of a promise, coupled with an imprecation of divine judgment in the event of falsehood or breach of obligation.” This definition is captured in the Hippocratic oath, one of the world’s oldest and most famous: “I swear...according to my ability and judgment, I will keep this Oath...With purity and with holiness I will pass my life and practice my art...While I continue to keep this Oath unviolated, may it be granted to me to enjoy life and the practice of the art, respected by all men, in all times! But should I trespass and violate this Oath, may the reverse be my lot!” Several concepts in this oath still resonate in the one taken by today’s military officer—a call to a higher power, a statement to perform to the best of one’s ability, a sense of honor, and an acknowledgement of the consequences of failing to live up to one’s word.

Military oaths date back to ancient Rome, where soldiers pledged loyalty to a specific general for a specific campaign. After the campaign ended, the oath no longer applied. By 100 B.C., Rome had established a professional military, and the oath became effective for the soldier’s full 20-year service. Since then, this custom has continued and expanded. For example, the kings of England in the 1500s (Henry VIII), 1600s (James I), and 1700s (George III), established oaths requiring subjects to swear loyalty to their specific king.

In the United States, oaths were a part of life from the early colonial days. In 1620, when the Mayflower landed, the Pilgrims established the Mayflower Compact—which served as an oath, a covenant, and a constitution—and then pledged allegiance to King James, agreeing to work together as a “civil body politic” for their betterment and preservation. As settlers established colonies, they developed their own version of an oath of allegiance to English royalty.

While developing the oath of office for U.S. officers, the founding fathers had serious concerns about pledging allegiance to any specific person. For example, during the Revolutionary War, Gen George Washington issued a general order on 7 May 1778 that required all officers to take and subscribe to an oath renouncing King George III and supporting the United States. Even prior to the 1789 constitutional requirement to take an oath, this general order had significant weight. On 1 October 1779, Washington court-martialed Benjamin Ballard for “selling rum, flour, pork, hides, tallow and other stores the property of the public without any orders or authority for doing so and contrary to the tenor of his bond and oath of office” (emphasis added). This example shows that the oath represented more than a simple, ceremonial formality; rather, it provided overarching guidance and a standard of moral conduct, as opposed to dictating specific, limited criteria.

The first official oath of office for US military officers under the Constitution was established on 1 June 1789. The law implemented the requirement in Article 6 of the Constitution that “Senators and Representatives before mentioned, and the members of the several state legislatures, and all executive and judicial officers, both of the United States and of the
several states, shall be bound by oath or affirmation, to support this Constitution.”11 This first oath was short and to the point: “I, A.B., do solemnly swear or affirm (as the case may be) that I will support the Constitution of the United States.”12

During a 60-year period in our history, both officers and enlisted personnel took the same oath, as required by Congress in April 1790. The oath used the wording “to bear true faith and allegiance to the United States of America” rather than “to support the Constitution,” but it retained the concept of allegiance to the nation as a whole. It constituted one of 16 sections in an act that regulated the military establishment—the forerunner of today’s “authorization” acts.13 Congress periodically updated these authorization acts although the oath remained constant (with one minor addition in 1795).

The officer oath became separate from the enlisted oath again in 1862, when the 37th Congress passed an all-encompassing 176-word oath for all government officials (including military officers) to verify their loyalty during the Civil War. This “Ironclad Test Oath” included (1) a “background check” to ensure that government officials were not supporting, or had not supported, the Confederacy and (2) a part that addressed future performance, much of whose wording remains in today’s oath.14 In addition, this legislation specified that failure to comply with the oath constituted perjury and that violators would incur the associated penalties, thus formalizing the implied concept that officers are accountable for failing to live up to their oath. In 1884, after several years of multiple oaths that applied to different subsets of people (depending upon which side they fought on during the “late rebellion”), the 48th Congress amended a revised statute of 1873 that eliminated the first half of the Ironclad Test Oath and established the wording that has carried over into modern times.

