

VDFR 350-1 Appendix F

OFFICER CANDIDATE SCHOOL PHASES I-IV

PROGRAM OF INSTRUCTION (POI) AND LESSON PLANS

(LPs) 1-1

(Reference: Army TR 350-70)

Virginia Defense Force

Version October 2020

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PREFACE 2-1

PURPOSE

Per VDF Regulation 350-2, Officer Candidate School (OCS) Management, this outlines the OCS Phases I-IV Course LPs. (REF: AR 350-1, Chap 3, para 3-44)

APPROVAL AUTHORITY: VDF G-3 **Concurrence:** VDF CG

TRAINING LOCATIONS

Multiple Unit Training Assemblies, Ft. Pickett, VA (MUTA) and Leadership Program at Major Subordinate Command (MSC) Home Station Armories

COLLABORATION

VDF Force headquarters (FORHQ) G3 Training Support Office staff will provide references and equipment, when needed, for training.

MINOR CHANGES AND ADDITIONS

Materials will be reviewed annually. Copies must be placed with the VDF archive to protect continuity of operations.

COURSE SCOPE 2-2

OCS Phases I to IV training begins in January with first formal classes given at MUTA in March, and the final formal classes given at MUTA a year later. The following classes must be successfully completed:

PHASE I CLASSES

- I. WHO WE ARE: OCS 100 (class title/type instructor/length)**
 1. “VDF 100, Anti-Terrorism and Active Shooter, 2.0 hour (3.0 with mini-exercise)
 2. VDF 101, VDMA/VDF Military Structure, Basic Operations & Emergency Response 2.0 hours
 3. VDF 102, Soldier Values (Including Ethics/SHARP/EO) 2.0 hours
 4. VDF 103, Military Customs and Courtesies 2.0 hours
 5. VDF 104, Uniform Wear and Inspection 2.0 hours

6. VDF 105, Drill and Ceremonies (including Formations) 6.0 hours
7. VDF 106, First Aid, 6.0 hours
8. Candidate Inventory and Assessment-- Counselor/0.5 hours
9. Home station leadership, mentoring, and evaluation.

PHASE II CLASSES

II. WHAT A SOLDIER DOES: OCS 200

1. VDF 200, VDF History 2.0 hours
1. VDF 201, VDF & Militia Law 2.0 hours
2. VDF 202, Leadership Traits and Principles 2.0 hours
3. VDF 203, Small Unit Leadership 4.0 hours
4. VDF 206, Military Instruction Technique 2.0 hours
5. VDF 207, Administration & Correspondence 3.0 hours
6. VDF 208, VDF Command and Staff Actions 4.0 hours (*SOPC*)
7. Candidate Inventory and Assessment-- Counselor/0.5 hours
8. Home station leadership billet and case study.

PHASE III CLASSES

III. WHAT VDF DOES: OCS 300

1. VDF 301, CSS & COMs missions 4.0 hours
2. VDF 302, Urban SAR 6.0 hours
3. VDF 303, VDF National Guard Support Teams 4.0 hours (*NGCS Playbook Review*)
4. VDF 304, Logistics 2.0 hours
5. VDF 305, Leading the Small Unit Scenarios 4.0 hours
6. VDF 306, Land Navigation 6.0 hours

7. Candidate Inventory and Assessment-- Counselor/0.5 hours
8. Home station leadership billet and case study.

PHASE IV CLASSES

IV. PRACTICUM OCS 400

1. VDF 401, Access Control Practical Exercise 4.0 hours (*ABF Study*)
2. VDF 402, Decision & Improvement Brief (OCS CAPSTONE) 4.0 hours
3. VDF 403, Troop Management Leadership Scenarios
4. VDF 404, Soldier Mental Health, (Chaplain) 2.0 hours
5. VDF 405, Candidate Final Assessment
6. Home station leadership billet and mentoring.

PROGRAM AND STUDENT LEARNING OUTCOMES

The above training is intended to train the OCs to train their units to maintain a uniform understanding of basic military knowledge throughout the VDF.

CORE ABILITIES

A heavy emphasis is placed on educating VDF future junior leaders with knowledge and teaching skills to impart the basic military course knowledge to VDF troops.

COMPETENCIES

Individuals should be proficient in the use of laptop computers and commercial email. Instructional techniques and training delivery.

COURSE PREREQUISITE 2-3

ACADEMIC HOURS

The individual Lesson Plans, plus mentoring opportunities at Officer Candidate (OC) Home Station (HS).

CLASS SIZE - INSTRUCTOR / STUDENT RATIO

The maximum of 10-15 students with one (1) instructor and one assistant instructor.

ACADEMIC PREREQUISITES

None

SPECIAL INFORMATION 2-4

INSTRUCTOR RESOURCES

Instructors are issued OCS instructional slide packs and any student reading materials 60 days before the scheduled class. The OCS staff will coordinate classrooms, classroom equipment, and written handouts, with G3 as needed.

TRAINING AIDS AND MATERIALS/EQUIPMENT NEEDED

(1) Slide pack and supplemental materials; (2) A/V equipment, computer, as required; (3) White board, poster board, and markers to list ideas; (4) Student handout: Material to support the lesson; and (5) Facilitator note cards: Material to support facilitated discussions of video case exercises. Otherwise, see individual course outlines.

FACILITIES/TRAINING AREA

Classroom and HS.

ADDITIONAL TRAINING ASSISTANTS

As needed.

SAFETY AND RISK ASSESSMENT

Classroom environment. Risk is minimal.

INSTRUCTOR GUIDANCE 2-5

a. Prepare: (1) Locate your training site; (2) Review slides for familiarization; (3) Review references; (4) Print lesson; (5) Notify VDF staff of student study assignments to be promulgated; (6) Develop student handouts; and (7) Print out student handouts before class, or ask for VDF staff assistance.

b. Rehearse. Rehearse your role in the education and training session.

c. Reconnoiter. Inspect the classroom or training area, and equipment readiness/availability at least 12 hours prior. Coordinate with VDF staff if you cannot do it. Never assume the venue will be ready.

d. Conduct. (1) Distribute student handouts; (2) Present the learning package and give talking points with associated slides as you progress through the presentation; (3) Be prepared to use OCs on a rotating basis to teach portions of the class; (4) Prepare questions for the students which would include the test questions you develop for the OCS staff; (5) Get your group involved by asking the discussion questions and facilitate further discussion; (6) If time allows and appropriate, lead the students in a reflective practice exercise to answer the following questions: (a) What? (What learning concerning occurred during the education and training session?); (b) So what? (Why does it matter?); (c) Now what? (How will I use this information/new knowledge and apply it to my situation/unit/ organization?)

e. Follow up: (1) If an exam covering your material does not yet exist, develop 5-10 test questions from your instruction (multiple choice/fill-in-the-blanks/true or false) and deliver to OCS staff; (2) ensure students have feedback forms and hand them in; (3) ensure an observer form like that below is viable for class visitors; (4) Provide OCS staff feedback for improving slides/other aspects of instruction; (5) review student and visitor feedback provided by OCS staff.



VIRGINIA DEFENSE FORCE Classroom Observation Form

Date of Observation:

Class Observed:

Observer:

Observee:

Directions: After the classroom observation, the observer and observee should discuss the questions on this form. On this form, the observer should write about the classroom observation, but may also write about the conversation as well by including some of the observations, ideas, objectives, etc. of the observee.

1. What was the purpose of the lesson you observed?

2. What parts of the class seemed to particularly enhance the learning process? What strengths does the instructor exhibit?

3. What instructional options were discussed as a result of the observations? (What options would the instructor like to explore?)

