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AIR FORCE RESERVE COMMAND**

**AIR FORCE RESERVE COMMAND
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**EXECUTING AIR FORCE RESERVE FORCE
DEVELOPMENT**

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Chapter 1

FORCE DEVELOPMENT (FD) AND CAREER MANAGEMENT (CM)

1.1. Overview. FD is the career-long pursuit of education, training, experiences, and assignments that produce Citizen Airmen who possess the requisite skills, knowledge, and motivation to lead and execute the full spectrum of Air Force/Air Force Reserve missions. FD is dynamic and deliberate by design which provides for the on-going growth of Citizen Airmen at all levels. Each Citizen Airman is encouraged to seek out opportunities and experiences to remain professionally relevant throughout the course of their career. Deliberate FD provides the road map and focus for Air Force Reserve career development, building appropriate capabilities for senior leaders to ascend to General Officer (GO), Chief Master Sergeant (CMSgt) or Senior Executive Service (SES) echelons. Air Force Reserve CM is a unique and tailored career planning process designed to meet the needs of the Air Force Reserve within the context of the Citizen Airmen culture. CM develops Citizen Airmen to lead at all levels (tactical, operational and strategic) and execute current and future mission capabilities. While many processes outlined in this AFRCI are specific to officers, as the AFR FD initiative evolves, responsibilities will be applicable to the enlisted grades and civilian workforce.

1.2. Force Development. The vision for Air Force Reserve FD, as an element of Total Force Development, is to create an Air Force Reserve that is responsive to Air Force requirements and managed as an integral part of the Total Force. The goal is to produce Citizen Airmen who possess the tactical expertise, operational competence, and strategic vision to lead and execute the full spectrum of Air Force missions. The execution of FD will:

1.2.1. Maximize capabilities of all Citizen Airmen to ensure the Air Force Reserve Command (AFRC) can provide the right leader at the right time for air, space and cyberspace power in support of Air Force requirements.

1.2.2. Ensure opportunities and expectations are transparent, providing visibility to all Citizen Airmen.

1.2.3. Develop a pool of qualified candidates for strategic senior leadership positions within the Air Force Reserve through a deliberate assignment process.

1.2.4. Deliberately connect all education, training and experience opportunities—to include assignments/deployments—to best leverage the Continuum of Learning that builds and enhances institutional and occupational competencies that meet Air Force Reserve needs in and across career fields.

1.2.5. Create standardization to the fullest extent possible among all career fields to ensure a consistent FD program for the Air Force Reserve.

1.2.6. Enhance Citizen Airmen understanding of their role in FD, using their inputs regarding desires within developmental education, professional military education and future assignment opportunities, and provide feedback to inform and shape expectations.

1.2.7. Leverage information technology to provide useful tools to facilitate/enhance personnel decision processes and to maximize the capabilities of all Citizen Airmen.

1.2.8. Prepare Citizen Airmen for the challenges of the Air, Space, and Cyberspace force. The methods applied to the force may differ slightly by career field as developmental methods are tailored to suit the availability of Citizen Airmen.

1.3. Career Management. Executing CM is a Reserve process under the FD umbrella to tailor careers within the Citizen Airmen construct. While active component assignments are deliberate and normally term-limited, most Reserve assignments are not. It is imperative for Citizen Airmen to gain depth in their career field; providing a solid foundation of development. To meet the needs of Total Force Development, the Reserve must ensure certain assignment opportunities are deliberately managed and have standardized turnover. In addition to depth, broadening through assignment above the wing level, also known as the “four pillars,” are essential to developing our future force. The four pillars of Reserve strategic senior leader development are assignments/tours in: Command; Joint Duty Assignment List (JDAL) positions; National Capital Region; and higher headquarters (above wing).

1.3.1. Identified Key, Command and JDAL (K/C/J) positions that make up the K/C/J unit career management product will be managed by the command and the appropriate career field manager. Each CFM must review their career field K/C/J annually to determine if changes are required. Along with the CFM, senior leaders in each career field determine the “key” and “command” positions within their career field which would provide the experiences necessary to develop Citizen Airmen and equip them with the right capabilities to potentially become strategic senior leaders within the AFR. JDAL positions are determined by the joint staff and are considered key experiences for development.

1.3.2. Assignments into a K/C/J position will have established tour lengths and focused rotational turnover for the identified K/C/J positions (see para 5.2). This focused turnover ensures the required breadth on top of the depth reservists obtain within their core Air Force Specialty. The combination of depth and breadth in education, training, and experience will ensure the Air Force Reserve has Citizen Airmen ready to take leadership roles at the strategic/enterprise (component) levels in the Air Force Reserve, Air Force or Department of Defense. Attaining overall FD goals requires Reserve CM to achieve the following objectives:

1.3.3. Deliberately connect individual Citizen Airmen education, training, and experience opportunities to best build competencies that meet Reserve needs within career fields.

1.3.4. Ensure the Air Force Reserve invests the right education, training, and experience in the right individual at the right time within the Citizen Airmen construct by developing personnel processes and utilizing competitive selection, to support this objective.

1.3.5. Enhance Citizen Airmen’s, Supervisors’, and Commanders’ understanding of their roles in managing reserve careers through the Development Team (DT) process and provide feedback to inform and shape individual expectations.

1.4. Roles and Responsibilities. All supervisors, commanders, and leaders must encourage Citizen Airmen to fully participate in the voluntary aspects of CM. Specific responsibilities include the following:

1.4.1. **AF/REG.** AF/REG is the Air Force Reserve Air Staff directorate established to manage Air Force Reserve general officers, O-6s assigned to general officer positions, and O-6s who are deliberately managed in K/C/J positions. AF/REG serves as the administrative

lead for Reserve Command Screening Board (RCSB) and Reserve Brigadier General Qualification Board (RBGQB) for eligible Reserve officers. In addition, they are the conduit for specific senior enlisted assignments. The Senior Enlisted Management Office (AF/REGE) is the administrative lead for assignment facilitation of active, reserve, and DoD senior enlisted nominative positions, as well as E-9 positions MAJCOM and above. Eligible candidates for K/C/J positions include individuals listed on DT HPO rosters, sitting commanders, RCSB, and RBGQB selects.

1.4.2. **AF/REP.** AF/REP provides strategic direction, policy development/oversight and legislative interpretation for Career Management and Force Development programs.

1.4.3. **AF/REX.** AF/REX is the authority on Air Force Reserve manpower, resource, programming and management.

1.4.4. **AF/JA.** The Judge Advocate General (TJAG) is solely responsible for the career management of the entire JA career field across all components, to include the Air Force Reserve IAW 10 U.S.C. §§ 806, 8037, AFI 51-801, *Training of Air Force Reserve Component Judge Advocates and Paralegals*, and AFI 51-80, *Management of the Judge Advocate General's Corps Reserve*. This AFRCI will provide general guidance, but JA CM and FD will be conducted at the direction of TJAG.

1.4.5. **AF/HC.** The Air Force Chief of Chaplains (AF/HC) is responsible for the career management of the entire HC career field across all components, to include the Air Force Reserve, IAW 10 U.S.C. § 8067, DoDI 1304.28, *Guidance for the Appointment of Chaplains for the Military Departments*, AFRPD 52-1, *Chaplain Service*, AFI 52-101, *Planning and Organizing*, AFI 52-102V1, *Chaplain Professional Development* and AFI 52-102V2, *Chaplain Assistant Professional Development*.

1.4.6. **HQ AFRC/A1.** The AFRC/A1, Directorate of Manpower, Personnel and Services implements policy for the overall CM and FD programs, in conjunction, with the Directorate for Personnel of the Office of the Chief of the Air Force Reserve (AF/REP), Readiness Management Group (RMG) and the Air Reserve Personnel Center (ARPC). HQ AFRC/A1 directs programs that provide information, guidance, and opportunities for Citizen Airmen to serve a rewarding career. Within HQ AFRC/A1, the following organizations have unique responsibilities:

1.4.6.1. **HQ AFRC/A1A.** Provides oversight of the Active Guard Reserve (AGR) program and functional authority on all matters affecting AGR personnel (O-5 and below).

1.4.6.2. **HQ AFRC/A1C.** Provides oversight of the Air Reserve Technician (ART) program and functional authority on all matters affecting ART and civilian personnel.

1.4.6.3. **HQ AFRC/A1K.** Implements Reserve FD policy and provides the operational guidance for the FD process, professional military/developmental education and training, and recommends policy direction to AF/REP. HQ AFRC/A1K is also responsible for ensuring change management and knowledge management activities. HQ AFRC/A1K is the chair for the Force Management and Development Working Group and functions as the administrative arm for the Air Force Reserve Force Management and Development Council (AFR FMDC) and Career Management Board (CMB), to include assignments of

in-residence Developmental Education (DE) graduates and O-5 and below JDAL positions.

1.4.6.4. **HQ AFRC/A1L.** Provides oversight of O-6s and O-6 selects who are not deliberately managed and is the functional authority for all non-K/C/J O-6 positions.

1.4.6.5. **HQ AFRC/A1M.** Provides oversight and is the functional authority for AFRC manpower authorizations and resourcing issues.

1.4.7. **Air Reserve Personnel Center.** ARPC executes policy and procedure at the tactical level of the FD program, managing all transactional aspects of the process(es). ARPC accomplishes its FD responsibilities through CM processes to include, but not limited to, facilitating DTs, school boards, and Joint Service Manager responsibilities. ARPC is the managing organization for deliberately managed assignment actions for O-5s and below.

1.4.7.1. Development Teams. DTs serve as the Reserve “front line” in experiential development. The DT goal is to assemble senior leaders within each respective career field for the sole purpose of providing actionable feedback and guiding each Citizen Airman to reach their potential. DTs will:

- 1.4.7.1.1. Vector personnel toward appropriate education, training, experience and other opportunities that ensure right-time development to meet the needs of the Air Force Reserve and Citizen Airman.
- 1.4.7.1.2. Assess the career field pool, by scoring records based on established criteria and scales, and produce Key Personnel List(s) (KPL) and in-resident DE recommendations.

1.4.7.2. Assignment Facilitators (A/F): ARPC-based Assignment Facilitators are the primary conduit between the assignment organization, DT panel, CFMs, hiring authorities and the Citizen Airmen. A/F’s primary purpose is to perform transactional work and coordinate with the CFM in developing and facilitating the Air Force Reserve career field specific force management requirements. ARPC and the CFMs will determine the distribution of career fields per A/Fs. An A/F may be responsible for more than one career field. Other duties include, but are not limited to, the coordination/management of: Assignment opportunities/manday tours; developmental education; actionable DT recommendations; counseling; and Reserve Development Plan (R-DP) management. A/Fs will:

- 1.4.7.2.1. Provide individual Citizen Airmen with career counseling to include R-DP guidance; assists CFM with executing DT goals; individual vector analysis and in-depth explanation; detailed information on assignment opportunities in line with vectors; career field-specific strategic and tactical information updates; Reserve Developmental Education Designation Board (RDEDB) and Reserve School Selection Board (RSSB) assistance and guidance as prescribed by the CFM and the DT.