At least 19 pieces of legislation address the oath; 11 affect the officer oath, three address the enlisted oath, and five address both. One notes four key variations in the wording of the officer and enlisted oaths over time (table 1).15 The other changes are either administrative or concern the application of the oath.
<table>
<thead>
<tr>
<th>Date/Statute</th>
<th>Oath</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1 June 1789 1st Cong., 1st sess., statute 1, chap. 1</td>
<td>Officer Oath: I, A.B., do solemnly swear or affirm (as the case may be) that I will support the Constitution of the United States.</td>
<td>The very first law of the United States identified the requirement for government officials to take an oath or affirmation according to Article 6 of the Constitution.</td>
</tr>
<tr>
<td>29 September 1789 1st Cong., 1st sess., statute 1, chap. 25</td>
<td>Enlisted Oath: I, A.B., do solemnly swear or affirm (as the case may be) to bear true faith and allegiance to the United States of America, and to serve them honestly and faithfully against all their enemies or opposers whatsoever, and to observe and obey the orders of the President of the United States of America, and the orders of officers appointed over me.</td>
<td>This statute separated the military oath from the oath for other public officials. It also created an oath for enlisted personnel distinct from the officer’s oath, with an allegiance to the United States rather than the Constitution and a requirement to obey the orders of their chain of command. The officer’s oath mirrored the oath specified in statute 1, sec. 1 for members of Congress.</td>
</tr>
<tr>
<td>30 April 1790 1st Cong., 2d sess., statute 2, chap. 10</td>
<td>Officer and Enlisted Oath: I, A.B., do solemnly swear or affirm (as the case may be) to bear true faith and allegiance to the United States of America, and to serve them honestly and faithfully against all their enemies or opposers whomsoever, and to observe and obey the orders of the President of the United States of America, and the orders of the officers appointed over me, according to the articles of war.</td>
<td>This statute, passed as the means to continue the military establishment, required both officers and enlisted personnel to take the same oath. On 3 March 1795, the last phrase changed to “according to the rules and articles of war.” Each new Congress would repeal the previous Congress’s act and pass a new statute creating the military establishment, including a section on the oath. In 1815 (13th Cong., 3d sess.), Congress no longer duplicated the previous military-establishment act and identified changes only to previous law establishing the military.</td>
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<tr>
<td>Date/Statute</td>
<td>Oath</td>
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<td>2 July 1862 37th Cong., 2d sess., chap. 128</td>
<td>Officer Oath: I, A.B., do solemnly swear (or affirm) that I have never voluntarily borne arms against the United States since I have been a citizen thereof; that I have voluntarily given no aid, countenance, counsel, or encouragement to persons engaged in armed hostility thereto; that I have neither sought nor accepted nor attempted to exercise the functions of any officers whatever, under any authority or pretended authority in hostility to the United States; that I have not yielded a voluntary support to any pretended government, authority, power or constitution within the United States, hostile or inimical thereto. And I do further swear (or affirm) that, to the best of my knowledge and ability, I will support and defend the Constitution of the United States, against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion, and that I will well and faithfully discharge the duties of the office on which I am about to enter, so help me God.</td>
<td>The intent of this Civil War statute was to ensure that government officials were not supporting, or had not supported, the Confederacy. This “Ironclad Test Oath” greatly expanded and contained more detail than previous oaths. The statute also separated the officer oath from the enlisted oath, once again making the officer oath consistent with the oath of public officials.</td>
</tr>
<tr>
<td>11 July 1868 40th Cong., 2d sess., chap. 139</td>
<td>Officer Oath: I, A.B., do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter. So help me God.</td>
<td>This statute was the first post–Civil War change to the oath. The new oath deleted the “background check” of the 1862 version and established the exact wording of the current officer’s oath. Future legislative changes addressed the application of the oath but not the wording.</td>
</tr>
</tbody>
</table>
5 May 1950 81st Cong., 2d sess., chap. 169 (Public Law 506)

Enlisted Oath: I, ___, do solemnly swear (or affirm) that I will bear true faith and allegiance to the United States of America; that I will serve them honestly and faithfully against all their enemies whomsoever; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice.

This statute was the first post–World War II legislation on the oath, establishing the Uniform Code of Military Justice to unify, consolidate, revise, and codify the Articles of War, the Articles of Government of the Navy, and the Disciplinary Laws of the Coast Guard. Section 8 identified a standard oath for all enlisted personnel.

5 October 1962 87th Cong., 2d sess. (Public Law 87-751)

Enlisted Oath: I, ___, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God.

This legislation was enacted to make the enlisted oath more consistent with the officer oath, using the phrase “support and defend the Constitution” and adding “So help me God” at the end. This was the last legislative change to the wording of either oath. Subsequent legislation on the oath addressed administrative issues.