Observer's Signature: _____ Date: _____

Observee's Signature: _____ Date: _____

COURSE LESSON PLANS 2-6

VIRGINIA DEFENSE FORCE

PHASE I

1. LESSON NUMBER AND TITLE: VDF 100, Anti-Terrorism and Active Shooter

2. CLASS TIME: 2.0 hours (3.0 hours with mini-exercise)

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: VDF personnel, like other military forces, can be an attractive target for threats ranging from disgruntled individuals, to terrorist organizations. VDF personnel might encounter threats at home station, during community support events, and even when off duty. This class provides instruction on anti-terrorism awareness and countermeasures, and proper reaction to avoid becoming a casualty – including in active shooter scenarios.

b. CONDUCT: This class will be conducted in a classroom with chairs set in a conference mode. The initial teaching tool will be slides, using a projector, computer, and a screen. The best class culminates in hands-on scenarios about terrorist attacks and active shooters. Preferable instructor is a senior VDF leader with law enforcement anti-terrorism instructor qualification.

4. INSTRUCTIONAL INTENT: This class should provide students with a detailed understanding of anti-terrorism awareness and countermeasures, and proper reaction to avoid becoming a casualty – including in active shooter scenarios. VDF anecdotes such as past training and mission deployments strengths and weaknesses should be topically covered in an objective fashion.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Develop an understanding of Operational Security, Physical Security and Anti-terrorism awareness and practices (including active shooter)

Conditions: Interactive classroom.

Standard: Be Able to correctly identify security measures usage and terrorist threats/reactions.

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Recognize and define basic action shooter information

OUTCOME #2: Describe Run/Hide/Fight alternatives

OUTCOME #3: Explain post-incident response

7. REFERENCES: The instructor will use the following references and may add additional ones upon discussion with VDF OIC.

- a. Army Doctrine Publication (ADP 1): *The Army*, Chapter 2
- b. Army Doctrine Reference Publication (ADRP 1): *The Army Profession* (Initial Draft)
- c. Army Doctrine Reference Publication (ADRP 6-22): *Army Leadership*, Chapter 1
- d. Commonwealth of Virginia Anti-terrorism guidance.
- e. DMA Active Shooter training guidance.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF100A slides, VDF100B Go-No Go sheet, VDF100C handout, and VDF100D supplemental material on Rules for Use of Force. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF G3.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

PHASE I

1. LESSON NUMBER AND TITLE: VDF 101, Military Structure, Basic Operations, and Emergency Response Processes

2. CLASS TIME: 2.0 hours

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: VDF personnel need to know more facts and information concerning the national command structure and military organization down to VDF organization and its missions far beyond the brief overview class given on this topic in their Initial Entry/Orientation Training. This class should provide more details and substance about the military structure and functions, including emergency response processes, within and without VDF

b. CONDUCT: This class will be conducted in a classroom with chairs set in a conference mode. Training slides will be provided when instructor is identified. Provide if possible a large map of Virginia for explain unit and regions orientation. Students will be allowed to ask questions during the instruction. Preferable instructor is a senior VDF leader with broad military experience in command and staff work. OCs will be provided the teaching materials 60 days in advance and will be called on in a rotation to teach portions, with the primary instructor correcting and amplifying as needed – both to thoroughly teach the material, and to coach the OC instructors.

4. INSTRUCTIONAL INTENT: This class should provide students with a detailed understanding of the organizational structure and missions for the Joint Chiefs of Staff down to the VDF squad level. VDF anecdotes such as past training and mission deployments strengths and weaknesses should be topically covered in an objective fashion. This is secondarily a “T4T” event, so OC assistant instructors can monitor or deliver the training at their unit.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss Military and VDF Structure, and basic Operations, and emergency response processes in Virginia.

Conditions: Interactive classroom.

Standard: Be Able to Explain the Entire Chain of Command, as well as basic operations and how

the Commonwealth and DMA provide emergency response support.

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Explain the Virginia Defense Force Chain of Command

OUTCOME #2: Describe the basic Command and Staff functions

OUTCOME #3: Define VDF Missions

OUTCOME #4: Outline basic VDF, ISO, JFHQ, and VANG operations and the emergency response process

Note: The primary instructor should review the test questions to ensure those teaching points are emphasized. At conclusion Review/Summarize, repeating the core knowledge.

7. REFERENCES: The instructor will use the following references, and may add additional ones upon discussion with VDF OIC.

- a. Army Doctrine Publication (ADP 1): *The Army*, Chapter 2
- b. Army Doctrine Reference Publication (ADRP 1): *The Army Profession* (Initial Draft)
- c. Army Doctrine Reference Publication (ADRP 6-22): *Army Leadership*, Chapter 1

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF101A slides and VDF101B handout. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF G3.

9. ADVANCE ASSIGNMENT: OCs must be ready to instruct parts of the class as directed during class.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE I

1. LESSON NUMBER AND TITLE: VDF 102, Soldier Values, SHARP/ EO/Ethics

2. CLASS TIME: 2.0 hours

3. HOW IT WILL BE TAUGHT:

BACKGROUND: The class introduces the student the ethics of Soldiering, including sexual harassment instruction required by the Commonwealth, and equal opportunity instruction.

a. **CONDUCT:** This class will be conducted in a classroom with chairs set into a conference node. Training slides will be provided when instructor is identified. Students will be allowed to ask questions during the instruction. Preferable instructor is a senior VDF leader with broad military experience in command and staff work. OCs will be provided the teaching materials 60 days in advance and will be called on in a rotation to teach portions, with the primary instructor correcting and amplifying as needed – both to thoroughly teach the material, and to coach the OC instructors. The preferred instructor is the VDF Commanding General or the Deputy Commanding Officer, so as to set “the Command tone.” The senior officer will use anecdotes and examples from his/her career to illustrate learning objectives.

b. **INSTRUCTIONAL INTENT:** VDF Officers need to learn Soldier Values as the core to small unit leadership, further explained by the reasonably embraced laws and values of Sexual Harassment/Assault Response and Prevention (SHARP), equal Opportunity, and government ethics. Optimally this class should be taught by the senior commander.

5. **TRAINING OBJECTIVES:** Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design. This is secondarily a “T4T” event, so OC assistant instructors can monitor or deliver the training at their unit.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss Virginia Defense Force (VDF) and Soldier Values/SHARP/EO/Ethics.

Conditions. Interactive classroom.

Standards. Be able to discuss VDF missions, and how Soldier Values/SHARP/EO/Ethics Help Accomplish those Missions by written and oral exam.

6. **TERMINAL LEARNING OUTCOMES:**

OUTCOME #1: Be able to discuss VDF missions

OUTCOME #2: Define Soldier Values/VA SHARP/EO

OUTCOME #3: Describe L-D-R-S-H-I-P

OUTCOME #4: Explain how ethics contribute to VDF missions

Note: The primary instructor should review the test questions to ensure those teaching points are emphasized. At conclusion Review/Summarize, repeating the core knowledge.

7. REFERENCES: The instructor will use the following references, and may add additional ones upon discussion with VDF OIC.

- a. Army Doctrine Publication (ADP 1): *The Army*, Chapter 2
- b. Army Doctrine Reference Publication (ADRP 1): *The Army Profession* (Initial Draft)
- c. Army Doctrine Reference Publication (ADRP 6-22): *Army Leadership*, Chapter 1

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF102A slides and VDF102B handout, and VDF102C-F supplemental materials for information. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF G3.