- 1.4.7.2.2. Review and track K/C/J opportunities, compare to DT KPL results and prepare listings of qualified officers for CFMs to provide to the hiring authority or other senior leaders as required. (See [paragraph 5.3](#))

- 1.4.7.2.3. Provide information and coordinate support required by the CFM for DT events. Required information includes a general overview of the type of utilization

and/or development opportunities so the DTs can provide realistic and actionable vector recommendations. A/Fs will ensure all vectors are presented to the CFM/MFM within the prescribed time (see [Table 2.1](#)).

1.4.7.2.4. Identify officers who are eligible to meet a given DT and prepare materials to present to the DT, as required.

1.4.7.2.5. Identify measurable data to be analyzed and tracked to ARPC/DPA.

1.4.7.2.6. Maintain DT Charters, O-5 and below KPLs, lists of K/C/J positions provided by CFM, K/C/J position descriptions, awareness of projected changes to career field manpower on UMD, lists of actual and projected vacancies within career field, to include K/C/J positions and career planning guides for the CFM.

1.4.7.2.7. Disseminate career field information on behalf of the CFM.

1.4.7.2.8. Analyze current and future career field development requirements for CFMs and senior leaders.

1.4.7.2.9. Coordinate education, training, assignment actions and broadening experiences with appropriate authorities.

1.4.7.2.10. Track and maintain listing of Citizen Airmen who withdraw “with prejudice” from school selection to ensure future applications are appropriately monitored.

1.4.7.2.11. Assist CFM’s with maintaining a Potential Reassignment List (PRL) (officers only) and notifying those officers NLT 6 months prior to expiration, whose term limit is about to expire. A/Fs will assist members with their reassignment.

1.4.7.2.12. Provide CFM with list of new promotes, RDEDB selections, and RSSB selections, and may upon request by the CFM draft a congratulatory email to send to the member.

1.4.7.3. Board Operations: Responsible for building each career field database prior to the DT to include standardized filters and vectors along with career field specific filters and vectors. Board operations personnel provide technical expertise. Additionally are responsible for collecting data identified by HQ AFRC/A1K to be analyzed and tracked. Board operations personnel will assist with the development of DT metrics and summary. Throughout the year provides CFMs Unit Manpower Documents (UMDs) and Unit Personnel Management Products (UPMRs) for their respective functional career field upon request.

1.4.8. Readiness Management Group. The RMG provides oversight of the Individual Mobilization Augmentee (IMA) and Participating Individual Ready Reserve (PIRR) programs, and is the authority on all matters affecting IMA/PIRR personnel. RMG implements policies concerning IMA/PIRRs in conjunction with HQ AFRC/A1, ARPC and AF/REP. The CFM/MFM, RMG and appropriate Program Managers (PM) must coordinate on all IMA deliberate assignment actions. The RMG and PMs must include the CFM/MFM on all force development manpower changes and actions.

1.4.9. **Numbered Air Force Commanders (NAF/CC).** NAF/CCs provide oversight to respective reporting organizations and is the authority on all matters affecting ARTs,

Traditional Reserve (TR), and Unit AGR personnel. The CFM/MFM, and A/Fs must coordinate on all deliberate assignment actions through NAF/CCs. NAF/CCs will include the CFM/MFM on all force development manpower changes and actions.

1.4.10. Reserve Functional Manager (RFM). Are senior leaders within a career field appointed by the AFRC/CC. The RFM provides day-to-day strategic-level direction and authority over specific functional communities requirements and overall management of a functional career field. While they should maintain an institutional focus with regard to resource development and distribution, RFMs are responsible for ensuring their specialties are equipped, developed, and sustained to provide AF capabilities. HQ AFRC full-time directors fulfill the role of RFM to ensure day-to-day consistency and continuity. They must appoint a Career Field Manager (CFM) and MAJCOM Functional Manager (MFM) (there will be instances where the RFM and CFM are the same) in writing to HQ AFRC/A1, with notification to ARPC/DPA.

1.4.11. Career Field Manager (CFM—officer)/MAJCOM Functional Manager (MFM—enlisted). The CFM is appointed by the RFM on behalf of the AFRC/CC and represents a single functional family. A CFM may be responsible for more than one specialty or multiple CFMs may be appointed within a single career field. MFMs are appointed by the RFM and are responsible for the management of designated enlisted career fields. The CFMs/MFMs provide strategic-level direction and are the overall authority on behalf of the RFM for Reserve AFSC-specific requirements and serves as Subject Matter Experts (SMEs) for career field specific guidance. They monitor the health and manning of their career fields and elevate concerns to RFMs. They manage command training for their career field and disseminate career field policies and program requirements throughout the command. HQ AFRC/A1K will maintain a current list of CFMs/MFMs. CFMs must be an O-6 or equivalent for officers and MFMs must be an E-9 for enlisted (waivers must be approved by the owning RFM). AFI 36-2640, *Executing Total Force Development* and AFI 36-2618, *The Enlisted Force Structure* govern CFMs and MFMs. Specific responsibilities include but are not limited to:

1.4.11.1. Serves as day-to-day advocate for individuals assigned within functional community, addressing issues and coordinating specialty concerns across staffs.

1.4.11.2. Implements reserve career field policies and maintains career planning guides outlining experience, education, and training required for positions. Identifies position distribution by grade and status.

1.4.11.3. Permanent member of their functional DT. CFM will serve as DT chair unless RFM appoints another career field senior leader. AS DT chair, CFM will:

1.4.11.3.1. Determine DT board composition. (See para 2.3)

1.4.11.3.2. Ensure an action officer per panel are selected and scheduled for the DT.

1.4.11.3.3. Ensure career field K/C/J manpower document is reviewed for recommended modifications during the DT.

1.4.11.3.4. Ensure Career Path Guidance (CPG) is reviewed and modified, as appropriate, during the DT.

1.4.11.3.5. Provide ARPC/DPA, or designated representative, any career field-specific guidance for DT panel members, including but not limited to AFSC-specific filters.

1.4.11.3.6. Ensure vectors are returned to ARPC/DPA for distribution to the career field in a timely manner (see [Table 2.1](#)).

1.4.11.3.7. Ensure Developmental Team Charter Guidelines (Attachment 6) are developed and/or reviewed annually in conjunction with career field DT.

1.4.11.4. Participates in AFR Career Field Managers' Forum.

1.4.11.5. Must review their career field K/C/J annually to determine if changes are required. Along with the CFM, senior leaders in each career field determine the "key" positions within their career field which will provide the experiences necessary to develop Citizen Airmen and equip them with the right capabilities to potentially become strategic senior leaders within the AFR. All identified key positions must be vetted through the appropriate organizations to the AFRC/CC for final approval via the appropriate tasking tool.

1.4.11.6. Must review their career field manning on a regular basis to ensure all funded positions are visible via the appropriate management tool (such as Reserve Management Vacancy System) allowing Citizen Airmen to understand opportunities within every career field.

1.4.11.7. For Professional Specialties: Reviews and validates advanced academic requirements, as well as other professional continuing education required to meet AF requirements.

1.4.11.8. In coordination with the appropriate assignment organization (AF/REG/REGE or ARPC/DPA) provides hiring official with a prioritized short list of qualified candidates from the KPL to fill K/C/J vacancies.

1.4.11.9. If desired, CFM may request a waiver to the standardized filters. Waiver must be coordinated through ARPC chain of command then submitted to HQ AFRC/A1KO. At a minimum waiver must be staffed through HQ AFRC/A1K, HQ AFRC/A1, HQ AFRC/DSK, and HQ AFRC/DS to AFRC/CV for approval. Request must be approved and forwarded to ARPC NLT 120 days prior to the DT start date.

1.4.12. Functional Area Manager (FAM). The FAM is appointed by the CFM on behalf of the RFM and should be the most highly knowledgeable and experienced person within the functional area and have the widest range of visibility over functional area readiness and capability issues. FAMs are accountable for the management and oversight of all personnel and equipment within a specific functional area to support operational planning and execution. Responsibilities may include, but not limited to:

1.4.12.1. Developing and reviewing policy and training.

1.4.12.2. Developing, managing, and maintaining Unit Type Codes.

1.4.12.3. Developing criteria for and monitoring readiness reporting, force posturing, and analysis.

1.4.13. Commanders and Other Leaders. Commanders, Command Chiefs, Superintendents, Supervisors/Raters, Program Managers, CFMs, MFMs, and senior Citizen Airmen play a vital role in FD. Each (whether reserve, active duty or civilian) should understand and be committed to Total Force Development. Individual assessment, mentorship, and feedback are essential elements in achieving a well-rounded workforce. Leaders will:

1.4.13.1. Ensure that each Citizen Airman receives tactical level mentoring to reach their full potential.

1.4.13.2. Educate, coach, and encourage individuals to participate fully in the FD process.

1.4.13.3. Understand the Air Force Reserve FD process, as well as the respective FD requirements and career path for the various functional communities.

1.4.13.4. Assist Citizen Airmen in assessing and fulfilling their developmental objectives and career goals utilizing tools such as career planning guides and individual ribbon charts.

1.4.13.5. If a Citizen Airman submits a R-DP, carefully consider his/her potential and provide honest assessment on the R-DP. This feedback should occur both before the development plan is submitted and after it has been reviewed by the DT (DTs balance the desires of the individual with the mission needs of the Air Force Reserve; therefore, the career vectors may not match individual desires).

1.4.14. **Mentor.** Citizen Airmen may seek informal, private communication between themselves and a mentor either in or outside their rating chain. The mentor's responsibility does not differ significantly from that of Commanders and other leaders.

1.4.15. **Individual.** Every year each Citizen Airman is responsible for determining his/her availability for development opportunities. It is incumbent upon each individual to learn about FD and CM processes, seek guidance from leaders and other mentors and determine goals/desires for their own development. The R-DP is then the tool to communicate their choice regarding their level of FD participation. Officers complete the Reserve-Officer Development Plan (R-ODP) and enlisted complete the Reserve-Enlisted Development Plan (R-EDP) located on vPC-GR. Civilians (includes ARTs) complete the Airman Development Plan located on the Air Force Personnel Center's webpage. Citizen Airmen may choose not to volunteer to participate in the formal FD process for any cycle with the understanding that they may miss out on education, training, and career guidance from career field senior leaders. Officers will be offered a choice of deliberate management (DM) or voluntary assignments (VA). They will identify their choice on their R-ODP.