THE OATH’S MESSAGE

Some people may think that the focus on the oath and our founding fathers is merely patriotic, feel-good rhetoric and may question the significance of the oath in today’s environment. However, during Operation ALLIED FORCE, Gen Wesley Clark encountered a dilemma that very much involved the oath. As combatant commander of US European Command, he had allegiance to the United States. But he also served as supreme allied commander, Europe, with responsibility to the countries of the North Atlantic Treaty Organization (NATO). In his book, Waging Modern War, General Clark alludes to his dilemma. Who should have priority, the United States or NATO? Upon initiating the air campaign, Clark first called Javier Solano, NATO’s secretary-general, before he called Gen Hugh Shelton, Chairman of the Joint Chiefs of Staff. Explaining his predicament, he notes, “I was the overall commander, but represented a nation that didn’t want to participate.” Interestingly, rather than choosing a term such as worked for or served, he uses represented, which connotes a lesser degree of responsibility and a passive relationship instead of an active allegiance. Indeed, Clark dedicated his book to Solano and NATO’s leaders and armed forces— not to the United States and its military.
Although General Clark did not renounce his allegiance to the US Constitution in favor of the NATO alliance, he struggled with the question of where his responsibilities and priorities lay. Despite the differences of opinion between the United States and NATO regarding interests, goals, and methods, both parties had the same overarching objective—stopping the ethnic cleansing in Kosovo. Consequently, Clark did not have to make an either-or choice. However, this example shows how the complexity of modern war and the problems generated by working with alliances can cause even a great American like General Clark to struggle. The act of reaffirming the oath of office should serve to guide all officers when they find themselves in difficult situations.

This brief history of the oath makes the significance of its wording more apparent. The oath provides enduring guidance for military officers. Each part carries its own history and message:

**I, {state your full name}, Do Solemnly Swear (or Affirm)**

The oath begins with an option to swear or affirm. Although current common law places less religious connotation on the word swear, the term oath clearly had such a connotation in the late 1700s. In fact, the original legislation referred to an “oath or affirmation.” Recognizing that some religious groups, such as the Quakers, might object to “swearing” to a Supreme Being or that someone might not believe in a Supreme Being, Congress provided the option to affirm. This wording is also consistent with the option for the President to swear or affirm, as prescribed in Article 2 of the Constitution. Either way, the oath signifies a public statement of personal commitment. Officers must take personal responsibility for their actions.

**That I Will Support and Defend the Constitution of the United States**

To understand the opening pledge, one should know and understand the Constitution. Prior to taking their oath upon commission or reaffirming it upon promotion, too few officers take the time to read and study the document they swear to support and defend. The oath requires officers to support and defend the Constitution—not the President, not the country, not the flag, and not a particular military service. Yet, at the same time, the Constitution symbolizes the President, the country, the flag, the military, and much more. The preamble to the Constitution succinctly highlights the ideals represented by that document. Because the Constitution was built on a series of checks and balances that distribute power across the executive, legislative, and judicial branches, officers must give their allegiance to all three entities—despite the fact that the chain of command leads to the President. These checks and balances create an inefficiency inherent in America’s democratic system that often proves frustrating for military officers, whose environment tries to provide the most efficient and effective fighting force available.
The original oath of 1789 mentioned only that one must support the Constitution. Although many people may at first consider the phrase support and defend as a single thought, each word carries a slightly different connotation. George Washington conveys the notion of support in his farewell address: "The basis of our political systems is the right of the people to make and to alter their Constitutions of Government. But the Constitution, which at any time exists, till changed by an explicit and authentic act of the whole people, is sacredly obligatory upon all. The very idea of the power and the right of the people to establish Government presupposes the duty of every individual to obey the established Government."\(^{22}\)

The words and defend were added in 1862, during the Civil War, when defense and preservation of the nation became paramount.\(^{23}\) The passive pledge to support was expanded to include an active requirement to defend. The phrase support and defend the Constitution is purposely vague, allowing better minds to interpret and improve, within certain guidelines.\(^{24}\) To understand the significance of the wording, one should compare the U.S. oath to the Soviet version, the latter requiring officers "unquestioningly to carry out the requirements of all military regulations and orders of commanders and superiors."\(^{25}\) It is a true blessing that America does not require its officers to obey “unquestioningly” but gives them the opportunity and flexibility for innovation. But with that flexibility come both responsibility and accountability for one’s actions.

