**DAF CGOC**

**First Term Officer Course**

**Startup and Operating Manual**





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**Chapter 1: FTOC Startup**

**What is First Term Officer Course:**

The First Term Officer Course (FTOC) is designed to provide brand new Second Lieutenants, First Lieutenants, and Captains the foundation to successfully integrate into their first assignment, as well as to build fundamental skills for new officers. This recommended three-day professional development course will consist of exercises, leadership panels, workshops, and lesson plans which are designed to engage each student. The ultimate goal of FTOC is to instill a sense of confidence in young officers by empowering them to be the best officers in the Air Force and Space Force The resources provided by the Department of the Air Force (DAF) regarding how to operate within this organization are numerous, yet our FTOC takes the proactive step of categorizing and systematically reviewing said resources. FTOC **is** a professional development course designed for Company Grade Officerst (CGOs).

**\*\*\*Note: Interested parties can request access to the DAFCGOC TEAMS channel to also access documents outlined in this document:**

*Link to TEAMS:* [*https://dod.teams.microsoft.us/l/team/19%3adod%3adb418f4c023b4f54b6e6f1afac1b3fdd%40thread.tacv2/conversations?groupId=9a3ecc38-f317-4dd5-86c8-9f5e92f13a37&tenantId=8331b18d-2d87-48ef-a35f-ac8818ebf9b4*](https://dod.teams.microsoft.us/l/team/19%3Adod%3Adb418f4c023b4f54b6e6f1afac1b3fdd%40thread.tacv2/conversations?groupId=9a3ecc38-f317-4dd5-86c8-9f5e92f13a37&tenantId=8331b18d-2d87-48ef-a35f-ac8818ebf9b4)

**Interested parties can also contact Manual authors for more information and training via email found in the Global\*\*\***

**FTOC Objectives:**

* Professional development foundation
* Networking
* Understanding resources-Department of the Air Force (DAF) and Unit specific mission sets, organizational breakdown, and resources.
* Building confident new officers
* Understanding different leadership perspectives
* Teach practical and technical skills

**Startup Steps:**

1. ***Establish an FTOC Working Group:***
	* + It is recommended that the FTOC Working Group be established as a Sub-Committee of the Base level Company Grade Officer Council (CGOC).
			- This establishes continuity and allows for the CGOC to provide recommendations and establish course structure geared towards CGOs needs and professional development.
			- If the base level CGOC does not want to form an FTOC sub-committee then the Wing’s Airmen Development Advisor (ADA) shall be utilized in order to start up an FTOC program.
		+ It is recommended for the FTOC Working Group to meet on a weekly basis when developing the program to ensure key milestones are being accomplished.
		+ The FTOC Working Group will work with the Wing’s Airmen Development Advisor (ADA) formally known as the Career Assistance Advisor (CAA).
			- The ADA’s role will consist of:
				* Ensuring continuity for the program
				* Briefing Wing level leadership on course curriculum and course objectives
				* Securing course facilities and technology required to run the course.
				* Serve as an advisor to the FTOC Working Group
	1. ***Create a Plan of Actions & Milestones (POA&M):***
		* A POA&M is recommended for the FTOC Working Group to provide focus on hitting key milestones for developing and executing FTOC.
		* POA&Ms can outline the following:
			+ Goals
			+ Current project status
			+ Potential issues
			+ Required assistance
			+ Milestones
		* A POA&M sample and template can be found in Chapter 3.
	2. ***Course Curriculum Development:***
		* Course development should be a collaborative effort amongst the FTOC Working Group, ADA, and CGOC.
		* Recommended curriculum and class break down can be found in Chapters 2 and 3.
			+ A student handbook should be given to students to supplement the course. A sample student handbook and template can be found in Chapter 3.
		* Course curriculum development should include a multitude of agencies to include:
			+ CGOC
			+ Force Support Squadron
			+ Airman Family Readiness
			+ Top III or Senior Non-Commissioned Officer (SNCO) private organizations
			+ Chief’s Council
			+ First Sergeant Council
			+ Airman Leadership School (ALS)
			+ Inspector General
			+ Sexual Assault Prevention Response Coordinator (SARC)
			+ Public Affairs
			+ Equal Opportunity
		* Frequency: The FTOC Working Group and ADA should determine whether FTOC should be run on a biannually or quarterly basis:
			+ Biannually: Wing acquires 75 or less new officer accessions a year.
			+ Quarterly: Wing acquired 75 or more new officer accessions a years
			+ The ADA can provide an officer accession roster which can help determine frequency of FTOC.
	3. ***Leadership Buy-in:***
		* Base level CGOCs establishing an FTOC program will need to brief leadership at all levels on the importance of having an FTOC program.
		* Buy in from leadership at all levels is critical to ensure class attendance and participation.
		* Leadership buy-in from all levels can lead to implementation of FTOC onto Wing and Unit in processing checklists
			+ Base level CGOCs establishing an FTOC program will often start as a non-mandated Wing program like First Term Airman Course (FTAC).
	4. ***Student Registration:***
		* A call for student registration should be done at minimum four months out from the start of the course.
			+ The FTOC Working Group should work with the ADA to initiate and send student registration emails.
			+ The ADA can also assist with registering inbound officers.
		* Sample email and tracker can be found here: Reference Chapter 3.
			+ Email: Reference Chapter 3.
			+ Signup tracker: Reference Chapter 3.
	5. ***Course Feedback/Hotwash:***
		* The FTOC Working Group and ADA should review all feedback gathered through course surveys and conduct a hotwash. The goals of the hotwash should drive change to overall improve the FTOC program.
		* A sample course survey can be found in Chapter 3.