9. ADVANCE ASSIGNMENT: OCs must be ready to instruct parts of the class as directed during class.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

VIRGINIA DEFENSE FORCE
PHASE I

1. LESSON NUMBER AND TITLE: VDF103, A/B Military Customs and Courtesies

2. CLASS TIME: 2.0 hours

3. HOW IT WILL BE TAUGHT:

BACKGROUND: The class introduces the student to a customs and courtesies which make the military, including the VDF, what it is.

a. **CONDUCT:** This class will be conducted in a classroom with chairs set in a conference mode. Training slides will be provided when instructor is identified. Students will be allowed to ask questions during the instruction. Preferable instructor is a senior VDF leader with broad military experience in command and staff work. Soldiers will be provided the teaching materials 60 days in advance and will be called on in a rotation to teach portions, with the primary instructor correcting and amplifying as needed – both to thoroughly teach the material, and to coach the instructors.

b. **INSTRUCTIONAL INTENT:** VDF Soldiers need to learn the historical and situational bases for the military customs and traditions which they encounter and should inculcate in subordinates. Optimally this class will be taught by a junior officer or E-9.

5. **TRAINING OBJECTIVES:** Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design. This is secondarily a “T4T” event, so OC assistant instructors can monitor or deliver the training at their unit.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss Virginia Defense Force (VDF) Customs and Courtesies.

Conditions. Interactive classroom.

Standards. Be able to discuss by written and oral exam VDF Customs and Courtesies

6. **TERMINAL LEARNING OUTCOMES:** At the completion of this period of instruction, you should be familiar with the following:

OUTCOME #1: Describe the basic customs of the U.S. Army and VDF

OUTCOME #2: Demonstrate and articulate proper reporting and saluting policy

OUTCOME #3: Explain and identify proper military titles, rank insignia, and flag honors.

Note: The primary instructor should review the test questions to ensure those teaching points are emphasized. At conclusion Review/Summarize, repeating the core knowledge.

7. REFERENCES: The instructor will use the following references, and may add additional ones upon discussion with VDF OIC.

- a. Army Doctrine Publication (ADP 1): *The Army*, Chapter 2
- b. Army Doctrine Reference Publication (ADRP 1): *The Army Profession* (Initial Draft)
- c. Army Doctrine Reference Publication (ADRP 6-22): *Army Leadership*, Chapter 1
- d. FM 3-21.5 Drill and Ceremonies: [www.usarmyband.com/pdf/FM 3 21 5.pdf](http://www.usarmyband.com/pdf/FM_3_21_5.pdf)
- e. FM 7-21.13, A Soldier's Guide
- f. DA Pamphlet 600-60, A Guide to Protocols and Etiquette
- g. VDF Regulation 624-1A Chain of Command and insignia of Rank
- h. VDF Regulation 624-1B Military Customs and Courtesies

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF103A/B slides and VDF 103C-F handouts. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF G3.

9. ADVANCE ASSIGNMENT: OCs must be prepared to teach this class when called upon.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE I

1. LESSON NUMBER AND TITLE: VDF104, Uniform Wear, Appearance and Inspection
2. CLASS TIME: 2.0 hours (inspection demonstration 0.5).
3. HOW IT WILL BE TAUGHT:

BACKGROUND: The class introduces the student to care and wear of the student's and subordinates' uniform and inspection methods of same.

a. **CONDUCT:** This class will be conducted in a classroom with chairs set into a conference mode. Use of visual aids, such as slides and white board provided, is encouraged. Students will be allowed to ask questions during the instruction. The preferred instructor is junior officers and senior NCOs. The instructor will use anecdotes and examples from his/her career to illustrate learning objectives. The class will then be convened in formation to discuss inspection drill and techniques. Soldiers will be provided the teaching materials 60 days in advance and will be called on in a rotation to teach portions, with the primary instructor correcting and amplifying as needed – both to thoroughly teach the material, and to coach the instructors.

b. **INSTRUCTIONAL INTENT:** VDF Soldiers need to learn how to wear their uniforms with pride and professional attention to detail to set the example for those in VDF and without. They must understand how to care for the uniform and methods to make it look as sharp as possible. They must as well know how to inspect themselves and subordinates, using a methodology designed to thoroughly check every item. Optimally this course would be taught by junior officers and senior NCOs.

5. **TRAINING OBJECTIVES:** Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design. This is secondarily a "T4T" event, so OC assistant instructors can monitor or deliver the training at their unit.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss care, wear, and inspection of Virginia Defense Force (VDF) uniforms

Conditions. Interactive classroom and demonstration in formation.

Standards. Be able to discuss VDF uniform care, wear, and demonstrate inspection by written and oral exam.

6. **TERMINAL LEARNING OUTCOMES:**

OUTCOME #1: Describe the grooming standards for male and female soldiers

OUTCOME #2: Understand and be able to inspect VDF uniform appearance

OUTCOME #3: Define the regulations of accoutrements, and describe the placement of all insignia and patches

Note: The primary instructor should review the test questions to ensure those teaching points are emphasized. At conclusion Review/Summarize, repeating the core knowledge.

7. REFERENCES: The instructor will use the following references, and may add additional ones upon discussion with VDF OIC.

- a. FM 3-21.5 Drill and Ceremonies: www.usarmyband.com/pdf/FM_3_21_5.pdf
- b. AR 670-1 Wear and Appearance of Army Uniforms

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF104A slides and VDF104 B-C handouts. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF G3.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE

PHASE I

1. LESSON NUMBER AND TITLE: VDF105, Drill and Ceremony

2. CLASS TIME: 4.0 hours

3. HOW IT WILL BE TAUGHT:

a. **BACKGROUND:** The class introduces the student to the basics of drill and ceremony (D&C), including movements and formations.

b. **CONDUCT:** This class will be conducted in a classroom with chairs set into a conference mode. Use of visual aids, such as slides and white board provided, is encouraged. Students will be allowed to ask questions during the instruction. The preferred instructor is a senior NCO. The class will include at least half of the time as practical application.

4. **INSTRUCTIONAL INTENT:** VDF Soldiers must learn basic D&C and how to run a formation as a fundamental military skill.

5. **TRAINING OBJECTIVES:** Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Demonstrate basic squad level facing and marching movements, and how to set up and run a unit formation for inspections and award presentations.

Conditions. Interactive classroom and parade filed practice.

Standards. Be able to execute squad marching and formation set up.

6. **TERMINAL LEARNING OUTCOMES:**

OUTCOME #1: Describe and perform seminal marching and formation movements

OUTCOME #2: Understand role of Drill & Ceremony in military's historical and contemporary context

* At conclusion Review/Summarize, repeating the core knowledge.

7. **REFERENCES:** The instructor will use the following references, and may add additional ones upon discussion with VDF OIC.

a. FM 3-21.5 Drill and Ceremonies: www.usarmyband.com/pdf/FM_3_21_5.pdf

b. VDF 624-1E, Close Order Dismounted Drill.

c. VDF Regulation 624-1B Military Customs and Courtesies

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF105A slides, VDF105B-C handouts, VDF105D Go-No go grade sheet, and consider VDF105E-F reference materials. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF CSM.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, Rank. and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE

PHASE I

1. LESSON NUMBER AND TITLE: VDF 106, First Aid

2. CLASS TIME: 4.0 hours

3. HOW IT WILL BE TAUGHT:

BACKGROUND: VDF personnel who are not otherwise medically trained personnel are highly unlikely to be first responders to medical emergencies. However, basic first aid knowledge prepares Soldiers to assess medical emergencies or more minor issues with fellow Soldiers, or even in their private life.

a. **CONDUCT:** This class will be conducted in a classroom with chairs set into a conference mode. Use of visual aids, such as slides and white board provided, is encouraged. Students will be allowed to ask questions during the instruction. The preferred instructor must be a person certified to teach first aid. The instructor will use anecdotes and examples from his/her career to illustrate learning objectives. After classroom instruction, practical application of first aid techniques will be conducted in the classroom or outdoors.

b. **INSTRUCTIONAL INTENT:** This class should provide students with an understanding of how to assess medical emergent or medically routine issues, and how to react in such cases.