**Against All Enemies, Foreign and Domestic**

This phrase was added in 1862 as a direct result of the Civil War, specifically, to address the possibility of Union soldiers joining the Confederacy (most notably the forces commanded by Gen Robert E. Lee). That is, people who had previously sworn allegiance to the United States were now fighting against it.

Although people now have little concern about another civil war, our military must still prepare for all enemies and contingencies. The terrorist attack of 11 September 2001 caught many Americans off guard. The response to the launching of fighter escorts shows how the nation’s leadership faced the dilemma of flying combat air patrols over the United States (defending the Constitution) while trying to comply with current laws on posse comitatus (supporting the Constitution).\(^{26}\) Military officers cannot simply maintain the status quo, they must look toward the future, identify emerging trends, and develop capabilities to counter the entire range of threats. Apparently, our current capability to respond to and, more importantly, prevent a future asymmetric attack is inadequate. Officers must ensure that they address all enemies and not merely advocate servicecentric needs at the expense of national requirements. For example, we have long known about the shortage of intelligence from human sources that we need if we are to analyze the
capability and intent of emerging nonstate actors; yet, the Air Force intends to purchase F-22 aircraft at a cost of $63 billion to replace existing fighters that can already counter the air forces of any major state actor for the foreseeable future. We must think hard about making improvements to an existing service strength instead of funding a known national shortfall. Our oath demands that we support and defend against all enemies—not just high-profile or high-profit threats.

That I Will Bear True Faith and Allegiance to the Same

The phrase faith and allegiance dates back at least to 1606, when King James required an oath of “uttermost faith and allegiance to the King’s majesty” from everyone leaving for America to work in the Virginia Company. However, the officer’s oath ensures allegiance to the Constitution as a whole, not just the President. Officers should pledge allegiance to the nation as a whole rather than their military service or organization, an idea reminiscent of the Air Force core value of “service before self.” However, officers must not construe service as US Air Force. The Army’s core value of “selfless service” provides a clearer connotation of the notion of serving others. Furthermore, the Air Force’s guide on core values discusses maintaining “faith in the system,” which includes not just the military system but the system of democratic government embodied in the Constitution.

Even though the Constitution built a system of checks and balances to embrace multiple branches of government, the founding fathers cautioned against counterproductive parochialism. In his inaugural address, Washington warned, “I behold the surest pledges, that as on one side, no local prejudices, or attachments; no separate views, nor party animosities, will misdirect the comprehensive and equal eye which ought to watch over this great assemblage.” Officers’ allegiance compels them to work together to develop the best solutions for the nation, rather than engage in interservice competition to obtain the biggest piece of the defense budget.

That I Take This Obligation Freely, without Any Mental Reservation or Purpose of Evasion

This passage also originated during the Civil War. Congress and President Abraham Lincoln, wanting to ensure that soldiers not defect, expanded the oath in an attempt to guarantee loyalty. In the final analysis, however, loyalty depends upon the integrity of the individual.

This notion corresponds to the Air Force’s core value of “integrity first,” the Marine Corps and Navy’s core value of “honor,” and the Army’s core values of “integrity” and “honor.” Integrity is a learned trait. Whether that learning is based upon a religious upbringing or an embracing of acceptable norms of society, honor and integrity are part of the core of all military services. Maintaining integrity is implicit in the oath and must guide officers when they face conflicts of interest and hard choices.
And That I Will Well and Faithfully Discharge the Duties of the Office on Which I Am about to Enter

This wording has its genesis in the first statute of 1789. In addition to the standard oath, the Secretary of the Senate and the Clerk of the House of Representatives had to take an additional oath to “solemnly swear or affirm, that I will truly and faithfully discharge the duties of my said office, to the best of my knowledge and abilities.”

This clause epitomizes the Air Force core value of “excellence in all we do,” the Marine Corps and Navy’s value of “commitment,” and the Army’s core value of “duty.” We must be proactive and perform our duties to the best of our abilities, mastering our specialties while we are junior officers and then gaining breadth as we advance in rank. The progress of the nation depends upon our doing so.