**Chapter 2: Recommended Curriculum**

**Curriculum Structure:**

It is important to develop a curriculum with a range of topics that challenge and shape students. The curriculum should not just be “death by powerpoint” but should prompt students to engage and practice skillsets. When developing curriculum, the FTOC Working Group should strive to build off the fundamental skills taught through the commissioning sources. The curriculum should be a mix of lecture, hands on skills, and leadership lessons.

**Curriculum Sample:** A sample curriculum and template can be found in Chapter 3.

**Lesson Samples:**

* Lesson samples and templates can be found here in Chapter 3.
* Instructor briefing template can be found in Chapter 3.

**Recommended Lesson Overview:**

* Note: The below recommended lesson structure is designed for a three-day course broken into eight-hour duty days with a fifty-minute lunch for each day.

**DAY 1:**

*Commander’s Intent*

* Instructor: Wing Commander or Vice Commander; Wing Command Chief
* Recommended Lesson structure:
	+ Presentation
* Time: 30-60 minutes
* Lesson summary: The intent of this lesson is to provide new CGOs facetime with the Wing Commander and to gain a deeper understanding of what strategic leaders looks for in young officers.
* Subtopics:
	+ Wing Commander’s expectations of CGOs
	+ Recommendations on how what to do to achieve success as a new officer
	+ Ways top leaders see CGOs fail in their beginning years
	+ What to expect as a new officer at the assignment
	+ Question and Answers between the Wing Commander and students

*Base Organization/ Structure*

* Instructor: FTOC Working Group
* Recommended Lesson structure:
	+ Presentation
* Time: 30 minutes
* Lesson summary: The intent of this lesson is to provide students with an overview of the Wing’s organizational structure, connection to the Wing level to the MAJCOM level, an overview of the Operations Order (OPORD) and leadership’s line of efforts (LOEs).
* Subtopics:
	+ Organization structure:
		- MAJCOM down
		- A short summary of the mission set of each Group and Squadron
		- The intent is to show students how they connect to the overall Wing’s mission.
		- Provide students with CGO point of contact for each unit in the Wing. This promotes networking.
	+ OPORD/LOEs:
		- Discuss Wing’s OPORD and LOEs
		- Discussion on Wing Commander’s quarterly priorities

*FSS Services/Manpower & Unit Manning Document (UMD) & Unit Personnel Management Roster (UMPR)*