5. **TRAINING OBJECTIVES:** Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss First Aid for routine and traumatic conditions and injuries

Conditions. Interactive classroom and practical application

Standards. Be able to generally discuss and demonstrate First Aid for routine and traumatic conditions and injuries

6. **TERMINAL LEARNING OUTCOMES:**

OUTCOME #1: Recognize life-threatening injuries

OUTCOME #2: Perform head-to-toe assessment

OUTCOME #3: Utilize techniques for opening airway, controlling bleeding, and treating for shock

OUTCOME #4: Apply splints to suspected fractures and sprains

OUTCOME #5: Employ basic treatments for other injuries

* At conclusion Review/Summarize, repeating the core knowledge.

7. REFERENCES: The instructor will use the following references, and may add additional ones upon discussion with VDF OIC.

a. VDF106 A-C, slide pack, Outline handout, and triage handout.

b. Other per instructor.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF106A slides and VDF106B-C handouts. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF Surgeon.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE I

1. LESSON NUMBER AND TITLE: Candidate Inventory and Assessment
2. CLASS TIME: 0.5 hours
3. HOW IT WILL BE TAUGHT:
 - a. BACKGROUND: VDF.
 - b. CONDUCT: This will be a personality-type assessment by a clinical counselor. The class will be conducted in a classroom with chairs set in a conference mode.
4. INSTRUCTIONAL INTENT: Provide an assessment for each OC and a later follow-up discussion with the counselor to identify personality aspects and how they relate to the OC's leadership style.
5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Assess each student.

Conditions: Test, following later by one-on-one discussion.

Standard: Complete assessment.

TERMINAL LEARNING OBJECTIVES: N/A

7. REFERENCES: TBD.
8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: N/A.
9. ADVANCE ASSIGNMENT: None.
10. EVALUATION FORMAT: N/A.

VIRGINIA DEFENSE FORCE
PHASE I

1. LESSON NUMBER AND TITLE: Leadership Program (LP): Home Station leadership development, mentoring, and evaluation.

2. CLASS TIME: N/A.

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: The primary OCS mission is to develop the leadership and professional skills of each qualified candidate to prepare him or her for appointment as a VDF Second Lieutenant or Warrant Officer capable of leading VDF troops to execute all VDF missions and tasks. Candidates were selected by their respective commanders or their Headquarters VDF staff leaders based on both observed leadership ability in the enlisted ranks and overall leadership potential. The CG sees the LP as the most key part of the OCS curriculum to develop our force.

b. CONDUCT: The most important LP players are the senior leader, and the OC's immediate chain of leadership. The Home Station leadership assign a senior leader mentor and ensure the OC shadows command and staff billet holders to "learn the trade." Mentors may also assign readings which enhance student leadership growth.

4. INSTRUCTIONAL INTENT: Senior Leaders should mentor their own OCs and assign other mentors, with the goal that the mentors share their leadership experience and lessons in the context especially of the above core leadership knowledge.

a. OCs should be rotated through leadership and staff billets with mentor oversight, so they can understand how the organization runs and should be led. OCs should also be given the opportunity to inspect formations, march troops and conduct other confidence-building exercises throughout the academic year.

b. OCs should be evaluated on the LP evaluation form at least twice or more often as the senior leader sees fit.

5. The LP utterly depends on senior leadership support and engagement.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Implement Leadership Training and Study Leaders in Action

Conditions: Command and staff activity locations.

Standard: Learn by shadowing and implementing learned leadership techniques the right leadership style for the OC.

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Learn leadership techniques from mentors and by shadowing leaders.

OUTCOME #2: Implement the 14 Leadership Traits and 11 Principals.

Note: The primary instructor should review the test questions to ensure those teaching points are emphasized. At conclusion Review/Summarize, repeating the core knowledge.

7. REFERENCES: TBD.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use articles and book assignments to enhance understanding.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank. and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE II

1. LESSON NUMBER AND TITLE: VDF 200, Militia History

2. CLASS TIME: 1.5 hours

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: VDF, as a militia within the meaning of the U.S. and Virginia Constitutions. VDF Officers should understand and be able to relate to VDF Soldiers the highlights of militia and specifically Virginia militia history.

b. CONDUCT: This class will be conducted in a classroom with chairs set in a conference mode. Training slides will be provided when an instructor is identified. Provide if possible a large map of Virginia for explain unit and regions orientation. Students will be allowed to ask questions during the instruction. Preferable instructor is the VDF Historian.

4. INSTRUCTIONAL INTENT: This class should provide students with an understanding of the highlights of militia and specifically Virginia militia history.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss the Highlights of Militia and Specifically Virginia Militia History

Conditions: Interactive classroom.

Standard: Be Able to Explain the Highlights of Militia and Specifically Virginia Militia History

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Explain the history of militias, from ancient times to modern American militias

OUTCOME #2: Describe the history of Virginia militias

OUTCOME #3: Understand the difference between the VDF and its predecessor militias.

Note: The primary instructor should review the test questions to ensure those teaching points are emphasized. At conclusion Review/Summarize, repeating the core knowledge.

7. REFERENCES: TBD.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF slides. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF G3.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE II

1. LESSON NUMBER AND TITLE: VDF 201, Militia and VDF Laws

2. CLASS TIME: 1.5 hours

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: VDF, as a militia within the meaning of the U.S. and Virginia Constitutions. VDF Officers should understand and be able to relate to VDF Soldiers the legal basis for militias and specifically the Virginia militia.

b. CONDUCT: This class will be conducted in a classroom with chairs set in a conference mode. Training slides will be provided when an instructor is identified. Students will be allowed to ask questions during the instruction. Preferable instructor is the VDF Force judge Advocate.

4. INSTRUCTIONAL INTENT: This class should provide students with an understanding of the highlights of the laws governing the militia and specifically Virginia militia.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss Military and Virginia Defense Force (VDF) Law Background

Conditions: Interactive classroom.

Standard: Discuss VDF missions and Structure, and Their Legal Background.

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Understand the basis in U.S. laws for provision and legal existence of State Guards/State Defense Forces/SMRs.

OUTCOME #2: Describe the basis in the laws of the Commonwealth of Virginia for the legal existence of the Virginia Defense Force.

OUTCOME #3: Define the “*Military Laws of Virginia*” and describe how those laws govern the roles/missions of the VDF.

OUTCOME #4: Explain how laws impact a member of the VDF.

Note: The primary instructor should review the test questions to ensure those teaching points are emphasized. At conclusion Review/Summarize, repeating the core knowledge.

7. REFERENCES: TBD.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF slides. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF G3.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank. and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE II

1. LESSON NUMBER AND TITLE: VDF 202, Leadership Principals and Traits

2. CLASS TIME: 2.0 hours

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: leadership is partly a matter of personality, but mostly a matter of learning key leadership principals and traits. VDF Officers should be able to understand and apply leadership principals and traits.

b. CONDUCT: This class will be conducted in a classroom with chairs set in a conference mode. Training slides will be provided when an instructor is identified. Students will be allowed to ask questions during the instruction. Preferable instructor is a senior VDF leader.

4. INSTRUCTIONAL INTENT: This class should provide students with an understanding of the leadership principals and traits and how to apply them.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss the Leadership Principals and Traits

Conditions: Interactive classroom.

Standard: Be Able to Discuss by Written and Oral Exam the Leadership Principals and Traits

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Define and apply the 11 Leadership Principles

OUTCOME #2: Define and apply the 14 Leadership Traits

Note: The primary instructor should review the test questions to ensure those teaching points are emphasized. At conclusion Review/Summarize, repeating the core knowledge.