So Help Me God

Controversy over the separation of church and state sometimes clouds this final phrase; nevertheless, it is the most important one in the oath. Our actions have moral and, for those who believe in a Supreme Being, even religious implications. Sometimes military officers seem hesitant to embrace their religion publicly or acknowledge the significance of divine guidance. However, American history is replete with examples of public appeals to a higher being for guidance and protection. The Declaration of Independence includes an appeal “to the Supreme Judge of the world,” and, although the Constitution does not include the phrase so help me God in the President’s oath, Washington added those words when he took the first oath. President Lincoln openly addressed the concept of divine guidance in the Gettysburg address: “This nation, under God, shall have a new birth of freedom.” When the pledge of allegiance added the phrase “under God” in 1953, President Dwight Eisenhower commented, “In this way we are reaffirming the transcendence of religious faith in America’s heritage and future; in this way we shall constantly strengthen those spiritual weapons which forever will be our country’s most powerful resource in peace and war.”

So help me God became part of the officer oath in 1862, but the enlisted oath did not add these words until 1962. The Congressional Record provides superb insight into their meaning:

The words, “So help me God,” are not a part of the obligation assumed upon taking the oath. They constitute rather an assertion of sincerity to undertake the duties of military service in good faith and with the aid of the highest power recognized by the enlistee. It is directed solely to his or her personal conception of the almighty, whatever that may be or whatever it may not be. There is no effort to impose on the enlistee any established religious conception, or even to require his acknowledgement of any religious conception… For the vast majority of the persons taking the oath, however, this addition will assure a unique degree of personal conviction not otherwise attainable, and will thus prove a welcome source of both personal and national strength.
Even atheists have a moral obligation from a societal perspective. One finds this concept as far back as 400 B.C., when Sun Tzu, in The Art of War, starts his first chapter with the statement “War is a matter of vital importance to the State…Therefore appraise it in terms of five fundamental factors… The first of these factors is moral influence.” Clearly, one of the greatest military minds of all time understood the moral implications of our actions and their importance for success.

So help me God also implies retribution if officers do not keep their word. Compare the part of the Soviet oath that ends with “If I break this solemn vow, may I be severely punished by the Soviet people, universally hated, and despised by the working people.” Although that is quite a condemnation, in actuality it is less severe than the potential consequences for someone who has a strong moral or religious foundation. So help me God acknowledges that no stronger commitment exists.

Conclusion

By studying the key documents and events in America’s history, military officers can gain better insight into their oath of office and the moral implications of their actions. Junior officers should focus on how to well and faithfully discharge the duties of their office. For senior officers, the oath should carry even greater significance as they use a more indirect style of leadership to instill in their followers the service’s core values.

Comparison of the Oath of Office to Core Values

<table>
<thead>
<tr>
<th>Oath of Office</th>
<th>Core Values</th>
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<tbody>
<tr>
<td>I will support and defend the Constitution of the United States against all</td>
<td><strong>Air Force</strong></td>
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<tr>
<td>enemies, foreign and domestic.</td>
<td>Service before Self</td>
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<td></td>
<td><strong>Navy/Marine Corps</strong></td>
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<td></td>
<td>Courage</td>
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<td><strong>Army</strong></td>
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<td></td>
<td>Selfless Personal Loyalty</td>
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<tr>
<td>I take this obligation freely, without any mental reservation or purpose of</td>
<td>Integrity First</td>
</tr>
<tr>
<td>evasion.</td>
<td>Honor</td>
</tr>
<tr>
<td></td>
<td>Integrity</td>
</tr>
<tr>
<td>I will well and faithfully discharge the duties of the office upon which I am</td>
<td>Excellence In All We Do</td>
</tr>
<tr>
<td>about to enter.</td>
<td>Commitment</td>
</tr>
<tr>
<td></td>
<td>Duty</td>
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<td></td>
<td>Respect</td>
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Officers must develop the skills to make the appropriate leadership decisions when guidance may be vague on how best to support and defend the Constitution. They must take the time to identify capabilities for addressing the entire spectrum of conflict and wrestle with ways of resolving conflicting priorities in coalition warfare. Individuals at all levels must focus on the needs of the nation rather than on the desires of their services. Finally, officers must embrace the moral foundation symbolized in the phrase so help me God, since it is the heart and soul of the success of future generations of Soldiers, Sailors, Airmen, and Marines.