1.4.15.1. Deliberate Management—member agrees to allow the command to map their career and make deliberate assignments based on the needs of the Air Force Reserve utilizing vectors and assignment recommendations from the DT. NOTE: Not everyone who selects DM will be deliberately managed.

1.4.15.2. Voluntary Assignments—member manages their own career with vectors provided by the DT, the supervisory chain and the unit commander.

1.4.15.3. When possible, final submission of R-DP is through the first O-6 or higher, or equivalent, in the rating chain. A squadron commander (at any level) or Program

Manager is the alternative to the first O-6 or higher in the rating chain. Enlisted members must include their organizational Command Chief or Superintendent.

1.4.15.4. The failure to update/submit a R-DP removes Citizen Airmen from consideration for that cycle (DT to DT). As a result, it may reduce opportunities. Individuals who choose voluntary assignments and/or who do not submit/update an R-DP for multiple years will be assessed by their DT every third year.

1.5. Officer Force Development (OFD). Tactical, operational and strategic level opportunities are common to all career fields. Officers must establish a solid grounding at the tactical and operational levels in a primary career field. At the field grade level reserve officers should explore gaining breadth of experience via assignments, experience, education and training. While a majority of officers will choose to remain at the tactical/operational level providing depth of expertise and leadership in a particular field, it is imperative that some continue to increase their development at the more strategic levels. A small percentage of officers across career fields will be deliberately assigned into positions with levels of responsibility and leadership at the higher end of the operational arena and strategic level. These individuals will have increased opportunities for breadth of experience within DoD, Air Force, Air Reserve Component (ARC) and joint levels.

1.5.1. Officer career paths have historically been depicted in pyramids, indicating upward progression and implying fewer types of jobs exist at senior levels. Under FD, these pyramids are called Career Planning Guides (CPGs). (Attachment 2). CPGs provide an overview of professional development throughout an officer's career and a general career model with specific details for each Air Force specialty.

1.5.2. The CPG reinforces the fact that there is no "set path" to senior leadership, but there are fundamental building blocks—or pillars (see [para 1.3](#)).

1.5.3. The CPG reflects DE opportunities. DE opportunities include both appropriate level military education and specialized education that develop officers either within their career field or prepare them for an assignment outside of their core career field.

1.6. Enlisted Force Development (EFD). The focus of EFD is to develop enlisted Airmen by integrating skills, abilities, goals and desires with the needs of the AFRC in correlation with AFI 36-2618, *The Enlisted Force Structure*. EFD provides deliberate and organized career development initiatives while maintaining the Citizen Airmen culture and the integrity of all reserve categories. These initiatives coincide with education, training, and experience to meet the operational and strategic challenges of the AFR. HQ AFRC/CCC will oversee the EFD program through HQ AFRC/A1. HQ AFRC/A1K will manage the EFD program. AF/REGE will manage the senior enlisted nominative positions process. AF/REP will coordinate with AF/A1D ensuring AF Reserve requirements are considered when Air Force policy is written or changed and in coordination with HQ AFRC/A1, will author the necessary policy guidance for the AFR. Senior leaders must be committed to developing the enlisted force utilizing a qualified candidate pool to meet current and future leadership requirements through robust assessment, mentorship, and feedback. Senior leaders are also entrusted to educate, mentor, and encourage Citizen Airmen to fully participate in the FD process.

1.6.1. Enlisted Citizen Airmen should make a strong personal commitment toward professional and personal development beyond formal schools offered. They should also

embrace responsibility for ensuring continued growth for themselves and others so they are ready for the next level. (Attachment 3).

1.6.1.1. MAJCOM Functional Managers (MFM) will appoint Air Force Career Specialty SMEs for their respective career fields. Each SME will research and identify their professional developmental opportunities beyond the formal Air Force schools and will maintain a complete list of all educational opportunities and provide it to Citizen Airmen at all levels.

1.6.1.2. MFMs maintain the list of K/J positions and review projected vacancies to ensure appropriate placement of individuals. MFMs and/or AF/REGE work with hiring authorities and senior leadership to evaluate candidates and make assignment recommendations.

1.6.1.3. AF/REGE will manage AGR and IMA K/J positions at the MAJCOM level and above. In coordination with MFMs, AFRC/CCC, AF/RE and AFRC/CC, AF/REGE will deliberately manage personnel included on the yearly KPL as well as those currently residing in a K/J position. Incumbents in K/J positions not selected to the KPL should strive to complete the necessary requirements, increasing the likelihood for selection to positions of greater responsibility

1.6.2. The E-8/E-9 DT will be held at ARPC to review records and the R-DP for SMSgts and CMSgts across the command. It is the member's responsibility to ensure his/her desires and goals are identified on his/her R-EDP when submitted to ARPC by the established deadline.

1.6.3. Wings and Groups may hold local DTs to review E-6 and below records. The EFD process is to ensure Citizen Airmen at all levels receive feedback and guidance in a deliberate and organized method. The primary point of contact will be the Wing Command Chief or the Group Superintendent working with HQ AFRC/A1KO.

1.6.4. Enlisted Functional Development Teams. DTs will be held biennially for each enlisted career field to review E-7 and below records; however, smaller career fields may review E-6 and below records during the DT with HQ AFRC/A1KO approval. Typically, MFMs will hold DTs at ARPC; smaller career fields (< 200 records) may request to hold their DT at HQ AFRC (see [para 2.4.8](#)).

1.6.5. Reserve Enlisted Force Development Panel (REFDP). The REFDP provides oversight, takes action and makes recommendations on the deliberate development and utilization of enlisted Citizen Airman. REFDP membership and guidelines are outlined in the REFDP Charter. The panel is chaired by HQ AFRC/CCC and co-chaired by the Chief of Enlisted Force Development (HQ AFRC/A1KO). The REFDP will meet three times per year at various venues with additional meetings requested by the chair.

1.7. Civilian Force Development (CFD). To meet new challenges, the Air Force must posture the Total Force team and increasingly rely on its robust civilian workforce. As the responsibilities of our civilian workforce have increased, so has the need for intentional CFD. CFD allows civilians to develop depth and breadth of experience to assume operational and strategic responsibilities. This focus allows us to build leaders who can meet emerging and future challenges. (Attachment 4). AFRC is unique in that the command has not only Title V civilians but also Air Reserve Technicians (ARTs). Accordingly, all supervisors will provide

equal emphasis on military and civilian DE to include explanation of application processes per AFMAN 36-606, *Civilian Career Field Management and Development*. Supervisors should further provide information on developmental and upward mobility opportunities. While many processes outlined in this AFRCI are specific to officers and enlisted personnel, a comparable FD program will be established for the AFR civilian workforce (to include ARTs).

1.7.1. There are three foundational programs tailored for the development of the civilian force:

1.7.1.1. The mandatory New Employee Orientation training provides new Air Force civilians basic Air Force knowledge, including heritage, core competencies, customs, courtesies and core values.

1.7.1.2. The second program, continuous self-development, encourages self-initiated personal and professional development through a variety of learning venues and self-development tools.

1.7.1.3. The third program, non-resident DE, establishes an expectation to complete DE specifically targeted at the tactical, operational and strategic levels.

1.7.1.4. Civilian Acculturation and Leadership Training, is an officer training school-like leadership experience that focuses on communication, followership, and institutional competencies at the personal and team levels. This is a key development training opportunity for select civilians.

1.7.1.5. The annual call for Civilian Developmental Education (CDE) nomination takes place the second quarter of the FY with nominations due early May to AFPC/DPIFDA. DT vectoring follows the nominations with the CDE Selection Board in early September, the Developmental Education Designation Board in October, and the designation announcement release in October/November.

1.7.2. Supervisors play a vital role in CFD. Using the appropriate career field development templates and career planning guides provided by AFPC, supervisors and mentors will assist employees in making an informed career choice by educating the individual on what various career choices entail in terms of time, commitment, mobility, etc. Supervisors will encourage individuals to participate in this process and be the primary means by which feedback is delivered to the individual. The functional community plays an important role in the CDE selection process. Through the involvement of the career field DT hosted at AFPC, the career field will proactively engage those employees who should apply, rack and stack those employees, and provide meaningful assignments upon graduation or completion of training.

1.7.3. Experiential development is a critical part of implementing CFD. Developmental positions are needed for broadening, staff experience and leadership development.

1.7.3.1. Centrally-managed positions are used when maximum flexibility is required, or when development needs to span multiple levels of control. Career broadening, residential development education billets and program outplacement, and force management fall into this category. These positions have a specified term.

1.7.3.2. Key leadership developmental positions build leadership experience at the operational and strategic levels. While limited in tenure, they require our best leaders at a

given level, and are ideal for building enduring competencies that will be required at the next higher level.

1.8. Career Management Board (CMB). The CMB approves and provides overall policy guidance on education, training, and experience equating to force management and development of Air Force Reserve personnel. As necessary, the Board reviews the progress and metrics of fielded programs to ensure established objectives are satisfied.

1.8.1. CMB Membership (Attachment 5): AFRC/CC (Chair), AFRC/CV, AFRC/CCC, 4 AF/CC, 10 AF/CC, 22 AF/CC, HQ AFRC/DS and HQ AFRC/A1 (Advisory). Only primaries may attend unless otherwise approved by AFRC/CC.

1.9. Air Force Reserve Force Management and Development Council (AFR FMDC). The AFR FMDC reviews and/or develops proposed policy guidance on education, training, and experience equating to force management and development of Air Force Reserve personnel. As necessary, the Council reviews the progress and metrics of fielded programs to ensure established objectives are satisfied. Provides oversight and manages taskings and efforts of the AFR FMD Working Group (AFR FMGWG).

1.9.1. AFR FMDC Membership: AFRC/CV (Chair), HQ AFRC/DS, AF/REG, AF/REP, AF/REX, ARPC/CC, RMG/CC, HQ AFRC/A1, HQ AFRC A-Staff Directors and a wing commander from each Numbered Air Force (NAF) serving as the NAF representative for a two year tour. Attendance is for primaries only. ([Attachment 5](#)).

1.10. Air Force Reserve Force Management and Development Working Group (AFR FMDWG). The AFR FMDWG is the entry point for all initiatives on education, training, and experience equating to force management and development of Air Force Reserve personnel. As necessary, the AFR FMDWG reviews their progress and metrics of fielded programs to ensure established objectives are satisfied.

1.10.1. AFR FMDWG Membership: HQ AFRC/A1K (Chair), HQ AFRC/A1A, HQ AFRC/A1C, HQ AFRC/A1L, HQ AFRC/A1M, AF/REG, AF/REPP, AF/REXX, ARPC/DPA, CFM Representatives, MFM Representatives. ([Attachment 5](#)).