7. REFERENCES: TBD.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF slides. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF G3.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE II

1. LESSON NUMBER AND TITLE: VDF 203, Small Unit Leadership

2. CLASS TIME: .3.0 hours

3. HOW IT WILL BE TAUGHT:

a. **BACKGROUND:** The primary OCS mission is to develop the leadership and professional skills of each qualified candidate to prepare him or her for appointment as a VDF Second Lieutenant or Warrant Officer capable of leading VDF troops to execute all VDF missions and tasks. Candidates were selected by their respective commanders or their Headquarters VDF staff leaders based on both observed leadership ability in the enlisted ranks and overall leadership potential. The CG sees the LP as the most key part of the OCS curriculum to develop our force.

b. **CONDUCT:** The most important LP players are the VDF senior leaders. This class will consist of three senior leaders – two officers and the Force CSM – providing career insights about effective small unit leadership.

4. **INSTRUCTIONAL INTENT:** Senior Leaders represent many decades of experience, which OCs can glean via close attention and interactive discussions.

5. **TRAINING OBJECTIVES:** Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Implement Leadership Training and Study Leaders in Action

Conditions: Interactive Classroom.

Standard: Learn by Leadership Techniques from Experienced Leaders

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Observe leadership techniques from senior leaders

OUTCOME #2: Compare lessons learned to the 14 Leadership Traits and 11 Principals.

7. REFERENCES: TBD.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use articles and book assignments to enhance understanding.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank. and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE

1. LESSON NUMBER AND TITLE: VDF 206, Military Instruction Technique

2. CLASS TIME: 2.0 hours

3. HOW IT WILL BE TAUGHT:

BACKGROUND: Understanding how to teach is an art form, and it is key knowledge for a well-rounded leader. A leader must know how to educate effectively within a group, classroom, and an organization at-large. Accordingly, familiarity with VDF instructional needs promotes constant improvement via assessment.

a. **CONDUCT:** This class will be conducted in a classroom with chairs set into a conference node. Use of visual aids, such as slides provided, is encouraged. Students will be allowed to ask questions during the instruction.

b. **INSTRUCTIONAL INTENT:** This class will introduce the student to the established pedagogical training methods and practices within the military and the VDF in particular.

5. **TRAINING OBJECTIVES:** As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss military and Virginia Defense Force (VDF) pedagogical techniques

Conditions: Interactive classroom. Using class notes or pre—prepared handout

Standard: Know how to prepare and present a quality training session.

6. **TERMINAL LEARNING OUTCOMES:**

OUTCOME #1: Recognize concepts of Adult Learning Theory.

OUTCOME #2: Identify steps for instructional preparation and lesson planning.

OUTCOME #3: Understand instructional delivery methodologies.

OUTCOME #4: Discuss educational assessment techniques.

7. **REFERENCES:** The instructor will use the following references, and may add additional ones upon discussion with VDF OIC.

a. [Army Basic Instructor Course Student Guide](#)

b. Instructor materials VDF108A slides and VDF108B-E Supplemental materials.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF slides. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF G3.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE II

1. LESSON NUMBER AND TITLE: VDF 207, Administration

2. CLASS TIME: 2.0 hours

3. HOW IT WILL BE TAUGHT:

BACKGROUND: Timely and proper administrative work is straits of effective and responsible military leadership. As well, leader must know how to communicate effectively within an organization. Accordingly, familiarity with VDF administration and communications techniques needs constant improvement.

a. **CONDUCT:** This class will be conducted in a classroom with chairs set into a conference node. Use of visual aids, such as slides provided, is encouraged. Students will be allowed to ask questions during the instruction.

b. **INSTRUCTIONAL INTENT:** This class will introduce the student to the established administrative and communications forms and techniques.

5. **TRAINING OBJECTIVES:** As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss Military and Virginia Defense Force (VDF)
Administrative Forms/Processes and Written Communications
Techniques

Conditions: Interactive classroom. Using class notes or pre—prepared handout

Standard: Know how and When to Use Designated Administrative Processes and
Written Communication.

6. **TERMINAL LEARNING OUTCOMES:**

OUTCOME #1: Understand VDF administrative forms and processes, and demonstrate proper usage of them

OUTCOME #2: Outline VDF, ISO, JFHQ, and VANG operations and the emergency response process

7. **REFERENCES:** The instructor will use the following references, and may add additional ones upon discussion with VDF OIC.

a. VDFR 600-10, Personnel and Administraitve Procedures

- b. Army Regulation 25-50, preparing and Managing Correspondence
- c. Instructor materials: VDF 107B Handout Administrative Correspondence Tips; VDF 107C Handout Email Correspondence Tips; VDF 107D Handout Command Investigations Format

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF slides. VDF 107B Handout Administrative Correspondence Tips; VDF 107C Handout Email Correspondence Tips; VDF 107D Handout Command Investigations Format

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE

PHASE II

1. LESSON NUMBER AND TITLE: VDF 208, Command and Staff Action

2. CLASS TIME: 2.0 hours

3. HOW IT WILL BE TAUGHT:

BACKGROUND: Understanding command and staff action and operations planning is key knowledge for a well-rounded leader. A leader must know how to communicate effectively within an organization. Accordingly, familiarity with VDF operational and written communication techniques needs constant improvement.

a. **CONDUCT:** This class will be conducted in a classroom with chairs set into a conference mode. Use of visual aids, such as slides provided, is encouraged. Students will be allowed to ask questions during the instruction.

b. **INSTRUCTIONAL INTENT:** This class will introduce the student to the established command and staff, and operations and training methods and practices within the military and VDF in particular.

5. **TRAINING OBJECTIVES:** As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss Military and Virginia Defense Force (VDF) Command and Staff, and Operations and Training Practices and Forms/Processes and Written Communications Techniques

Conditions: Interactive classroom. Using class notes or pre—prepared handout

Standard: Know how and when to use designated operations and training processes and written communication.

6. **TERMINAL LEARNING OUTCOMES:**

OUTCOME #1: Describe military command and staff action basics.

OUTCOME #2: Understand VDF Operations and Training forms and operations planning.

OUTCOME #3: Create and implement an Operation Order.

7. **REFERENCES:** The instructor will use the following references, and may add additional ones upon discussion with VDF OIC.

- a. FM 101-5. Staff Organization and Operations
- b. VDF Directive 1-19, Operations and Training Standard Operating Procedures
- c. Army Regulation 25-50, Preparing and Managing Correspondence
- d. Instructor materials VDF108A slides and VDF108B-E Supplemental materials.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF slides. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF G3.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE II

1. LESSON NUMBER AND TITLE: Candidate Inventory and Assessment
2. CLASS TIME: 0.5 hours
3. HOW IT WILL BE TAUGHT:
 - a. BACKGROUND: VDF.
 - b. CONDUCT: This will be a personality-type assessment by a clinical counselor. The class will be conducted in a classroom with chairs set in a conference mode.
4. INSTRUCTIONAL INTENT: Provide an assessment for each OC and a later follow-up discussion with the counselor to identify personality aspects and how they relate to the OC's leadership style.
5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Assess each student.

Conditions: Test, following later by one-on-one discussion.

Standard: Complete assessment.

TERMINAL LEARNING OBJECTIVES: N/A

7. REFERENCES: TBD.
8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: N/A.
9. ADVANCE ASSIGNMENT: None.
10. EVALUATION FORMAT: N/A.