Endnotes:
2. See Joseph Gales Sr., ed., *Annals of Congress: The Debates and Proceedings in the Congress of the United States*, vol. 1, March 3, 1789 to March 3, 1791 (Washington, D.C.: Gales and Seaton, 1834). Although the Congressional Record contains hundreds of pages on topics such as public credit, public debt, and duties on tonnage, one finds only three pages on the oath that are worthy of discussion.
3. The Air Force’s Air War College includes the officer and enlisted oath on the inside back cover of its textbook on leadership and ethics. The code of conduct is on the inside front cover. In his book *True Faith and Allegiance: The Burden of Military Ethics* (Lexington: University Press of Kentucky, 1995), James H. Toner includes the officer and enlisted oaths on the page that precedes the table of contents.
4. Due to limitations of space, this article focuses on the officer’s oath. Many of the same themes and ideas apply to the dedicated professionals in our enlisted force.
5. American Peoples Encyclopedia, 1956 ed., s.v. “oath.” According to Merriam-Webster’s Collegiate Dictionary, 10th ed., an oath is “a solemn [usually] formal calling upon God or a god to witness to the truth of what one says or to witness that one sincerely intends to do what one says (2): a solemn attestation of the truth or inviolability of one’s words.”
9. John C. Fitzpatrick, ed., *The Writings of George Washington from the Original Manuscript Sources*, 1745–1799, vol. 11 (Washington, D.C.: Government Printing Office, 1931–1944), on-line, Internet, 13 January 2002, available from http://www.memory.loc.gov. (Click on “search”; search on “George Washington, May 7, 1778, General Orders.”) Washington’s oath for commissioned officers is as follows: I . . . do acknowledge The United States of America to be Free, Independent and Sovereign States and declare that the People thereof owe no Allegiance or Obedience to George the Third, King of Great Britain and I renounce refuse and abjure any Allegiance or Obedience to him, and I do swear (or affirm) that I will to the utmost of my Power
support, maintain and defend the said United States against the said King George the
Third, his heirs and Successors and his and their Abettors, Assistants and Adherents
and will serve the said United States in the office of . . . which I now hold with Fidelity
according to the best of my skill and understanding.

10. Ibid. In another example, on 28 December 1780, Washington court-martialed Thomas
Dewees, finding him guilty of two offenses: (1) not taking the oath of office and (2)
“selling public wood to the prejudice of the service.” Here we see that not taking the
oath is not simply an administrative error. In fact, the practice at the time was to publish
the sentence in a newspaper “to prevent in future the commission of such crimes.”
Today’s 24-hour worldwide media coverage continues to publicize military indiscretions
and has an impact on how the public perceives the military.

11. Mortimer J. Adler provides a superb analysis of the Constitution in We Hold These
Truths: Understanding the Ideas and Ideals of the Constitution (New York: Macmillan,
1987).

12. Peters, 23. Using the initials “A.B.” is a legislative format to identify a place filler for the
person’s first and last names.

13. Ibid., 119–21. As is the case today, separate “appropriation” acts specified the budgets.

14. The oath of 1862 is as follows:

I, A.B. do solemnly swear (or affirm) that I have never voluntarily borne
arms against the United States since I have been a citizen thereof; that I
have voluntarily given no aid, countenance, counsel, or encouragement to
persons engaged in armed hostility thereto; that I have neither sought nor
accepted nor attempted to exercise the functions of any officers whatever,
under any authority or pretended authority in hostility to the United States;
that I have not yielded a voluntary support to any pretended government,
authority, power or constitution within the United States, hostile or inimical
thereto. And I do further swear (or affirm) that, to the best of my knowledge
and ability, I will support and defend the Constitution of the United States,
against all enemies, foreign and domestic; that I will bear true faith and
allegiance to the same; that I take this obligation freely, without any mental
reservation or purpose of evasion, and that I will well and faithfully discharge
the duties of the office on which I am about to enter, so help me God.

See An Act to Prescribe an Oath of Office, and for Other Purposes, 37th
Cong., 2d sess., chap. 128.