* Instructor: Force Support Squadron representative
* Recommended Lesson structure:
	+ Presentation
* Time: 60 minutes
* Lesson summary: This lesson is broken down into two parts. The first part (30 minutes) is an overview of the FSS and its sections. This part offers a deep dive into the different sections, so student understand where to go in regards to records management. The second part (30 minutes) provides students with an understanding of UMD and UMPR.
* Subtopics:
	+ FSS Sections- Part I
		- Breakdown of Military Personnel Flight (MPF) and its functions:
			* Force management
			* Relocations and Separations
			* Customer Support
			* Customer Service
			* Installation Personnel Readiness (IPR)
			* Retention and Promotions
	+ FSS Services- Part II
		- Breakdown of FSS Services and offerings. The intent is for the instructor to emphasize that it is know just important for the officer to understand these services for his or herself but to provide resources for their Airmen and Guardians:
			* Dining Facility/ Dining Options
			* Fitness Center/ Fitness Assessment Cell
			* Child and Youth Services
				+ Single Airmen Program
				+ Deployed Affected Programs
			* Outdoor Reactions
			* Temporary Lodging Facility
			* UNITE Program
			* Sponsorship and Advertising
			* Honorguard and Mortuary Affairs
			* Education and Training
	+ UMD/UMPR- Part II
		- AFPC Secure Sites overview:
			* MyVector
			* AMS
			* BLSDM
			* CMS
			* EPROM
			* myFSS
			* PASCODES
			* PRDA
			* vMPF
		- Manpower Terminology
			* UMD
			* UPMR
			* Manpower Authorization
			* Manpower Requirement
			* Unfunded Manpower Requirement

*CGO Panel*

* Instructor: CGOC Members
* Recommended Lesson structure:
	+ Panel style (3-5 panel members)
	+ Lunch with CGOC members
* Time: 60 minutes
* Lesson summary: This lesson is intended to be panel style. It is an opportunity for new officers to ask CGOs with three years or more experience what they wish they knew as a new officer. This lesson is also an opportunity to gain membership and participation in the base’s CGOC.
* Subtopics (Question prompts):
	+ What did you wish you knew as a new officer
	+ What is a mistake you made as a new officer
	+ What is a challenge you faced in your career
	+ What professional development opportunities did you wish you take your first three years in your career
	+ What tips and trick (or general advice) do you have for new officers
	+ Why should new officers participate in the CGOC/ What is the CGOC
	+ This is an opportunity for CGOC to also brief any Wing CGOC led programs such as Air Force Ball, Rapid Airmen Development (RAD), etc.

*Education*

* Instructor: Education and Training
* Recommended Lesson structure:
	+ Presentation
* Time: 60 minutes
* Lesson summary: The DAF is constantly encouraging Airmen and Guardians to pursue education and training. There are various programs and benefits that officers can take advantage of to pursue higher education. This lesson is intended to discuss different education opportunities and programs officers can take advantage of as well as deep dive into education benefits
* Subtopics:
	+ AFVEC deep dive
	+ How to enroll in education and function of the Education and Training office
	+ Benefit Breakdown
		- Understanding benefit eligibility
		- GI Bill
		- Tuition Assistance
		- Scholarship Opportunities
	+ Education opportunities for Enlisted members
	+ Education opportunities for officers
	+ Education opportunities:
		- Education With Industry (EWI)
		- Post Naval Graduate
		- Advanced Academic Degree/ Special Experience Exchange Duty (AAD/SPEED)
		- Air Force Credentialing Opportunities On-Line (AF COOL)
		- SkillBridge

*Team Building*

* Instructor: First Sergeant Council Members
* Recommended Lesson structure:
	+ Presentation
	+ Workshop/Exercise
* Time: 60 minutes
* Lesson summary: Officers are charged with the responsibility to lead and oversee a conducive team. An effective team leads to mission success and high morale.
* Subtopics:
	+ Promoting teamwork
	+ Ineffective vs. effective leadership styles
	+ How to combat peer to peer conflict
	+ How to resolve team issues
	+ How to boost team morale
	+ How to deal with difficult situations

*Social Media Politics and Ethics*

* Instructor: Public Affairs
* Recommended Lesson structure:
	+ Presentation
* Time: 30 minutes
* Lesson summary: The intent of this lesson is to discuss the concept of Information Warfare and the importance of Operational Security (OPSEC). There are to many incidents of military members misusing social media.
* Subtopics:
	+ World War Web MSgt Denton video
	+ Discussion on where to get information
		- Base level resources
		- DAF level resources
	+ Military members roles with social media
		- Importance of OPSEC
		- Professionalism online
		- DAF Social Media Guide
		- Examples of how members of the DAF have caused harm by unprofessional social media use. This can include examples of what punishment was taken.
	+ Discussion on the Public Affairs office’s role and resources offered