1.11. Human Capital Management Leadership Team. AF/RE, AF/REP, AF/REG, HQ AFRC/A1, HQ AFRC/RS, RMG/CC, and ARPC/CC are the Human Capital Management Leadership Team (HCMLT). This team is the executive committee for the AFR Human Capital Management enterprise and is responsible to the AFRC/CC and AFRC/CV via the Career Management Board (CMB) (Attachment 5).

Chapter 2

DEVELOPMENT TEAM (DT)

2.1. Overview. The Career Field Manager (CFM - Officer) and MAJCOM Functional Manager (MFM - Enlisted) administer the Force Development (FD) and Career Management (CM) objectives through the DTs. The Reserve-Development Plan (R-DP) is the avenue in which Citizen Airmen communicate their desire for development. The DTs utilize the R-DP to link the Airman's desires, potential for leadership, education, training, and experiences with the needs of the AFR.

2.1.1. DTs play a critical role in developing officers, enlisted, and civilians to support current and projected mission capabilities. One important purpose of the DTs is to allow career field leaders the opportunity to assess their human capital inventory. DTs provide data which must be used for developmental processes—deliberate/specific developmental education recommendations, assignments, etc. For individual Citizen Airmen, DTs provide guidance on continuing education, training and experience opportunities.

2.2. Reserve-Development Plan Guidance: The R-DP is the ultimate tool for Citizen Airmen to influence the development of their own careers based on their life events and civilian experiences. Officers complete the Reserve-Officer Development Plan (R-ODP), enlisted complete the Reserve-Enlisted Development Plan (R-EDP), and civilians (include ARTs) complete the Airman Development Plan via a link on the Air Force Personnel Center's webpage. Each year the DTs begin a new cycle. The cycle provides Citizen Airmen with a fresh venue each year to update their goals and/or restrictions. Each individual should communicate their personal desires for that year to help DTs determine the most appropriate career opportunities. While individuals should take advantage of this "refresh" opportunity to best meet both personal and professional needs, each should recognize that there are limitations when development has been idle for an extended period. The entire FD process hinges on this important document to match individual preference to the needs of the Air Force Reserve.

2.2.1. The R-DP is located within vPC-GR through the My Personnel System (MyPERS). At a minimum, the R-DP should be initiated/updated 45 days prior to the scheduled DT and forwarded to the member's appropriate coordinator in the rating chain. The A/F will send reminder e-mails for R-DP updates to the appropriate population NLT 120 days prior to the DT. Failure to complete the R-DP during the prescribed timeline will result in the filtering out of the member's records during the DT; member will not be scored or vectored during that annual cycle.

2.2.2. Citizen Airmen should clearly communicate their career goals in the R-DP. Goals are divided as near-, mid- and long-term. A well-communicated goal should indicate desire for in-residence education, change of assignment (Location/Status), command, JDAL, or other key developmental opportunities.

2.2.2.1. For example (officer): Near-Term Goal: Finish Air Command and Staff College (ACSC) by correspondence. While finishing ACSC, stay in current assignment. Mid-Term Goal: Seek broadening opportunity at above wing level or joint with the goal of returning to unit in no more than three years. Long-term goal: Compete for squadron command.

2.2.2.2. For example (enlisted): Near-Term Goal: Finish senior enlisted PME. Mid-Term Goal: Apply to Enlisted Development Education Board (EDEB) for consideration to attend advanced developmental education courses such as Gettysburg or Reserve Component National Security Course. Long-Term Goal: Become Wing/NAF/AFRC Command Chief.

2.2.3. Impact of R-DP: Due to the Citizen Airmen construct, DTs understand that not all Citizen Airmen desire to be deliberately managed. The R-DP is the main FD tool that allows functional managers and other senior leaders to assess an individual's career path and plan for future opportunities. DTs can provide a range of senior leadership recommendations based on the Citizen Airmen's R-DP input.

2.2.4. R-DP Utilization. Any/all portions of the R-DP—individual's input, senior leader endorsement and DT feedback—may be made available to school boards, career management boards, command screening boards, etc.

2.3. Developmental Team Membership.

2.3.1. DT Chair for officer DTs. The CFM normally chairs the DT, however, variations are authorized. The DT Charter reflects the DT Chair and membership (Attachment 6). If the RFM determines someone other than the CFM will act as the DT Chair, they shall provide the name and justification to HQ AFRC/A1K and notify ARPC/DPA. Ideally, a general officer or SES will serve as chair to the DT.

2.3.2. DT Chair for enlisted DTs. The AFRC/CV or designated representative will act as Senior Advisor and the AFRC/CCC or designated representative will chair the leadership DT for E-9s and E-8s in the command.

2.3.3. Functional DT Membership. DT composition will be determined by the CFM/MFM. In addition to the DT Chair, voting members of the DT may include key FD stakeholders such as senior leadership from the functional community that best represents the considered population. When possible all Air Reserve Forces Identifiers (ARF-ID) participation categories should be included in the DT composition. The DT may include subject matter experts, observers, or action officers, as required, and all DT members should serve in a grade/position consistent with the required developmental decisions.

2.3.3.1. The CFM/MFM may also choose to include members of the Active Component and/or ANG, as well as sitting NAF/CCs, wing commanders/directors/group commanders, command chiefs, and other designated key personnel as voting members. DTs should ideally have no more than 50 percent turnover of members from one DT to the next. DTs also have a variety of representatives from the CFMs, Assignment Facilitator (A/F), subject matter experts, or career teams (designated by the CFM/MFM) and/or civilian career field teams (designated by HQ AFRC/A1C) as appropriate, to ensure standardization and provide administrative and logistical support. The basic design involves a panel chair (ideally an O-7 or above for officer DTs; E-9 for enlisted DTs), the CFM/MFM, senior level panel members, and an action officer. This construct is replicated depending on the overall workload and DT member availability.

2.3.4. Enlisted Leadership (E-9/E-8) DT Board Membership. The DT Chair determines board composition for all SMSgt and CMSgt DTs. In addition to the DT Chair, voting members of the DT may include key CMSgt FD stakeholders from across the command and

should be on the KPL. When possible all ARF-ID participation categories should be included in the DT board member composition. The DT chair may also choose to include members of the Active Component and/or ANG. This construct is replicated depending on the overall workload and DT member availability.

2.4. Development Team Responsibilities.

2.4.1. DTs identify the education, training, and experiences appropriate for Citizen Airmen within each functional community based on current and future requirements. This includes education and training opportunities funded by the Air Force or pursued as self-development by all Citizen Airmen. DTs provide feedback to CFMs/MFMs and update Career Planning Guides (CPG) as necessary.

2.4.2. DTs should understand career field policies, plans, programs, training, and actions affecting career field management and development when making decisions and provide actionable vectors. DTs also take into consideration the valued skills acquired through years of experience in his/her core AFSC, civilian experiences, and career broadening in a non-core special duty. These experiences provide our future leaders with the critical thinking and problem solving skills required to make better informed decisions.

2.4.3. Prior to career field DTs, an overview of existing and projected requirements should be accomplished by the CFM/MFM and A/F. Requirements include, but are not limited to vacancies/projected and deployment opportunities.

2.4.4. DTs make vectors based on projected/anticipated, aggregated requirements by grade, level and position type. A vector is the DT's collective recommendation for an experience level, training or education opportunity, or position type. A member can be vectored for recommendations for next or subsequent assignments and/or career broadening developmental assignments. Standardized vectors are utilized for all career fields to allow for post-DT metrics. Additional career field specific vectors may be added.

2.4.4.1. A/F will conduct telecon with key players (CFM, MFM, DPAF, Board Operations) to review potential eligible pool to discuss filter waiver impact 151 days prior to the DT. If CFM desires a change to the standardized filters he/she must submit a waiver to the standardized filters. Waiver must be coordinated through ARPC chain of command then submitted to HQ AFRC/A1KO to route appropriate coordination to AFRC/CV for approval. Request must be approved and forwarded to ARPC NLT 120 days prior to the DT start date.

2.4.5. Each DT is responsible for reviewing the CPG for their respective career field and then modifying as appropriate. The modified CPGs illustrate development levels and corresponding windows of opportunity for education and training to help focus Citizen Airmen's expectations and give them a better roadmap. DTs use CPGs to make informed vector recommendations and assist CFMs/MFMs with updating this guidance based on career field dynamics as well as current and projected personnel requirements. (**Attachments 2, 3, and 4**).

2.4.6. DTs can consider cross-functional development and utilization requirements when vectoring Citizen Airmen. Cross-functional OPRs will identify their requirements to CFMs/MFMs NLT 30 days prior to each scheduled DT session if career opportunities exist.

2.4.7. ARPC/DPA works with the CFMs/MFMs and HQ AFRC/A1KO to develop the DT schedule. Dates are posted on the AFPERs Force Development website and other pertinent information areas.

2.4.8. ARPC is responsible for execution and facilitation of pre-DT, DT, and post-DT events. DTs which require only one panel may be executed at HQ AFRC or AFPC. Requests to execute at a location other than ARPC must be staffed through HQ AFRC/A1K by June of calendar year prior to next DT cycle. Additional meetings outside of the DT (e.g. board of directors, executive working groups, conferences, briefings, etc.) is the sole responsibility of the visiting team. A minimum of one action officer (AO) per panel is required (recommended grades: O-3/O-4 for officer DTs; E1-E6 for enlisted DTs). Enlisted AOs are required in place one week prior to and for the duration of the DT.

2.4.9. ARPC/DPA or designated representative notifies eligible members regarding their upcoming DT in accordance with pre-DT guidance. At a minimum, the message describes the purpose of the panel, necessary actions to take to review records and includes specific guidance from the CFM/MFM.

2.4.10. To ensure consistency across career fields and grow a pool of competitive Citizen Airmen with capabilities to perform in tactical, operational and strategic environments standardized filters will be imposed. (Attachment 7) Individuals who have initiated/updated and submitted R-DP to their respective coordination chain will be scored and vectored if they pass eligibility requirements (filters), regardless of choosing to be considered for deliberate management or voluntary assignments. Some DTs may have additional filters unique to their career field. Citizen Airmen are encouraged to complete their R-DP by the respective DT suspense date.

2.4.11. Vectoring Policy in Special Duty, Reporting Identifier, or Non-Core AFSCs. There is no central management system in place for Reservists, nor typical movement into/out of special duty/non-core AFSCs in the Reserve. Citizen Airmen may be vectored by both their primary career field's DT and their Special Duty/Non-Core DT as long as they accomplish an R-DP and meet all the imposed filters. Members who are assigned to a special duty/non-core AFSC must accomplish a R-DP prior to both non-core and primary AFSC DT. If the R-DP is not accomplished prior to the DT, records will not be reviewed. CFMs and panel chairs must ensure officers working in a special duty/non-core AFSC receive vectors from their core career field DT if their record is part of the board once filters are imposed. Once the Reservist has been out of their core AFSC 7 years, they will not be looked at by the career field DT without a waiver approved by HQ AFRC/CV. For enlisted personnel AFI 36-2618, *The Enlisted Force Structure*, classifications thresholds will be followed. Vectoring will continue with the Special Duty/Non-Core DT.