15. To trace legislation relating to military oaths, one should understand the basic
organization, structure, and four major changes to legislation in the United States. The
original laws, starting in June 1789, were identified as statutes, organized by chapters
and sections. On 1 December 1873, Congress enacted the Revised Statutes, a single
act that codified all the permanent laws in force. These statutes superseded all the
previous ones from 1789 through 1873. The Revised Statutes were organized by title
and section. The next overall effort to better organize the laws of the land occurred in
1926, when the United States Code (USC) replaced the Revised Statutes. The laws
were organized into 50 titles and divided into sections. Title 5 dealt with the Executive
Department (including military officers); Title 10 dealt with the Army (and the Army Air
Forces within the Army); Title 32 concerned the National Guard; and Title 34 dealt with the Navy/Marine Corps. The most recent (and ongoing) version of the USC began in 1946, with a comprehensive project of revising and enacting all of the USC into “positive law,” which did away with the need to refer back to previous statutes to clarify the current law of the land. The current USC is organized by title and section but also includes subtitles, chapters, and parts to further divide and organize the legislation. The current Title 10 consolidates the military services (except the National Guard) into a single title, although there is still legislation relating to the Department of Defense, a department in the executive branch, in Title 5. At least 19 pieces of legislation address military oaths. For a more detailed description of the legislative history of the oath of office, contact the author by E-mail: kdkeskel@hotmail.com.

16. In a highly publicized confrontation between Gen Douglas MacArthur and President Harry S. Truman during the Korean War, Macarthur openly criticized the administration’s handling of the war effort, even threatening to invade China and thus defy the civilian leadership’s policy. As a result of the general’s actions, on 11 April 1951 President Truman relieved MacArthur as supreme commander, United Nations Command. Truman explained how, from his perspective, MacArthur did not support the requirements of the Constitution and did not faithfully discharge his duties: “Full and vigorous debate on matters of national policy is a vital element in the constitutional system of our free democracy. It is fundamental, however, that military commanders must be governed by the policies and directives issued to them in the manner provided by our laws and Constitution. In time of crisis, this consideration is particularly compelling.” “Truman Dismisses MacArthur,” CNN Interactive, on-line, Internet, 14 October 2002, available from http://www.cnn.com/SPECIALS/ cold.war/episodes/05/documents/macarthur.


18. Although it is well understood that the United States is a NATO member and therefore a part of Clark’s dedication, he consciously seems to focus on NATO rather than the United States.

19. One could also argue that Clark’s support of NATO over current U.S. policy is consistent with the Constitution, which provides the authority for the executive branch to make treaties; thus, the NATO alliance, ratified by Congress according to the Constitution, is consistent with that document.

20. According to the preamble, “We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”


23. Part of President Abraham Lincoln’s justification for the Emancipation Proclamation demonstrates the thinking of the era: “I felt that measures, otherwise unconstitutional, might become lawful, by becoming indispensable to the preservation of the constitution, through the preservation of the nation.” See Helgeson, 15.


25. Helgeson, 4. Many countries today require an allegiance to a king or head of state. For example, the following countries require officers to swear allegiance to an individual:

- **Great Britain:** “I swear by Almighty God that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth The Second, Her Heirs and Successors, and that I will as in duty bound, honestly and faithfully defend Her Majesty, Her Heirs and Successors, in Person, Crown and Dignity against all enemies, and will observe and obey all orders of Her Majesty, Her Heirs and Successors, and of the Air Officers and other Officers set over me.”

- **Jordan:** “I swear to be loyal to God, country, and the king, and conduct all my job requirements with honor and dignity, with no discrimination or bias, and to obey all military orders issued to me from my superiors.”

- **Brazil:** “As I incorporate to the Brazilian Air Force, I promise to obey strictly the orders given by the authorities, respect my superiors in hierarchy, and be good to my comrades/subordinates; dedicate myself entirely to the service of my country, defending honor, institutions and duties with the sacrifice of my own life.”

Information provided by international officers attending the U.S. Air War College, Maxwell AFB, Ala., spring 2002.

26. The concept of posse comitatus is based on an act of Congress (20 stat. L., 145, chap. 263, sec. 15, 18 June 1878). Sec. 15 starts with the following statement: “From and after the passage of this act it shall not be lawful to employ any part of the Army of the United States, as a posse comitatus, or otherwise, for the purpose of executing the laws, except in such cases and under such circumstances as such employment of said force may be expressly authorized by the Constitution or by act of Congress.” The law was passed as a result of 15 years of perceived “military occupation” of the South after the Civil War. See The Posse Comitatus Act of 1878, on-line, Internet, 22 August 2002, available from http://www.dojgov.net/posse_comitatus_act.htm.