*Key DAF Regulations*

* Instructor: FTOC Working Group members or Force Support Squadron representative
* Time: 30 minutes
* Lesson summary: Deep dive on the importance of DAF regulations, applications, resources.
* Subtopics:
	+ Understanding how a DAF regulation is structures
		- What does the lettering of a regulation mean
		- What does the numbering of a regulation mean
		- Where to find key regulations (deep dive into E-Pubs and other websites)/ key websites
	+ Deep dive into Email (outlook)
		- Signature block in accordance with the Tongue and Quill
		- Tips and tricks on how to organize email
		- Importance of out office messages
	+ How to update GAL online profile
	+ Electronic Staff Summary Sheet overview
	+ Review of AtHoc system
		- Importance=inspectable item

*Air Force Portal Utilization*

* Instructor: MPF representative
* Recommended Lesson structure:
	+ Presentation
* Time: 30 minutes
* Lesson summary: The intent of this lesson is to discuss the various applications of the Air Force Portal that are important in order to function as a Airmen or Guardian in the DAF.
* Subtopics:
	+ myFSS
		- Instructor discusses various applications
	+ myPay
	+ LeaveWeb
	+ myPers

**DAY 2**

*Officer Pyramid and Pathway/Assignments*

* Instructor: FTOC Working Group or Air Force Personnel Center Officer Assignments Team (AFPC OAT).
* Recommended Lesson structure:
	+ Presentation
* Time: 120 minutes
* Lesson summary: The intent of this lesson is to deepen students’ understanding of career progression and the OAT.
* Subtopics:
	+ Where to find information
		- Deep dive into myPers
		- Career Field Education and Training Plan (CFETP)- where to find the CFETP and importance
		- Understanding career field pyramids and where to find
		- Career field specific milsuite pages- where to find and what resources are offered
		- OAT:
			* Where to find OAT contact information
			* What the OAT can provide
			* Roles of the OAT
			* OAT briefing demonstration
		- OAT individual breakouts
			* Students have one on one mentoring offering with their career field specific OAT to discuss career goals, progression, and assignments
		- Ribbon/Rainbow chart
			* Discussion on tool for mapping our career milestones and goals
			* Review of a sample
		- Training tracking
			* Discussion on tracking training- myTraining
		- Discussion on career broadening opportunities

*Promotions & Talent Market Place*

* Instructor: MPF representative; AFPC representative
* Recommended Lesson structure:
	+ Presentation
* Time: 90 minutes
* Lesson summary: The intent of this lesson is to deepen students’ understanding of how the promotion system works for DAF officers. This lesson dives into DAFI 36-2501, *Officer Promotions and Selective Continuation*. This is a two-part lesson. Part one, informs the audience of the promotion system, whereas part two covers the assignment process."
* Subtopics:
	+ Part I-Promotions
		- Criteria for First Lieutenant to Colonel
		- Discussion on Professional Development Education, Intermediate Developmental Education (IDE), and Senior Developmental Education:
			* Squadron Officer School
			* Air Command and Staff College
			* Air War College
		- Discussion on six competitive categories
		- Where to find information on promotion and Developmental Education opportunities
			* Regulations
			* Air University
	+ Part II- Assignments
		- Instructor takes student through tour of Talent Marketplace process and system
			* How to create a profile through myVector
			* Discussion on Vulnerable to Move (VML) List
			* Discussion on Hot Jobs
		- Discussion on special circumstances which can impact assignments
			* Humanitarian
			* Exceptional Family Member Program
			* Join Spouse
			* High School Senior Assignment Deferment
			* Court-Ordered Child Custody Assignment/Deferment
			* Career Intermission Program

*Feedback*

* Instructor: ALS Commandant and Instructors
* Recommended Lesson structure:
	+ Presentation
* Time: 60 minutes
* Lesson summary: The intent of this lesson is to deepen students’ understanding of how the feedback works for enlisted members and officers.
* Subtopics:
	+ Deepen understanding of DAFI 36-2406, Officer and Enlisted Evaluation Systems
	+ When and how to conduct feedback
		- Tiers of feedback: Initial, midterm, and final
	+ System to process feedback-myEval
	+ Deeper dive into Airmen Leadership Qualities (ALQs)