2.5. Developmental Team Key Personnel List (KPL). DTs must establish a KPL by reviewing and scoring Airmen records. Once scores are consolidated via the database, a natural cut line is revealed. Through intentional discussion and review, the panel members validate the cut. The KPL is comprised of High Potentials (HP), with in-resident DE recommendations. The KPL is used to fill K/C/J positions and referenced when making other developmental/CM decisions. HPs are maintained on key personnel listings broken out by grade. ARPC is responsible for posting and maintaining the officer KPLs. All KPLs will be posted on a secure site. AF/REGE is responsible for posting and maintaining the E-8 and E-9 KPLs. CFMs/MFMs

are responsible for maintaining AFSC specific KPLs. NOTE: Stratifications on evaluation reports (EPR/OPRs) regarding placement on KPLs and other Development Team vectors are strictly prohibited per AFI 36-2406, *Officer and Enlisted Evaluation Systems*, para 3.7.20.

2.6. Developmental Team Operations. There are four distinct phases of DT operations: Planning, Preparation, Execution and Post Execution. Open communication between the CFM/MFM, HQ AFRC/A1K, AF/REP, and ARPC/DPA is essential to aid in planning DT events and identify issues/potential conflicts discovered in relation to a DT event. HQ AFRC/A1K should identify measurable data to be analyzed and tracked to ARPC/DPA.

Table 2.1. DT Phases of Operation.

PHASE OF OPERATION	TASK	OPR
Planning (120 days prior to DT)	Message to field with filters and noticed to complete R-DP	A/F/CFM/MFM/HQ AFRC/CCC
	Monthly follow-up messages	A/F/CFM/MFM
	Demographics review	A/F/MFM/HQ AFRC/A1KO
	Charter review/membership; CPG review	CFM/MFM/HQ AFRC/A1KO
	Requirements determination	CFM/MFM/HQ AFRC/A1KO
Preparation (30 days prior to DT)	Logistical information	ARPC/HQ AFRC/A1KO
	Database build	ARPC/A/F
Execution (DT event)	Score/vector	DT
	Outputs (KPL)	DT/ARPC
Post-Execution	Feedback to field	ARPC/HQ AFRC/CCC/MFM
	Metrics	A/F/ARPC/DPA

Chapter 3

DEVELOPMENTAL EDUCATION (DE)

3.1. Overview. Citizen Airmen should complete the appropriate level of DE/Professional Military Education (PME) commensurate with their grade. Completion may be in-residence or by correspondence, seminar, or distance learning in accordance with AFI 36-2254, V2, *Reserve Personnel Training*. Enlisted personnel should complete the appropriate level for DE in accordance with AFI 36-2502, *Airman Promotion Program*. AFI 36-2301, *Developmental Education*, contains DE eligibility criteria. All DE eligibility criteria will be outlined in the specific central selection board invitation to apply. This chapter summarizes DE guidance in AFI 36-2254 V2, *Reserve Personnel Training*.

3.1.1. The norm for Citizen Airmen, and their Reserve leadership, is to expect to complete DE through non-resident methods.

3.1.2. All Selected Reserve members are eligible for DE. In accordance with AFI 36-2254 V2, *Reserve Personnel Training*, para 2.3.4.3, individuals on Limited Period Recall Program (LPRP) or Limited Extended Active Duty (LEAD) are not eligible and may not apply for in-residence DE. Exception: Prior to school start date, members who have an established tour end date and approved documentation (AF Form 1288) identifying a gain action to a SELRES position may apply for DE consideration.

3.1.3. Citizen Airmen who attend DE in-residence must be in a military duty status to receive point credit for attendance. However, Air Reserve Technicians (ART) attending in civilian status and Title V civilians will receive credit as having completed resident DE once their military grade meets military grade criteria for enrollment/attendance for the respective level of DE. Civilian completion of DE for ARTs and Title V civilians will be masked in the promotion system if prior to obtaining prerequisite military grade.

3.1.4. Completion of DE via any non-resident program will not affect eligibility for attendance in-residence.

3.1.5. Non-completion or elimination from a DE School. When eliminating or disenrolling a Citizen Airmen from a DE school for any reason, the procedures outlined in the Education & Training Course Announcements apply. The procedures are available at <https://etca.randolph.af.mil>. As a part of the outlined process, the school sends a copy of the faculty board proceedings to AF/REP, HQ AFRC/A1K, ARPC/DPA and the RMG.

3.1.6. Developmental Education Attendance Agreement. Prior to attending the Reserve Developmental Education Designation Board (RDEDB) schools or select Enlisted Development Education Board (EDEB) courses, all Reserve attendees must sign a Student Attendance Agreement (Attachment 8). Failure to sign this agreement negates the Citizen Airmen's opportunity to attend the respective DE in-residence course. This agreement is completed upon notification of selection and returned to ARPC/DPA within 30 days of public release.

3.1.7. In-resident students (schools 90 days or more) must ensure their duty title is updated in MILPDS as: In-Resident Developmental Education Student when out-processing local military personnel squadron.

3.1.8. AF/REP and HQ AFRC/A1K obtain annual officer DE quotas from USAF/A1 or other venues as appropriate. Quotas are reviewed and forwarded to ARPC/DPA. HQ AFRC/CCC and HQ AFRC/A1K obtain annual enlisted DE quotas from AF/A1 or other venues as appropriate. Quotas are reviewed and forwarded to ARPC/DPA.

3.1.9. Developmental Education Credit for Schools Attended/Completed in Other Services. AF Reserve members, who have not attended an AF recognized DE in-residence course may not register for another Service's non-resident DE until they have completed the appropriate level of non-resident Air Force DE. Citizen Airmen accessed into the Air Force Reserve from other services receive creditable recognition for having completed DE in their former service. However, this recognition is only applicable for Intermediate Developmental Education (IDE) and Senior Developmental Education (SDE) for officers, and Senior Non-Commissioned Officer (SNCO) Academy for enlisted members transferred from the Army, Navy, Marines, or Coast Guard. Basic DE for company grade officers must be satisfied through Air Force Squadron Officer School (SOS), which is designated as Primary Developmental Education (PDE). See AFI 36-2301, *Developmental Education*, Chapter 3 for guidance on DE Credit.

3.1.9.1. In-residence equivalency requests are considered during the RDEDDB/EDEB for approval/disapproval. Written requests must be routed through the appropriate rating chain of command with recommendation for approval by the senior rater. Requests should contain all supporting documentation, course/start/completion dates, graduation certificate, proof of competitive selection to attend and the requests must identify program/course for which they are requesting credit.

3.2. Officer Developmental Education. As part of the Continuum of Learning officers encounter throughout their career, DE provides a solid foundation of core knowledge regarding specific skill sets or areas. The RDEDDB is held once each calendar year and the RSSB is held two times a calendar year. Courses identified in Tables 3.1 – 3.5 may not be available on each board due to quotas, new or deleted courses, and course date changes. The current invitation to apply will identify relevant courses for the current board.

3.2.1. Under the Force Development construct, officers are developed for leadership and command responsibilities. Limited opportunities may restrict DE in-residence attendance; therefore, all officers should complete non-resident DE.

3.2.2. In-residence DE graduates who were identified by their respective DT for in-residence DE will be given priority consideration for appropriate follow-on assignments to ensure return on investment for the Air Force Reserve. Students who enter school from a part-time category (Traditional Reservist or Individual Mobilization Augmentee) will normally be assigned to a part-time position; students who enter school from a full-time category will be assigned to a full-time position upon graduation. The appropriate assignments team (REG for O-6 and O-6(s) and HQ AFRC/A1K for O-5 and below) will coordinate with CFMs, NAF/CCs, and AFRC/RMG to work follow-on assignments for in-resident students upon graduation. Priority consideration should be given to the established developmental pillars. (See paragraph 1.3)

3.2.3. An officer is eligible to attend in-resident DE under the criteria stated in AFI 36-2254 V2, *Reserve Personnel Training*, **Table 2.1**. Applicant must have a minimum of 18 months

retainability from course completion date to apply for RSSB courses and 36 months for RDEDB courses.

3.2.3.1. Officers may not attend back to back in resident schools. The only exception is Intermediate Development Education followed by the School of Advanced Air and Space Studies (SAASS) due to the rigorous curriculum. Members selected by the RDEDB and approved by the Air University Commandant.

3.2.4. Reserve Personnel Appropriation (RPA) is centrally funded for Reserve officers attending in-residence developmental education in military status. ARTs attending in civilian status are funded by unit O&M. HQ AFRC/A1A will centrally fund AGRs selected to attend DE in-residence.

3.2.5. ARPC/DPA publicizes all DE invitations to apply and convening notices which will contain convening dates, nomination suspense and POC information.

3.2.6. All DE applications are initiated by the Citizen Airman through the rater to the senior rater and submitted to ARPC/DPA by the DE invitation to apply announcement suspense date. Late applications will not be accepted. ARPC/DPA will route all Judge Advocate General RDEDB nominees to TJAG for his ranking and concurrence/non-concurrence prior to convening the board.

3.2.6.1. For Reserve School Selection Board (RSSB). Citizen Airmen may apply for up to six courses (two within each category). Categories are: Officer Professional Development (OPD), Developmental Education and Joint. Members may be selected for one course in each category. Exception: Company Grade Officers (CGOs) may apply and be selected for two OPD courses.

3.2.6.2. Senior raters (as defined in AFI 36-2406, *Officer and Enlisted Evaluation Systems*) must rank order all their nominees and may disapprove packages at that level. IMA packages may be disapproved by senior rater, program manager, or senior reserve O-6 in the chain of command. The order should mirror that of the promotion recommendations in each nomination category (e.g. 2/5 means the officer is ranked number 2 out of 5 applying). Senior raters also include comments that reflect how the Air Force can benefit from the member's attendance and make future assignment recommendations. Applications not meeting these requirements within the established suspense are returned without action.

3.2.6.3. The Force Support Squadron (FSS) Education and Training Office is the first eligibility and quality review for all school board applications for unit reservists. IMAs must work with the appropriate detachment for eligibility and quality review. Quality review at a minimum must include: medical check, fitness standards, time on station requirements, mandatory separation date, etc.

3.2.7. Waiver requests. Citizen Airmen requesting eligibility waivers must submit a waiver letter of justification endorsed by their senior rater with the application. If the application requires a waiver to meet the board and the appropriate waiver is not supplied, the application will be returned without action. The DE boards evaluate all waivers and final waiver decision rests with the Board President. (Attachment 9).