VIRGINIA DEFENSE FORCE
PHASE II

1. LESSON NUMBER AND TITLE: Leadership Program (LP): Home Station leadership development, mentoring, and evaluation.

2. CLASS TIME: N/A.

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: The primary OCS mission is to develop the leadership and professional skills of each qualified candidate to prepare him or her for appointment as a VDF Second Lieutenant or Warrant Officer capable of leading VDF troops to execute all VDF missions and tasks. Candidates were selected by their respective commanders or their Headquarters VDF staff leaders based on both observed leadership ability in the enlisted ranks and overall leadership potential. The CG sees the LP as the most key part of the OCS curriculum to develop our force.

b. CONDUCT: The most important LP players are the senior leader, and the OC's immediate chain of leadership. The Home Station leadership assign a senior leader mentor and ensure the OC shadows command and staff billet holders to "learn the trade." Mentors may also assign readings which enhance student leadership growth.

4. INSTRUCTIONAL INTENT: Senior Leaders should mentor their own OCs and assign other mentors, with the goal that the mentors share their leadership experience and lessons in the context especially of the above core leadership knowledge.

a. OCs should be rotated through leadership and staff billets with mentor oversight, so they can understand how the organization runs and should be led. OCs should also be given the opportunity to inspect formations, march troops and conduct other confidence-building exercises throughout the academic year.

b. OCs should be evaluated on the LP evaluation form at least twice or more often as the senior leader sees fit.

5. The LP utterly depends on senior leadership support and engagement.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Implement Leadership Training and Study Leaders in Action

Conditions: Command and staff activity locations.

Standard: Learn by shadowing and implementing learned leadership techniques the right leadership style for the OC.

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Learn leadership techniques from mentors and by shadowing leaders.

OUTCOME #2: Implement the 14 Leadership Traits and 11 Principals.

Note: The primary instructor should review the test questions to ensure those teaching points are emphasized. At conclusion Review/Summarize, repeating the core knowledge.

7. REFERENCES: TBD.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use articles and book assignments to enhance understanding.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank. and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE III

1. LESSON NUMBER AND TITLE: VDF 301, The VDF Civil Support/Security Mission

2. CLASS TIME: 1.0 hours

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: The Virginia Department of Military Affairs (DMA) requires VDF personnel to be trained and deployable during exercises or emergent situations to support civil organizations, as representatives of the Joint Staff Headquarters' (JFHQ), Joint Operations Center (JOC), and when deployed with Virginia National Guard (VANG) units across the Commonwealth. Due to resource constraints and operational tempo, The Adjutant General (TAG) of Virginia has established a continuing requirement for the VDF to augment VANG capabilities within the range of civil support capabilities, specifically described in the referenced JFHQ Playbook. Accordingly, the VDF will establish a CSS MOS to answer the mission needs. This class will prescribe the CSS MOS proficiency levels, qualifications, and employment.

b. CONDUCT: This class will be taught by the VDF G3 or MOS Manager. The class will be conducted in a classroom with chairs set in a conference mode.

4. INSTRUCTIONAL INTENT: The instructor will provide OCs with a thorough understanding of the VDF Civil Support/Security mission and how VDF accomplishes it.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

2967423As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss VDF Civil Support/Security Mission, Structure, MOS and Basic Operations

Conditions: Interactive classroom.

Standard: Be Able to Explain the VDF Civil Support/Security Mission, Structure, MOS and Basic Operations

6. TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Explain the Virginia Defense Force Civil Support/Security Mission

OUTCOME #2: Describe VDF Civil Support/Security employment

OUTCOME #3: Define the VDF Civil Support/Security MOS

7. REFERENCES: VDF Regulation 611-1, Civil Support/Security Military Occupational Specialty Management

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: TBD.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE III

1. LESSON NUMBER AND TITLE: VDF 302, Urban Search & Rescue (USAR)

2. CLASS TIME: 4 hours

3. HOW IT WILL BE TAUGHT:

a. **BACKGROUND:** Urban search and rescue (US&R) involves the location, rescue (extrication), and initial medical stabilization of individuals trapped in confined spaces. Structural collapse is most often the cause for people being trapped, but individuals may also be trapped in transportation accidents, mines, and collapsed trenches.

b. **CONDUCT:** This class will be taught by experts in the Search & Rescue field. The class will be conducted in a classroom with chairs set in a conference mod and some demonstration rescue techniques.

4. **INSTRUCTIONAL INTENT:** The focus will be to provide a thorough and broad-based knowledge-base in Urban Search & Rescue training and response.

5. **TRAINING OBJECTIVES:** Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Learn a general overview of operational Urban Search & Rescue procedures.

Conditions: Interactive classroom and some demonstration.

Standard: Demonstrate a general understanding of operational Urban Search & Rescue procedures.

6. **TERMINAL LEARNING OUTCOMES:**

OUTCOME #1: Describe basic practices of Urban Search & Rescue.

OUTCOME #2: Understand basic Urban Search & Rescue operational standards and policies.

OUTCOME #3: Explain the various elements of a rescue operation.

7. **REFERENCES:** TBD.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: TBD.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE III

1. LESSON NUMBER AND TITLE: VDF 303, The VDF National Guard Support Teams

2. CLASS TIME: 2.0 hours

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: The Virginia Department of Military Affairs (DMA) and Virginia Department of Emergency Services (VDEM) are heavily obligated, at a time that rising Commonwealth population and reduced resources create a substantial state need for additional military personnel versed in emergency operations. The DMA requires VDF personnel to be trained and deployable during exercises or emergent situations to support civil organizations, as representatives of the Joint Force Headquarters' (JFHQ) Joint Operations Center (JOC), and when deployed with Virginia Army National Guard (VANG) units across the State. Due to resource constraints and operational tempo, The Adjutant General (TAG) of Virginia has established a continuing requirement for the VDF to augment VANG and VDEM capabilities within the range of civil support capabilities. Accordingly, the VDF established National Guard Support Teams (NGST) to answer the requirements. This class will describe NGST composition, management and deployment.

b. CONDUCT: This class will be taught by the VDF G3 Operations Officer. The class will be conducted in a classroom with chairs set in a conference mode.

4. INSTRUCTIONAL INTENT: The instructor will provide OCs with a thorough understanding of the VDF NGST mission and how VDF accomplishes it.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

2967423As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss VDF NGST Mission, Structure, and Basic Operations

Conditions: Interactive classroom.

Standard: Be Able to Explain the VDF NGST Mission, Structure, and Basic Operations

6. TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Explain the Virginia Defense Force NGST Mission

OUTCOME #2: Describe VDF NGSTs employment within the National guard Civil Support Framework

7. REFERENCES: VDF Regulation 611-3, National Guard Support Teams Management

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: TBD.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE III

1. LESSON NUMBER AND TITLE: VDF 304, Accountability of Resources

2. CLASS TIME: 1.5 hours

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: VDF officers must understand the important of controlling, maintaining, and being financially accountable for accountable property.

b. CONDUCT: This class will be conducted in a classroom with chairs set in a conference mode. Training slides will be provided when an instructor is identified. Students will be allowed to ask questions during the instruction. Preferable instructor is the VDF G4 or Property Officer.

4. INSTRUCTIONAL INTENT: This class should provide students with an understanding of the important of controlling, maintaining, and being financially accountable for accountable property, as well as the regulations and forms, and highlights of the laws governing the militia and specifically Virginia militia.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Discuss Accountability of Resources Processes and Procedures

Conditions: Interactive classroom.

Standard: Be able to Describe the Regulations and Process for VDF Resource Accountability.

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Explain the regulatory basis for resource accountability.

OUTCOME #2: Describe processes and procedures for resource accountability.