*Evaluations*

* Instructor: MPF representatives; EPR- SNCO; OPR-FGO
* Recommended Lesson structure:
	+ Presentation
* Time: 90 minutes
* Lesson summary: The intent of this lesson is to deepen students’ understanding of how the evaluations work for enlisted members and officers. This lesson can be broken into two parts; Part I-EPRs and Part II-OPRs.
* Subtopics:
	+ Deepen understanding of DAFI 36-2406, Officer and Enlisted Evaluation Systems
	+ Static Closeout Dates
	+ System to process feedback-myEval
	+ Deeper divide on Enlisted Performance Report (EPR) structure
		- Understanding of officers’ roles with processing EPRs
	+ Deeper divide on Officer Performance Report (OPR) structure
		- How to write and OPR
		- What the different sections of an OPR mean
		- Stratifications discussion

*AF1206 Workshop*

* Instructor: Chief’s Council or Base Writing Team
* Recommended Lesson structure:
	+ Workshop
* Time: 120 minutes
* Lesson summary: The intent of this lesson is to provide students an unorthodox approach to strategically writing bullets and or narrative writing which convey the why and what matters in bullet writing. Students will be given three prewritten scenarios in which they will be given to time to write bullets or narrative statements before this lesson.
* Subtopics:
	+ Resources and tools to strengthen bullet writing
	+ The general importance as to why writing awards is importance
	+ Insight on Wing level winner packages
	+ Bullet writing and now narrative format
	+ Chapter 3 contains prep work scenarios.

*Government Finances*

* Instructor: AFRC representative
* Recommended Lesson structure:
	+ Workshop/Presentation
* Time: 60 minutes
* Lesson summary: The intent of this lesson is to provide students a deeper understanding of retirement plan, financial benefits, and the Thrift Savings Plan (TSP).
* Subtopics:
	+ How to maximize your TSP
	+ How to maximize your retirement
	+ Understanding financial benefits
	+ How the AFRC can support students’ financial portfolio

**DAY 3:**

*Commander’s Toolbox & Progressive Discipline*

* Instructor: Legal
* Recommended Lesson structure:
	+ Workshop/Presentation
* Time: 120 minutes
* Lesson summary: The intent of this lesson is to provide students a deeper understanding of administrative tools utilized to administer and document progressive discipline for members committing various rule infractions and the Uniformed Code of Military Justice (UCMJ)
* Subtopics:
	+ Progressive Tools
		- Letter of Counseling, Letter of Admonishment, and Letter of Reprimand.
		- Unfavorable Information Files
		- Control Rosters
		- Nonjudicial and Judicial punishment
	+ Roles and responsibilities of the legal office and how they can support officers.

*Emotional Intelligence*

* Instructor: Mental health or First Sergeant Council
* Recommended Lesson structure:
	+ Presentation
* Time: 60 minutes
* Lesson summary: The intent of this lesson is to provide students a deeper understanding of emotional intelligence. The DAF has continuously implemented emotional intelligence trainings through Professional Military Education, various leadership courses, and unit workshops. While there is no formal DAF-dictated platform for delivering emotional intelligence training it is critical for officers to be able to really grasp and exhibit emotional intelligence throughout their careers in order to effectively lead themselves and those around them. Emotional intelligence is now being evaluated through the Airman leadership Qualities.
* Subtopics:
	+ What is emotional intelligence
	+ How to identify physical cues that tie to emotions
	+ Discussion on how emotional intelligence can be used to develop positive relationships and boost optimism
	+ Using communication to express needs and feelings appropriately
	+ Discussion on how emotional intelligence to improve overall resilience

*Leadership 101:*

* Instructor: Top III.
* Recommended Lesson structure:
	+ Panel style (3-5 SNCOs) or lunch mentorship session
* Time: 60 minutes
* Lesson summary: The intent of this lesson is to provide students a deeper understanding of SNCOs expectations of new officers.
* Subtopics (Question prompts):
	+ What are your expectations of a CGO
	+ From the start of a CGOs career they are always told the importance of “hanging on to a good SNCO” can you explain the importance of this concept
	+ Qualities of a good CGO you have seen
	+ Qualities/mistakes of a bad CGO you have seen
	+ In what ways/ how can a SNCO mentor a young CGO
	+ What kind of guidance and advice to you usually tell a new CGO when they are just starting their Air Force career
	+ How do you suggest CGOs should interact/ communicate with the different enlisted tiers