3.2.8. Reserve Developmental Education Designation Board (RDEDB) and the Reserve School Selection Board (RSSB).

3.2.8.1. Board Proceedings. The Board President is a general officer. The membership of the board is comprised of a minimum of five colonels or above, representing all statuses and as many career fields as possible. HQ AFRC/A1L solicits and recommends board members through HQ AFRC/A1K to AF/REP for approval; HQ AFRC/A1K then notifies ARPC/DPA upon approval. In addition, AF/REP and HQ AFRC/A1K attend board meeting as non-voting technical advisors.

3.2.8.2. ARPC/DPA serves as the DE Board secretariat and reviews all nomination packages for final eligibility and completeness. The member's assigned Education and Training office is the first eligibility in quality review for all school board applications. IMAs must work with the appropriate detachment for eligibility and quality review.

3.2.8.3. The RDEDB/RSSB competitively selects applicants determined to be exceptionally qualified based upon the whole-person concept, application with senior rater input, R-DP with coordinator and functional DT recommendations, and considerations of the future needs of the Air Force. Boards identify selectees/alternates, aligning them with school quotas and appropriate class dates.

3.2.8.4. Supplemental Boards. Based on out of cycle requirements, supplemental boards are convened by HQ AFRC/A1K with ARPC/DPA coordination. Supplemental board proceedings are typically held to fill RSSB courses as required.

3.2.8.5. Post Board responsibilities. ARPC will:

3.2.8.5.1. Prepare and staff a results package through AF/REP, HQ AFRC/A1, and HQ AFRC/A1K. AF/REP will staff to AF/RE for approval. The package includes AF/RE message for public release and attachments that identify recommendations – 1) Names of selects and school recommended; 2) Alternates; and 3) Non-Selects. AF/REP will return approved package to ARPC (with copies to HQ AFRC/A1K) for release processing.

3.2.8.5.2. Produce statistical summary of Board proceedings, to include: quotas, application trends, Reserve Category details, gender and race.

3.2.8.5.3. Close-hold Message Release. Send a "For Official Use Only" message to all Military Personnel Sections (MPSs) (copy to HQ AFRC/A1, HQ AFRC/A1K, and AF/REP) prior to the public release of the message. This message is only available to MPSs and directs the MPSs to notify each senior rater and commander of their nominees' status (select, alternate or non-select). Commanders should notify their nominees of their status on the public release date. No organization or individual will publicly display or release any select, alternate or non-select list at any time. A simultaneous separate notification will go to AF/REP, HQ AFRC/A1, HQ AFRC/A1K, and the RMG, advising them that the close-hold message has been sent to the MPSs. This allows them to alert commanders and Program Managers and to prompt MPSs to act on the message.

3.2.8.5.4. Public Message Release. Publish the AF/RE Public Message on the public release date on the ARPC and AFPERS website. The message will contain the list of

selects (with their schools) and Alternates, in accordance with the Privacy Act. Non-select lists are not made public at any time.

3.2.8.5.5. Publish an electronic message notifying School Commandants of selections prior to sending notification letters to selects and alternates.

3.2.8.5.6. Send individual notification letters signed by AF/RE to selects and alternates.

3.2.8.5.7. Send individual notification letters signed by ARPC/CC to non-selectees.

3.2.8.5.8. Commanders may send an optional Letter of Acknowledgement to the employers of selected members. ([Attachment 10](#)).

3.2.9. Course Categories:

3.2.9.1. Tactical level courses are designed to develop depth of knowledge and experience through education and training within the individual's primary career field. See [Table 3.1](#) for tactical level offerings via the RSSB.

Table 3.1. Tactical Level Courses (RSSB).

Course Name (Notes 1 and 2 apply to all)	Eligible	Description
Junior Officer Leadership Development (JOLD)	O-1 thru O-3	Provides junior officers valuable tools/skills to enhance their leadership capabilities. Themes are developed by the host unit to facilitate this objective.
Reserve Officer Developmental Education (RODE)-Phase I & II	O-1 thru O-3	Structured curriculum in two phases with lectures, field exercises, projects and home/unit study. JOLD is a pre-requisite.
Reserve Component Joint Officer Professional Development	O-1 thru O-3	A joint service seminar held in conjunction with the mid-winter Reserve Officer Association convention. Senior military leaders are primary presenters. One time attendance only. RODE is a pre-requisite.
International Junior Officer Leadership Development (IJOLD)	O-1 thru O-3	Provides junior officers effective leadership skills with international experiences and background. RODE is a pre-requisite.
Squadron Officer School	O-3	Information on SOS can be accessed at SOS homepage at http://www.au.af.mil/au/soc/sos (In-residence)
Leadership Today & Tomorrow	O-4, O-5	Focuses on career and leadership issues and features participation of senior AFRC leaders. One time attendance only.
NOTES:		
1. Must have a current passing Air Force Physical Fitness Test		
2. Minimum of 18 months retainability upon course completion		

3.2.9.2. Operational level courses are designed to develop broader experiences and increased responsibility within a related family of skills, in preparation for an assignment outside of or within an individual's career field. See [Table 3.2](#) and [Table 3.3](#) for operational level opportunities.

Table 3.2. Operational Level Courses (RSSB).

Course Name (Notes 1 and 2 apply to all)	Eligible	Description
ARC Air Command and Staff College by seminar	O-4	A two-week, in-residence seminar in the beginning (normally in June), followed by self-study/course work, and then another two weeks in-residence to complete the course the following June. http://www.au.af.mil/au/acsc/air_reserve.asp
Marine Corps Command & Staff College - Blended Course (Note 3)	O-4, O-5	10 months of distance learning and in-residence, Quantico, VA
Canadian Forces Staff College - Blended Course (Note 3)	O-4, O-5	10 months of distance learning and in-residence, Toronto, Canada. http://www.cfc.forces.gc.ca/221-eng.html
Advanced Joint Professional Military Education — Joint PMEII Awarding	O-4 thru O-6	40 weeks; combination of distance learning and in-residence, Norfolk, VA https://www.jfsc.ndu.edu/
NATO Reserve Forces Integration Course (Note 4)	O-4, O-5	5 days in-residence, Germany https://www.natoschool.nato.int/academics.asp
Confederation of Interallied Reserve Officers -Civil Military Cooperation -Defense & Security Issues -Language Academy -Legal Affairs -Military Competition (Note 5) -Partnership for Peace -Young Reserve Officer Workshop (Note 6)	O-1 thru O-6	1 week each February in Germany/Brussels & 1 week each August in NATO country
Confederation of Interallied Medical Reserve Officers (Note 7)	O-3 thru O-6	1 week each February in Germany/Brussels & 1 week each August in NATO country
NOTES:		
1. Must have a current passing Air Force Physical Fitness		
2. Minimum of 3 years retainability upon course completion		
3. Complete appropriate Air Force DE before enrolling in another Service's non-resident program		
4. Citizen Airmen assigned to NATO-aligned position take priority		

5. Must pass training camp prior to selection for OCONUS training/competition
6. Captain and below, under age 35, attended JOLD, RODE, or IJOLD
7. Medical AFSC — Physician, Nursing
8. Major selects (IDE) and Lt Col selects (SDE) may apply if promotion pin-on occurs by the first day of school.

Table 3.3. Operational Level Courses (RDEDB).

Course Name (Notes 1-6 apply to all)	Eligible	Description
Air Command & Staff College (Note 7)	O-4	10 months, Maxwell AFB, AL, CSD- August http://www.au.af.mil/au/acsc/inresidence.a sp
Army Command & General Staff College (Note 7)	O-4	10 months, Ft Leavenworth, KS, CSD August http://www.cgsc.edu/
Nat'l Defense Intel College (Note 7)	O-4	10 months, Bolling AFB, DC, CSD August http://www.dia.mil/college/
School of Advanced Air & Space Studies (Note 8)	O-4	10 months, Maxwell AFB, al, CSD July http://www.au.af.mil/au/saass/curriculum.a sp
Advanced School of Air Mobility	O-4	12 months, Fort Dix, NJ; CSD May
Legislative Fellows (Note 9)	O-4	12 months, Washington, DC, CSD July http://afri.au.af.mil/aff/about.asp

NOTES:

1. Must have a current passing Air Force Physical Fitness Test (Exceptions: members medically exempt, deployed and unable to complete a Physical Fitness Test prior to attendance as approved by the Commandant of the school)
2. Major selects (IDE) may apply if promotion pin-on occurs by the first day of school
3. Minimum of 3 years retainability
4. Incur a 3 year Service Commitment
5. PCS placement to Key/Command/Joint Duty Assignment List (KCJ) position after graduation, subject to needs to the Command
6. Must have 2 years time on station
7. Joint PME Phase 1 awarded upon completion
8. IDE follow-on; requires Master's Degree
9. Possible placement in 3-year AGR follow-on tour

3.2.9.3. Strategic level courses are designed to develop critical thinking skills, breadth of experience and developmental perspective necessary for an assignment outside of the the individual's primary career field. See [Table 3.4](#) and [Table 3.5](#) for strategic level opportunities.

Table 3.4. Strategic Level Courses (RSSB).

Course Name (Notes 1, 2 and 5 apply to all)	Eligible	Description
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ARC Air War College by seminar	O-5	Two academic years; (Two 2-week sessions incorporated with self-study) http://www.au.af.mil/au/acsc/air_reserve.asp
Reserve Component National Security Course (Note 3)	O-5	2 weeks in-residence, Washington, DC. http://www.ndu.edu/jrac/index.cfm
Navy Short Course-National Security Decision Making	O-4 thru O-6	2 weeks in-residence, Newport, RI http://www.usnwc.edu/
Navy Short Course-Strategy & War	O-4 thru O-6	2 weeks in-residence, Newport, RI http://www.usnwc.edu/
NATO Senior Reserve Officer Course (Note 4)	O-6	5-days in-residence, Germany https://www.natoschool.nato.int/academics.asp
NATO Senior Officer Policy Course (Note 4)	O-6	5 days in-residence, Germany https://www.natoschool.nato.int/academics.asp
NOTES:		
<ol style="list-style-type: none"> 1. Must have current passing Air Force Physical Fitness Test 2. Minimum of 3 years retainability 3. Awarded 2 points towards joint qualification upon completion 4. Citizen Airmen assigned to NATO-aligned positions take priority 5. Major selects (IDE) and Lt Col selects (SDE) may apply if promotion pin-on occurs by the first day of school. 		

Table 3.5. . Strategic Level Courses (RDEDB).