7. REFERENCES: TBD.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard VDF slides. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF G3.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank. and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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PHASE III

1. LESSON NUMBER AND TITLE: VDF 305, Leading the Small Unit Scenarios” – Break Outs with Senior Leaders

2. CLASS TIME: 2.5 hours

3. HOW IT WILL BE TAUGHT:

a. **BACKGROUND:** The primary OCS mission is to develop the leadership and professional skills of each qualified candidate to prepare him or her for appointment as a VDF Second Lieutenant or Warrant Officer capable of leading VDF troops to execute all VDF missions and tasks. Candidates were selected by their respective commanders or their Headquarters VDF staff leaders based on both observed leadership ability in the enlisted ranks and overall leadership potential. The CG sees the LP as the most key part of the OCS curriculum to develop our force.

b. **CONDUCT:** The most important LP players are the VDF senior leaders. This class will consist of three senior leaders leading OCs in problem solving for three-to-five scenarios by questioning the OCs on the best courses of action to solve the problems, while injecting senior leader insights as needed.

4. **INSTRUCTIONAL INTENT:** Senior Leaders represent many decades of experience, which OCs can glean via close attention and interactive discussions.

5. **TRAINING OBJECTIVES:** Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Implement Leadership Training by Problem Solving Difficult Situations

Conditions: Interactive Classroom.

Standard: Learn by Applying Leadership Techniques to Problematic Scenarios

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Discover leadership techniques by problem solving in difficult situations.

OUTCOME #2: Compare lessons learned to the 14 Leadership Traits and 11 Principles.

7. REFERENCES: TBD.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use articles and book assignments to enhance understanding.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank. and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE

PHASE III

1. LESSON NUMBER AND TITLE: VDF 306, Land Navigation

2. CLASS TIME: 4.0 hours

3. HOW IT WILL BE TAUGHT:

a. **BACKGROUND:** The class introduces the student to the basics of map reading, compass use, and land navigation. OCs should understand that Geo-positioning software can fail totally or be inaccurate. Land navigation is a skill that will be useful in a wide variety of missions, from communications locations, to search and rescue.

b. **CONDUCT:** This class will be conducted in a classroom with chairs set into a conference mode. Use of visual aids, such as slides and white board provided, is encouraged. Students will be allowed to ask questions during the instruction. The preferred instructor is a senior NCO. The class will include at least half of the time as practical application, consisting of five land navigation points which allow the OCs to traverse at least one hill, finger, draw, flat space, and open area using map, compass, and pacing. Preferred location is in the general vicinity of the FPVA stadium. OCs will be provided the teaching materials 60 days in advance and will be called on in a rotation to teach portions, with the primary instructor correcting and amplifying as needed – both to thoroughly teach the material, and to coach the OC instructors.

4. **INSTRUCTIONAL INTENT:** VDF Soldiers must learn the basics of map reading, compass use, and land navigation as a fundamental military skill. This is secondarily a “T4T” event, so OC assistant instructors can monitor or deliver the training at their unit.

5. **TRAINING OBJECTIVES:** Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Learn Map Reading and Land Navigation

Conditions. Interactive classroom and field exercise; given a 1:50,000 scale map (TENINO), protractor, lensatic compass, pacing measure, and IAW FM 3-25.26.

Standards. Read and Orient a Map, and Apply Compass and Map Reading in a Practical Exercise

6. **TERMINAL LEARNING OUTCOMES:**

OUTCOME #1: Correctly identify the five major, three minor, and two supplementary

terrain features IAW FM 3-25.26.

OUTCOME #2: Identify location by relating terrain features to a map and determining a five-digit coordinate.

OUTCOME #3: Determine personal pace measure.

OUTCOME #4: Identify compass components, how to shoot an azimuth/back azimuth, and how to orient a compass to a map.

OUTCOME #5: Using a 1:50,000 scale map, protractor, lensatic compass, pacing measure, find five points on a map.

* At conclusion Review/Summarize, repeating the core knowledge.

7. REFERENCES: The instructor will use the following references, and may add additional ones upon discussion with VDF OIC.

a. FM 3-25.26, Land Navigation

b. OCS202 A-D materials (three Power Point presentations and one handout).

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use of standard OCS202A-C slides and OCS202D handout. Prepared class handouts are optional and at the discretion of the designated instructor upon discussion with VDF CSM.

9. ADVANCE ASSIGNMENT: Study OCS202 A-D materials (three Power Point presentations and one handout).

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, Rank. and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE III

1. LESSON NUMBER AND TITLE: Candidate Inventory and Assessment
2. CLASS TIME: 0.5 hours
3. HOW IT WILL BE TAUGHT:
 - a. BACKGROUND: VDF.
 - b. CONDUCT: This will be a personality-type assessment by a clinical counselor. The class will be conducted in a classroom with chairs set in a conference mode.
4. INSTRUCTIONAL INTENT: Provide an assessment for each OC and a later follow-up discussion with the counselor to identify personality aspects and how they relate to the OC's leadership style.
5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Assess each student.

Conditions: Test, following later by one-on-one discussion.

Standard: Complete assessment.

TERMINAL LEARNING OBJECTIVES: N/A

7. REFERENCES: TBD.
8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: N/A.
9. ADVANCE ASSIGNMENT: None.
10. EVALUATION FORMAT: N/A.

VIRGINIA DEFENSE FORCE
PHASE III

1. LESSON NUMBER AND TITLE: Leadership Program (LP): Home Station leadership development, mentoring, and evaluation.

2. CLASS TIME: N/A.

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: The primary OCS mission is to develop the leadership and professional skills of each qualified candidate to prepare him or her for appointment as a VDF Second Lieutenant or Warrant Officer capable of leading VDF troops to execute all VDF missions and tasks. Candidates were selected by their respective commanders or their Headquarters VDF staff leaders based on both observed leadership ability in the enlisted ranks and overall leadership potential. The CG sees the LP as the most key part of the OCS curriculum to develop our force.

b. CONDUCT: The most important LP players are the senior leader, and the OC's immediate chain of leadership. The Home Station leadership assign a senior leader mentor and ensure the OC shadows command and staff billet holders to "learn the trade." Mentors may also assign readings which enhance student leadership growth.

4. INSTRUCTIONAL INTENT: Senior Leaders should mentor their own OCs and assign other mentors, with the goal that the mentors share their leadership experience and lessons in the context especially of the above core leadership knowledge.

a. OCs should be rotated through leadership and staff billets with mentor oversight, so they can understand how the organization runs and should be led. OCs should also be given the opportunity to inspect formations, march troops and conduct other confidence-building exercises throughout the academic year.

b. OCs should be evaluated on the LP evaluation form at least twice or more often as the senior leader sees fit.

5. The LP utterly depends on senior leadership support and engagement.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Implement Leadership Training and Study Leaders in Action

Conditions: Command and staff activity locations.

Standard: Learn by shadowing and implementing learned leadership techniques the right leadership style for the OC.

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Learn leadership techniques from mentors and by shadowing leaders.

OUTCOME #2: Implement the 14 Leadership Traits and 11 Principals.

Note: The primary instructor should review the test questions to ensure those teaching points are emphasized. At conclusion Review/Summarize, repeating the core knowledge.

7. REFERENCES: TBD.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use articles and book assignments to enhance understanding.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank. and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

Rev. 8/20

VIRGINIA DEFENSE FORCE
PHASE IV

1. LESSON NUMBER AND TITLE: VDF 401, Practical Exercise: Set up an Access Control

2. CLASS TIME: 5.0 hours

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: The primary OCS mission is to develop the leadership and professional skills of each qualified candidate to prepare him or her for appointment as a VDF Second Lieutenant or Warrant Officer capable of leading VDF troops to execute all VDF missions and tasks. Candidates were selected by their respective commanders or their Headquarters VDF staff leaders based on both observed leadership ability in the enlisted ranks and overall leadership potential. VDF Officers should be ready to set up and run a small unit operation.

b. CONDUCT: This exercise will consist of a tactical scenario where an approaching hurricane results in the Joint Operations Center issuing a WARNO, OPORD, and FRAGO obligating VDF to assemble an Access Control Resource and supporting composite Communications Resource Team of High Frequency Radio and TACPAC operators. The OCs will be required to write an OPORD, then assemble a team, brief them, and set up an access control area, with working communications (including handheld radios). A Master Exercise Events List (MESL) will be used to inject events as OCs rotate through leadership billets.