*Senior Leadership:*

* Instructor: Field Grade Officers (FGOs).
* Recommended Lesson structure:
	+ Panel style (3-5 FGOs) or lunch mentorship session
* Time: 60 minutes
* Lesson summary: The intent of this lesson is to provide students a deeper understanding of FGOs expectations of new officers.
* Subtopics (Question prompts):
	+ Provide young officers with insight on situations you encountered as a young CGO
	+ Insight on opportunities that you didn’t take that you wish you had as a CGO
	+ What you wish you knew as a CGO
	+ Advice for successful general career progression
	+ Mistakes made as a young officer and how did overcome them
	+ Any advice on how to successfully lead your people
	+ General words of wisdom for the students

*Inspector General (IG):*

* Instructor: IG
* Recommended Lesson structure:
	+ Presentation
* Time: 30 minutes
* Lesson summary: The intent of this lesson is to provide students a deeper understanding of the IG’s roles and responsibilities and why an officer should be familiar with the IG.
* Subtopics:
	+ Overview of IG roles and responsibilities
	+ Discussion on inspections
	+ Discussion on complaints program
	+ Discussion on fraud, waste and abuse

*Sexual Assault Prevention and Response (SAPR):*

* Instructor: Sexual Assault Response Coordinator (SARC)
* Recommended Lesson structure:
	+ Presentation
* Time: 30 minutes
* Lesson summary: The intent of this lesson is to provide students a deeper understanding of the SAPR program as well provide officers tools and resources to assist Airmen and Guardians if an incident of sexual assault or harassment was to occur.
* Subtopics:
	+ Awareness and prevention
	+ Discussion on consent
	+ Training and education
	+ Discussion on response and reporting
		- Unrestricted versus restricted
	+ Discussion on victim advocacy

*First Sergeant:*

* Instructor: First Sergeant Council
* Recommended Lesson structure:
	+ Presentation or panel (3-5 panel members)
* Time: 60 minutes
* Lesson summary: The intent of this lesson is to provide students a deeper understanding the roles and responsibilities of a First Sergeant.
* Subtopics:
	+ Roles and responsibilities of a First Sergeant
	+ What should new officers know about First Sergeants
	+ Discussion on conflict resolution
	+ How do First Sergeants promote and foster resiliency

*Enlisted Force Structure:*

* Instructor: ALS Commandant and instructor
* Recommended Lesson structure:
	+ Presentation
* Time: 30 minutes
* Lesson summary: The intent of this lesson is to provide students an understanding of the Enlisted Force Structure to enable young officers to better lead Enlisted members.
* Subtopics:
	+ Overview of “Little Brown Book”
	+ Roles and responsibilities of Airmen through SNCOs
	+ Discussion on communication with different tiers
	+ Discussion on special enlisted positions
	+ Discussion on force generators
	+ Discussion on enlisted Professional Military Education and enlisted education opportunities

**Additional Course:**

*Resource Management*

* Instructor: Finance or Contracting
* Recommended Lesson structure:
	+ Presentation
* Time: 45 minutes
* Lesson summary: The intent of this lesson is to provide students a deeper understanding of the duties and responsibilities of officers when managing the unit’s budget, understanding the colors of money, understanding fiscal year obligation key processes, and understanding the acquisition process.
* Subtopics:
	+ Leadership roles
		- Wing, Group, Squadron, RA
		- Acquisition Process
		- Colors of Money
		- Regulations for spending

*Installation Mission*

* Instructor: FTOC Working Group
* Recommended Lesson structure:
	+ Presentation
* Time: 30 minutes
* Lesson summary: The intent of this lesson is to provide students a deeper understanding of the installation organizational structure, the installation commander’s OPORD and LOEs, and to review quarterly priorities and where the officer fits in.
* Subtopics:
	+ OPORD/LOEs
	+ Organizational Structure
	+ CGO Networking per each unit
	+ Mission overview
	+ Wing priorities
	+ Can incorporate Wing Intelligence Brief