Course Name (Notes 1-6 apply for all)	Eligible	Description
Air War College (Note 7)	O-5, O-6	10 months, Maxwell AFB, AL, CSD July http://www.au.af.mil/au/awc/awc/home.htm
National War College (Note 7)	O-5, O-6	10 months, Ft McNair, DC, CSD August http://www.ndu.edu/nwc/
Army War College (Note 7)	O-5, O-6	10 months, Carlisle Barracks, PA, CSD August http://www.carlisle.army.mil/
Naval War College (Note 7)	O-5	10 months, Newport, RI, CSD August http://www.usnwc.edu/
Industrial College of the Armed Forces (Note 7)	O-5	10 months, Ft McNair, DC, CSD August http://www.ndu.edu/icaaf/
Inter-American Defense College (Note 7)	O-5	12 months, Ft McNair, DC, CSD, July http://www.jid.org/IADC.php?lang=en
Joint Advanced Warfighter School (Note 7)	O-5	10 months, JFSC Norfolk, VA, CSD July https://www.jfsc.ndu.edu/schools_programs/jaws/default.asp
Harvard National Security Fellowship (Note 8)	O-5	12 months, Harvard Univ, Boston, MA, CSD August

		http://ksgeexecprogram.harvard.edu/Features/nsf.aspx
SECDEF Corporate Fellowship (Note 8)	O-5	12 months, Arlington, VA, CSD August http://www.ndu.edu/sdcfp/index.htm

NOTES:

1. Must have a current passing Air Force Physical Fitness Test prior to application and attending any resident PME. (Exceptions: members medically exempt, deployed and unable to complete a Physical Fitness Test prior to attendance as approved by the commandant of the school the officer will attend)
2. May apply if promotion pin-on to Lt Col occurs by the first day of school
3. Minimum of 3 years retainability
4. Incur a 3 year Service Commitment
5. PCS placement to K/C/J position after graduation, subject to the needs of the Command
6. Citizen Airmen must be in current position 2 years
7. Joint PME Phase II awarded upon completion
8. Placement in 3-year AGR follow-on tour

3.2.10. Selects may request withdrawal without prejudice for humanitarian, personal hardship, and operational purposes through ARPC/DPA. Length of deferral will be determined on a case by case basis. All other withdrawal requests will be with prejudice. At a minimum withdrawal requests must be submitted to ARPC/DPA 60 days prior to course start date. Timeliness of submission impacts approval/disapproval status and ability to utilize an alternate. Officers withdrawn with prejudice will be precluded from competing for current level of DE in-residence. The AF/RE Deputy, or delegated representative as appropriate, is final approval authority. ARPC/DPA will notify member of AF/RE Deputy decision in writing.

3.2.10.1. Requests for withdrawals are submitted from the individual officer through his/her Senior Rater directly, per AFI 36-2254V2, *Reserve Personnel Training*, to ARPC/DPA (certified e-mail is permitted). ARPC/DPA will recommend appropriate alternate(s) to replace the member withdrawing and forward the request to AF/REP, who evaluates the request and recommends approval (with or without prejudice)/disapproval to AF/RE Deputy (RDEDB President). AF/REP will make written notification of RE Deputy decision to ARPC/DPA. ARPC/DPA will: 1) Update Master DE Select list, 2) Inform HQ AFRC/A1/A1K, HQ AFRC/RMG, or HQ AFRC/A1A (as appropriate) to notify member's leadership and new select by phone, and 3) Send written notification to new select.

3.2.10.2. Citizen Airmen who withdraw from RSSB courses with prejudice may be precluded from competing in the future. Decision is at the discretion of HQ AFRC/A1.

3.2.10.3. All requests for withdrawals will go through the member's respective chain of command; traditional reservist (TR (Wing to NAF), IMA (PM to RMG/CC) through ARPC to HQ AFRC/A1 for approval.

3.2.11. Change in medical profile. IDE/SDE selects are required to immediately notify their Senior Rater, appropriate MPS, and ARPC/DPA if there is any change in their medical profile regardless of whether this changes the member's eligibility to attend school.

3.2.12. In accordance with AFI 36-2301, *Developmental Education*, the Management Level (e.g., MAJCOM, DRU, FOA) may remove an officer from the DE Selection List for cause. If so, the member is no longer eligible for DE in-residence during their window of eligibility.

3.3. Enlisted Developmental Education. Enlisted Force Development recognizes the necessity to provide the right education to develop our Citizen Airmen and meet AF requirements, including the utilization of AFRC Professional Development Center courses, PME, on-line courses, and civilian career training and experiences. Continuous education prepares Citizen Airmen for the transition from the tactical to operational and strategic levels. Courses identified in **Table 3.6** may not be available on each board due to quotas, new or deleted courses, and course date changes. The invitation to apply will identify relevant courses for the board. Enlisted professional development (EPD) and joint courses complement DE courses (NCO and SNCO Academy) and provide an additional breadth and depth of experience. Enlisted members should complete EPD and Joint course education at appropriate stages of their careers.

3.3.1. The EDEB selects Citizen Airmen for key DE opportunities and joint courses. The EDEB is held at ARPC annually with invitations sent by ARPC/DPA NLT 90 days prior to board. All applications are initiated by the member and processed through their rater their Command Chief/Superintendent, Wing Commander or equivalent O-6 then to AFRC/CCC, NAF/CCC, ARPC/CCC or RMG/CCC, respectively, for final endorsement. All applicants must meet course grade requirement at the time of board convening date. Each NAF, RMG, ARPC, and AFRC/CCC must identify their E6-E9 population and may submit applications for no more than 5 percent of that population.

3.3.2. **Board Proceedings.** The Board President is AFRC/CCC or designated representative. The membership of the board is comprised of a minimum of five E-9s representing all statuses and as many career fields as possible. AFRC/CCC solicits board members through HQ AFRC/A1K, upon selection. HQ AFRC/A1K then notifies ARPC/DPA. ARPC/DPA contacts all board members and provides administrative/ logistical support. In addition, AF/REP and HQ AFRC/A1K attend board meeting as non-voting technical advisors.

3.3.3. ARPC/DPA serves as the DE Board secretariat and reviews all nomination packages for final eligibility and completeness. The member's assigned Education and Training office is the first eligibility review for all school board applications. IMAs must work with the appropriate detachment for eligibility and quality review.

3.3.4. The EDEB competitively selects applicants determined to be exceptionally qualified based upon the whole-person concept, application with senior rater input, R-DP with coordinator and DT recommendations, and considerations of the future needs of the Air Force. Boards identify selectees/alternates, aligning them with school quotas and appropriate class dates.

3.3.5. Supplemental Boards. Based on out of cycle requirements, supplemental boards are convened by HQ AFRC/A1K with ARPC/DPA coordination. Supplemental board proceedings are typically held to fill RSSB courses as required.

3.3.6. Post Board responsibilities.

3.3.6.1. ARPC/DPA will prepare and staff a results package through HQ AFRC/A1K to HQ AFRC/A1 to AF/REP. AF/REP will staff to AF/RE for approval. The package

includes AF/RE message for public release and attachments that identify recommendations – 1) Names of selects and school recommended; 2) Alternates; and 3) Non-Selects. AF/REP will return approved package to ARPC (with copies to HQ AFRC/A1K) for release processing.

3.3.6.2. ARPC/DPA will produce statistical summary of Board proceedings, to include quotas, application trends, Reserve Category details, gender and race.

3.3.6.3. ARPC/DPA will prepare close-hold Message Release. Send a “For Official Use Only” message to all Military Personnel Sections (MPSs) (copy to HQ AFRC/A1, HQ AFRC/A1K, AF/REP, HQ AFRC/DS, AFRC/CV, and AF/RE) prior to the public release of the message. This message is only available to MPSs and directs the MPSs to notify each senior rater and commander of their nominees’ status (select, alternate or non-select). Commanders should notify their nominees of their status on the public release date. No organization or individual will publicly display or release any select, alternate or non-select list at any time. A simultaneous separate notification will go to AF/REP, HQ AFRC/A1, HQ AFRC/A1K, and the RMG, advising them that the close-hold message has been sent to the MPSs. This allows them to alert commanders and Program Managers and to prompt MPSs to act on the message.

3.3.6.4. ARPC/DPA will publish the select announcement on the ARPC and AFPERS website. The message will contain the list of selects (with their schools) and Alternates, in accordance with the Privacy Act. Non-select lists are not made public at any time.

3.3.6.5. ARPC/DPA will send individual notification letters signed by AF/RE to selects and alternates.

3.3.6.6. ARPC/DPA will send individual notification letters signed by HQ AFRC/CCC to non-selectees.

3.3.6.7. HQ AFRC/A1K will publish an electronic message notifying School Commandants of selections prior to sending notifications letters to selects and alternates.

3.3.6.8. Commanders may send an optional Letter of Acknowledgement to the employers of selected members. ([Attachment 10](#)).

Table 3.6. EDEB Courses.

Course Name	Eligible	Description
Gettysburg Leadership Experience	E-9	4 days; Gettysburg, PA
International SNCO Development Course	E-7, E-8	6 days; International Air Reserve Symposium, the Swiss Air Force
Keystone	E-9 (CCM or Sr Enl Ldr above Wg lvl)	15 days; Washington, DC
Center for Creative Leadership - Leadership Development Program	E-9	5 days; Greensboro NC and/or San Diego, CA
Reserve Component National Security Course	E-8, E-9	2 weeks; Washington, DC

NATO SNCO Orientation Course	E-6 thru E-9	5 days; Germany
NATO NCO Intermediate Leadership Course	E-6, E-7	2 weeks; Germany
NATO NCO Advanced Leadership Course	E-8, E-9	2 weeks; Germany
Chief Petty Officer Academy (Coast Guard)	E-7	33 days; Petaluma, CA
Senior Enlisted Academy (Navy)	E-8, E-8 selects	42 days; Newport, RI
Marine Corps Staff NCO Academy Advanced Course	E-7, E-8	37 days; Quantico, VA; Camp Pendleton, CA; Camp Lejeune, NC
US Army Sgt Major	E-8 and E-9	192 days; Fort Bliss, Texas

3.3.7. Citizen Airmen selected for any course may withdraw, but do so with prejudice unless they can cite humanitarian or personal hardships. Withdrawal requests must be submitted to ARPC/DPA 60 days prior to course start date. Timeliness of submission impacts approval/disapproval status and ability to utilize an alternate. The AF/RE Deputy, or delegated representative as appropriate, is final approval authority. Operational deferral requests will follow the same process.

3.3.7.1. Citizen Airmen who withdraw with prejudice from EDEB courses will be precluded from competing in future boards for two cycles. Requests for withdrawals are submitted from the individual through his/her Senior Rater who recommends approval/disapproval for withdrawal directly to HQ AFRC/A1K. Timeliness impacts approval/disapproval status and ability to utilize an alternate. HQ AFRC/A1K will elevate the request to AFRC/CCC for final approval/disapproval and recommends appropriate alternate to replace the member withdrawing. AFRC/CCC will make written notification to HQ AFRC/A1K and ARPC/DPA. HQ AFRC/A1K will update Master DE Select list, inform parent unit (as appropriate), and notify new select by phone/ written notification.