4. INSTRUCTIONAL INTENT: Exercise the full range of operational learning.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Set Up and Operate an Access Control Point Exercise

Conditions: Officer Candidates Working in a Command Post and Filed Environment

Standard: Issue a Correct Operational Order and Execute and Access Control Point

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Demonstrate ability to write an Operational Order.

OUTCOME #2: Display ability to assemble and brief an Access Control and Communications Resource Team.

OUTCOME #3: Prove ability to operate an Access Control Team while adjusting to MESLs.

7. REFERENCES:

- a. VDF Directive 1-20, Operations and Training Standard Operating Procedures.
- b. VDFR 611-3, National Guard Support Teams

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use handouts and instructional materials from throughout OCS.

9. ADVANCE ASSIGNMENT: Review OCS instructional materials.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE IV

1. LESSON NUMBER AND TITLE: VDF 402, VDF Improvement Project Decision Paper based on reading list selection

2. CLASS TIME: 0.5 hours explanation

3. HOW IT WILL BE TAUGHT:

a. **BACKGROUND:** The primary OCS mission is to develop the leadership and professional skills of each qualified candidate to prepare him or her for appointment as a VDF Second Lieutenant or Warrant Officer capable of leading VDF troops to execute all VDF missions and tasks. Candidates were selected by their respective commanders or their Headquarters VDF staff leaders based on both observed leadership ability in the enlisted ranks and overall leadership potential. VDF Officers should be ready to continually assess processes and consider potential improvements, then communicate suggested changes in a professional document.

b. **CONDUCT:** This class will consist of three senior leaders leading OCs using the administrative writing skills and Decision Paper format in the VDF Directive 1-20, Operations and Training Standard Operating Procedures to communicate a memo For to the Commanding General. The paper will leverage lessons for one of the books in the Commanding General's Reading List, and apply those top the VDF, proposing a solution to produce an improved process or new process for the VDF.

4. INSTRUCTIONAL INTENT: Exercise writing, military format, and analysis skills.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Exercise writing, military format, and analysis skills.

Conditions: Officer Candidates Working on Their Own Time

Standard: Identify an Issue or Problem, and Apply Lessons From a Selection in the Commanding General's Reading List to Produce a Proposed Solution

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Demonstrate ability to write a Decision Paper in the correct format, with proper written communication skills.

OUTCOME #2: Demonstrate comprehension and application of selection from the
Commanding General's Reading List

7. REFERENCES: Commanding General's Reading List.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use articles and book assignments to enhance understanding.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE IV

1. LESSON NUMBER AND TITLE: VDF 403, Practical Exercise: Work within a VDMA and VDEM Leadership Scenario

2. CLASS TIME: 4.0 hours

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: The primary OCS mission is to develop the leadership and professional skills of each qualified candidate to prepare him or her for appointment as a VDF Second Lieutenant or Warrant Officer capable of leading VDF troops to execute all VDF missions and tasks. Candidates were selected by their respective commanders or their Headquarters VDF staff leaders based on both observed leadership ability in the enlisted ranks and overall leadership potential. VDF Officers should be ready to operate within a typical emergency operations scenario as liaison officers.

b. CONDUCT: This exercise will consist of a tactical scenario where an approaching hurricane results in the Joint Operations Center issuing a WARNO, OPORD, and FRAGO obligating VDF to assemble an ESF-16 Team, a Regional Liaison Resource Team, and a Joint Operations Center Support National Guard Support Teams. The OCs will be required to write an OPORD, then assemble a team, brief them, and operate within an exercise set of operations centers, while reacting to a Master Exercise Events List (MESL).

4. INSTRUCTIONAL INTENT: Exercise the full range of operational learning.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Set Up and Operate an a VDMA and VDEM support team.

Conditions: Officer Candidates Working in EOCs and a JOC.

Standard: Issue a Correct Operational Order and Execute

TERMINAL LEARNING OUTCOMES: At the completion of this period of instruction, the students should be familiar with the following:

OUTCOME #1: Demonstrate ability to write an Operational Order.

OUTCOME #2: Display ability to assemble and brief EOC and a JOC Resource Teams.

OUTCOME #3: Prove ability to operate an EOC and a JOC Resource Team while adjusting to MESLs.

7. REFERENCES:

- a. VDF Directive 1-20, Operations and Training Standard Operating Procedures.
- b. VDFR 611-3, National Guard Support Teams

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: Use handouts and instructional materials from throughout OCS.

9. ADVANCE ASSIGNMENT: Review OCS instructional materials.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE II

1. LESSON NUMBER AND TITLE: VDF 404, Soldier Mental Health

2. CLASS TIME: 2.5 hours

3. HOW IT WILL BE TAUGHT:

a. BACKGROUND: VDF Soldiers are generally less active than VaNG soldiers, they nevertheless encounter mental and emotional obstacles in service and civilian life. In order to meet the VDF mission sets, present a professional Soldierly appearance, and also be mentally resilient, VDF leaders should be able to educate their Soldiers in common sense mental fitness basics.

b. CONDUCT: This class will be taught by experts in physical and mental health and wellness. The class will be conducted in a classroom with chairs set in a conference mod and some demonstration of fitness techniques.

4. INSTRUCTIONAL INTENT: The focus will be to provide thorough instruction and handouts a life-long plan for proper and mental fitness.

5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Learn a life-long plan for proper mental fitness

Conditions: Interactive classroom and some demonstration.

Standard: Demonstrate understanding of a life-long plan for proper mental fitness

6. TERMINAL LEARNING OUTCOMES:

OUTCOME #1: Describe good psychological habits.

OUTCOME #2: Define stressors and corresponding coping techniques that affect mental health.

7. REFERENCES: TBD.

8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: TBD.

9. ADVANCE ASSIGNMENT: None.

10. EVALUATION FORMAT: At class conclusion the instructor or VDF staff will pass out and evaluation form per below format to each student. They will be reviewed by the instructor and VDF OIC. Anonymity is not allowed, as this is an additional teaching purpose of officers maturely assessing and critiquing.

VDF COURSE EVALUATION/CRITIQUE FORM

Student name, rank, and contact number/email:

STRENGTHS:

WEAKNESSES:

RECOMMENDED CHANGES:

INSTRUCTOR/VDF STAFF COMMENTS:

Soldier signature:

Date:

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VIRGINIA DEFENSE FORCE
PHASE IV

1. LESSON NUMBER AND TITLE: VDF 405, Candidate Final Assessment
2. CLASS TIME: 1.0 hours
3. HOW IT WILL BE TAUGHT:
 - a. BACKGROUND: VDF.
 - b. CONDUCT: This will be a personality-type assessment by a clinical counselor.
4. INSTRUCTIONAL INTENT: Provide a follow-up discussion/assessment for each OC r to identify personality aspects and how they relate to the OC's leadership style.
5. TRAINING OBJECTIVES: Enabling objective (core knowledge objectives) (if needed, one per distinct training activity, with Action/Condition/Standard) normally couched in student action. See TR 350-70, Chapter VI-6, Training Course design.

As a result of this instruction, the student must accomplish the following training objectives:

Action: Assess each student.

Conditions: One-on-one discussion.

Standard: Complete assessment.

TERMINAL LEARNING OBJECTIVES: N/A

7. REFERENCES: TBD.
8. INSTRUCTIONAL MATERIAL ISSUED TO STUDENTS: N/A.
9. ADVANCE ASSIGNMENT: None.
10. EVALUATION FORMAT: N/A.