*Resilience*

* Instructor: Wing Installation POCs- MFLAC, mental health, Base psychologies, SAPER
* Recommended Lesson structure:
	+ Panel
* Time: 60 minutes
* Lesson summary: The intent of this lesson is to provide students a deeper understanding of the various resilience agencies.
* Subtopics:
	+ Resilience Agencies roles and responsibilities
	+ How to access the various agencies and what to use them for
	+ Q&A

**Chapter 3: FTOC Program Working Documents**

**Leadership Buy-in:**

* Buy in Brief sample/template: <https://dod.teams.microsoft.us/_#/files/General?threadId=19:dod:db418f4c023b4f54b6e6f1afac1b3fdd@thread.tacv2&ctx=channel&rootfolder=%252Fteams%252FAFCGOCFTOCProgram%252FShared%2520Documents%252FGeneral%252FBuy-in%2520Brief>

**POA&M:**

* POA&M sample/template: <https://dod.teams.microsoft.us/_#/files/General?threadId=19:dod:db418f4c023b4f54b6e6f1afac1b3fdd@thread.tacv2&ctx=channel&rootfolder=%252Fteams%252FAFCGOCFTOCProgram%252FShared%2520Documents%252FGeneral%252FPOA%2526M>

**Curriculum:**

* Curriculum structure sample/template: <https://dod.teams.microsoft.us/_#/files/General?threadId=19:dod:db418f4c023b4f54b6e6f1afac1b3fdd@thread.tacv2&ctx=channel&rootfolder=%252Fteams%252FAFCGOCFTOCProgram%252FShared%2520Documents%252FGeneral%252FCurriculum%252FCurriculum>
* Lesson powerpoint template: <https://dod.teams.microsoft.us/_#/files/General?threadId=19:dod:db418f4c023b4f54b6e6f1afac1b3fdd@thread.tacv2&ctx=channel&rootfolder=%252Fteams%252FAFCGOCFTOCProgram%252FShared%2520Documents%252FGeneral%252FCurriculum%252FLessons>
* Lesson samples: <https://dod.teams.microsoft.us/_#/files/General?threadId=19:dod:db418f4c023b4f54b6e6f1afac1b3fdd@thread.tacv2&ctx=channel&rootfolder=%252Fteams%252FAFCGOCFTOCProgram%252FShared%2520Documents%252FGeneral%252FCurriculum%252FLessons>

**Student Registration:**

* Registration emails/templates: <https://dod.teams.microsoft.us/_#/files/General?threadId=19:dod:db418f4c023b4f54b6e6f1afac1b3fdd@thread.tacv2&ctx=channel&rootfolder=%252Fteams%252FAFCGOCFTOCProgram%252FShared%2520Documents%252FGeneral%252FStudent%2520Registration%252FEmails>
* Registration sample/tracker: <https://dod.teams.microsoft.us/_#/files/General?threadId=19:dod:db418f4c023b4f54b6e6f1afac1b3fdd@thread.tacv2&ctx=channel&rootfolder=%252Fteams%252FAFCGOCFTOCProgram%252FShared%2520Documents%252FGeneral%252FStudent%2520Registration%252FRegistration%2520Tracker>

**Student Handbook:**

* Student handbook sample/template: <https://dod.teams.microsoft.us/_#/files/General?threadId=19:dod:db418f4c023b4f54b6e6f1afac1b3fdd@thread.tacv2&ctx=channel&rootfolder=%252Fteams%252FAFCGOCFTOCProgram%252FShared%2520Documents%252FGeneral%252FStudent%2520Handbook>

**Course Survey:**

* Survey samples/templates: <https://dod.teams.microsoft.us/_#/files/General?threadId=19:dod:db418f4c023b4f54b6e6f1afac1b3fdd@thread.tacv2&ctx=channel&rootfolder=%252Fteams%252FAFCGOCFTOCProgram%252FShared%2520Documents%252FGeneral%252FCourse%2520Survey>

**Bullet Writing Scenarios**

* Recommended scenarios: <https://dod.teams.microsoft.us/_#/files/General?threadId=19:dod:db418f4c023b4f54b6e6f1afac1b3fdd@thread.tacv2&ctx=channel&rootfolder=%252Fteams%252FAFCGOCFTOCProgram%252FShared%2520Documents%252FGeneral%252FStudent%2520Material%2520Folder%252FBullet%2520Writing>