28. In fact, the F-22 Web site highlights how our new-generation fighter will take us from air superiority to air dominance. The site actually has a clock that counts down the seconds to air dominance. See F-22 Raptor Team Infonet, on-line, Internet, 4 April 2002, available from http://www.f22-raptor.com. Another example of a neglected shortfall is strategic lift.
29. Hyman, 5.
30. The Army has seven core values: integrity, honor, loyalty, respect, duty, personal
courage, and selfless service.
31. United States Air Force Core Values (Washington, D.C.: Department of the Air Force,
1 January 1997).
32. National Archives and Records Administration: Washington’s Inaugural Address, 30
exhibit_hall/american_originals/inaugtxt.html. Washington reiterated this warning
against parochialism in his farewell address eight years later: “In the most solemn
manner against the baneful effects of the spirit of party, generally.” See George
Washington’s Farewell Address. The problem of parochialism is also highlighted in the
New Testament of the Bible: If a kingdom is divided against itself, that kingdom cannot
stand (Mark 3:24).
33. It is ironic that even patriots like George Washington and John Adams initially took
an oath and swore allegiance to the king of England and later, as clearly stated in
the Declaration of Independence, acknowledged that sometimes one must go against
that pledge: “Governments are instituted among Men, deriving their just powers from
the consent of the governed, That whenever any Form of Government becomes
destructive of these ends, it is the Right of the People to alter or to abolish it, and to
institute new Government.” In another piece of irony, immediately after the chancellor
of New York swore in George Washington as president of the United States (during
which Washington pledged to preserve, protect, and defend the Constitution), the
chancellor proclaimed, “Long live George Washington, president of the United States,”
rather than proclaiming long life for the Constitution. See Gales, 27.
34. The Navy and Marine Corps share the core values of honor, courage, and commitment.
35. Vice Adm James B. Stockdale said that “a person’s integrity can give him something
to rely on when his perspective seems to blur, when the rules and principles seem
to waiver, and when he’s faced with hard choices of right and wrong.” Quoted in Maj
Mark A. Hyatt’s “Honor and Ethics Must Be Reflected in the United States Air Force
Officer’s Oath of Office,” United States Air Force Academy Journal of Professional
Military Ethics, 1988, 25.
37. suppressing the spiritual core of our national being. Our nation could not have been
conceived without divine help.” See “Ronald Reagan: State of the Union Address, 27
38. Washington’s farewell address highlighted the link between religious values and the
success of this experiment in democracy: “Of all the dispositions and habits, which
lead to political prosperity, religion and morality are indispensable supports.” See
George Washington’s Farewell Address.
39. The Original Pledge of Allegiance, on-line, Internet, 25 September 2002, available
from http://www.usflag.org/the.pledge.of.allegiance.html. The pledge of allegiance
originated in 1892, when Francis Bellamy published a few words in The Youth’s
Companion magazine for schoolchildren to recite on 12 October 1892, the 400th
anniversary of Columbus’s discovery of America. Over 12 million children recited the
initial version of the pledge that day: “I pledge allegiance to my flag and the Republic for which it stands—one nation indivisible—with liberty and justice for all.” On 14 June 1943, the first National Flag Conference changed the words “my flag” to “the Flag of the United States,” and in 1942 Congress formally recognized the pledge. One year later, the Supreme Court ruled that students could not be forced to recite it. In 1953, after lobbying from the Knights of Columbus, the pledge saw its final change, adding the phrase “under God.” Unfortunately, that phrase recently came under scrutiny when the 9th U.S. Circuit Court of Appeals in San Francisco ruled that the pledge constitutes an unconstitutional endorsement of religion because it contains the phrase “under God.” On the bright side, it is encouraging to see so many public officials actively working to reverse that decision.

40. House, Armed Forces Oath of Enlistment, Report to Accompany H.R. 218, 87th Cong., 1st sess., 25 July 1961, 4. The Constitution guarantees that “no religious test shall ever be required as a qualification to any office or public trust under the United States.” Both Congress and the Supreme Court have ruled that including the words so help me God is not unconstitutional.


42. Helgeson, 4.

43. The Bible includes references to oaths. For example, Matthew quotes Jesus as saying, “Again, you have heard that it was said to the people long ago, Do not break your oath, but keep the oaths you have made to the Lord (Matt. 5:33).

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