3.3.8. Change in medical profile. EDEB selects are required to immediately notify their Senior Rater, appropriate MPS, and HQ AFRC/A1K if there is any change in their medical profile regardless of whether this changes the member's eligibility to attend school.

3.4. Civilian Developmental Education. As part of a continual learning process that civilians encounter throughout their career, DE provides a solid foundation of core knowledge regarding specific skill sets or areas. Civilians can complete the appropriate level of DE commensurate with their grade by in-residence, seminar, correspondence, or distance learning methods. AFPC/DPIFDA forwards the Civilian Development Education call for nominations (see [Table 3.7](#)). Nominations are due to AFPC/DPIFDA by 1 May each year.

3.4.1. Timelines for applying. The annual call for nominations is held jointly with the military call and usually occurs in spring of each year. Civilians interested in applying must submit their completed AF Form 4059 by the due date cited in call for nominations. For IDE, SDE, and SLDCs the AF Form 4059 must be indorsed by the first Senior Executive Service or General Officer or Wing/Installation Commander in their chain of command. AF Form 4059 must be accompanied by all other forms/requirements and submitted to AFPC/DPIFDA, 555 E Street West, Ste 1, Randolph AFB, Texas 78150.

3.4.2. For CALT, SOS, ACSC-DL, and EWI the AF Form 4059 only need be indorsed at the O-6 level and sent to the organizational inbox identified in individual program pages.

Table 3.7. . Civilian Professional Development Opportunities.

Course Name	Eligible	Description
New Employee Orientation	All	7 online modules; mandatory to complete within first 90 of accession
Civilian Acculturation and Leadership Training	GS-07 thru GS-13	2 weeks; Maxwell AFB, AL
Education With Industry	GS-11 thru GS-13	11 mos; locations vary
Squadron Officer School	GS-09 thru GS-12	5 weeks; Maxwell AFB, AL
Intermediate Developmental Education	GS-12 thru GS-13	Various courses; https://gum-crm.csd.disa.mil
Senior Developmental Education	GS-14 thru GS-15	Various courses; https://gum-crm.csd.disa.mil
Strategic Leadership Education Programs	GS-14 thru GS-15	Various courses; https://gum-crm.csd.disa.mil

Chapter 4

JOINT OFFICER MANAGEMENT (JOM)

4.1. Overview. Joint Officer Management is a total force program established for the deliberate development of military officers to enhance the joint warfighting capability of the United States. The purpose of Air Force Reserve Joint Officer Management program is to educate and train a select number of Air Force Reserve members experienced in joint matters. These Citizen Airmen should have a heightened awareness of joint requirements developed through experience attained in assignments that provide perspectives into multi-service, interagency, international, and non-governmental environments. In accordance with DoDI 1300.19, *Joint Officer Management Program* and CJCSI 1330.05, *Joint Officer Management Procedures*, the Air Force Reserve uses the Joint Management Information System (JMIS) as the primary system of record for managing Joint Duty Assignment List (JDAL) assignments and credit.

4.1.1. Few Citizen Airmen become joint qualified due to a limited number of AFR positions on the JDAL, other joint assignment/experience opportunities, and participation thresholds unique to the ARC.

4.1.2. Progressive levels of joint qualifications are known as: Level I, Level II, Level III and Level IV. Criteria for each level are found in DoDI 1300.19, Enclosure 3. These levels are attained through a dual path system. (Attachment 11).

4.1.2.1. Standard Joint Duty Assignments and the Joint Duty Assignments List. The JDAL is a list of SecDef-approved positions where an officer gains significant experience in joint matters. Successful completion of an assignment in one of these positions is a means to completing criteria for designation as a Joint Qualified Officer (JQO) (**Attachment 12**). The Standard-Joint Duty Assignment (S-JDA) path is only attainable through serving in a JDAL position and are only designated for officers. (Attachment 12).

4.1.2.2. The Experience-Joint Duty Assignment (E-JDA) path encompasses a majority of the joint assignment/experience opportunities and are available for both enlisted and officer members. (Attachment 12) Citizen Airmen must self-nominate within JDAMIS, <https://www.dmdc.osd.mil/appj/jmis/JQSindex.asp>, to be considered for experience based joint credit.

4.1.2.3. More information on S-JDA, E-JDA, Joint Professional Military Education requirements, waivers, and civilian experiencing crediting are found in CJCSI 1330.05, *Joint Officer Management Procedures*, Enclosures D and H respectively.

4.2. Joint Management Roles and Responsibilities. The following describes specific authorities, roles, and responsibilities for the Air Force Reserve not covered in governing directives from higher headquarters or Department of Defense (DoD).

4.2.1. AF/REP will:

4.2.1.1. Establish policies governing Air Force Reserve joint management.

4.2.1.2. Establish policies on joint assignments and education in accordance with DoD and Chairman of the Joint Chiefs of Staff (CJCS) governing policies.

4.2.2. AF/REX will:

4.2.2.1. Provide annual JDAL validation and coordinate actions with the Joint Staff in accordance with DoD and CJCS policy.

4.2.2.2. Make recommendations to the Joint Staff on changes to the JDAL ensuring the Air Force Reserve has sufficient funded authorizations to provide joint officer opportunities through the S-JDA path.

4.2.2.3. Maintain a validated JDAL and distribute to appropriate agencies.

4.2.3. AF/REG will:

4.2.3.1. REG will manage JDAL assignment actions in coordination with CFM and Joint Staff for all O-6s and above ensuring compliance with DoD and CJCS policy. When necessary, ensure outplacement or tour length waivers are coordinated with the respective Joint command and approved through the Joint Staff prior to reassignment.

4.2.3.2. In coordination with CFM, provide a candidate(s) and information/statistical data to hiring authority for decision.

4.2.3.3. Ensure officers who graduate from each of the National Defense University (NDU) schools (e.g., National War College, Industrial College of the Armed Forces, Joint and Combined Warfighting School, or Joint Advanced Warfighting School) for each fiscal year are assigned to a JDAL position according to the developmental education outplacement policy found in Chapter 5 of this instruction (Attachment 13). According to Section 663(a), Title 10, United States Code, more than 50 percent of all non-JQO graduates attending the above schools must be assigned to a JDAL position as their immediate assignment following graduation or as their second (rather than first) assignment following graduation, if necessary, for efficient officer management.

4.2.4. HQ AFRC/A1A and ARPC/DPA (AGR) and RMG (IMA) in coordination with appropriate headquarters agencies and NAFs will:

4.2.4.1. Manage S-JDA (JDAL) assignment actions for O-5 and below ensuring compliance with DoD and CJCS policy.

4.2.4.2. Provide a short list of vetted candidates and information/statistical data to hiring authority for decision.

4.2.4.3. When necessary ensure outplacement or tour length waivers are coordinated with the respective Joint command and approved through the Joint Staff prior to reassignment.

4.2.4.4. Ensure officers who are not already JQOs and attending National Defense University, JPME Phase II-award winning school are assigned to an S-JDA (JDAL) as their follow-on assignment after graduation or as their second assignment after graduation.

4.2.5. ARPC/DPA will:

4.2.5.1. Act as the E-JDA/S-JDA service manager for the Air Force Reserve all O-6 and below.

4.2.5.2. Prepare, quality check and counsel Citizen Airmen on E-JDA package submission to the Joint Experience Review Panel requesting experienced based joint credit in accordance with DoD and CJCS policy.

4.2.5.3. Manage and execute all Joint Officer Personnel Data Systems (service and DoD) requirements related to E-JDA/S-JDA.

4.2.5.4. Nominate on a quarterly basis, appropriate officers who qualify as Level II/III JQOs, through the Joint Staff. Nominees must not have an established UIF or any other pending derogatory action.

4.2.6. Citizen Airmen:

4.2.6.1. Submit E-JDA through the JQS website according to perscribed guidelines and timelines. The JQS can be found at <https://www.dmdc.osd.mil/appj/jmis/jQSindex.asp>

4.2.6.2. Coordinate with ARPC/DPA on Joint Experience Summary (JES) submissions within one year of gained experience after 30 September 2013.

4.2.6.3. Coordinate with COCOM certifiers to validate annual participation for those assigned to part-time JDAL positions (TRs/IMAs).

4.2.7. RMG Program Manager (PM) authenticates participation levels for IMAs in S-JDA positions.

Chapter 5

FORCE MANAGEMENT (FM)

5.1. Overview. For the Air Force Reserve, FM involves the movement and placement of qualified personnel who have chosen to be deliberately managed into Key/Command/JDAL (K/C/J) positions. The overarching goal is to develop a strategic-level assignment methodology to effectively grow Citizen Airmen to meet the needs of the AFR. Coordinated strategic planning guides force development (FD) activity to produce competencies defined by operational capabilities. FM underpins all activity involved in developing and integrating Citizen Airmen into Air Force operations. FD ensures all elements are effectively synchronized to deliver the right person to the right place at the right time.

5.2. Deliberate Assignment Process.

5.2.1. K/C/J positions provide Citizen Airmen who have chosen and are selected to be deliberately managed and are on their career field KPL access to pinnacle leadership roles across the Air Force Reserve. Further, to foster strong succession planning, it is essential the Air Force Reserve standardize turnover for all K/C/J positions. This will ensure the success of AFR mission sets and the continued development through the right experiences, within all reserve categories, for Citizen Airmen who are strategic senior leader capable.

5.2.1.1. Members who have chosen the voluntary assignment path and are on the KPL will have some opportunity to be assigned to K/C/J positions. Not all Citizen Airmen who chose to be deliberately managed will be deliberately managed or assigned to K/C/J positions.

5.2.1.2. In order to assign a non-KPL member to a K/C/J position, a waiver must be submitted in writing through HQ AFRC/A1. Final approval authority is AFRC/CV.

5.2.2. Tour length for all O-6 K/C/J (AGR, ART, IMA, TR), all O-5 and below key, and JDAL, all O-6 and enlisted nominative positions will be a maximum of three years. Part-time Reservists occupying a JDAL position require a cumulative total of 6 years to obtain joint credit.

5.2.3. Tour length for command chief and deliberately managed command positions is not to exceed three years.

5.2.4. Tour length for joint positions is three years. Part-time Reservists will require other additional joint experience to obtain joint credit (total of 6 years or equivalent).

5.2.5. Personnel accepting these positions must sign a statement of understanding acknowledging they are being assigned to a term-limited position and will be notified when term is expiring.

5.2.6. AF/REG will maintain O-6 Potential Reassignment List (PRL) and AF/REGE will maintain senior enlisted key position listing.

5.2.7. CFM's in conjunction with the A/Fs will maintain a PRL and notify those officers and servicing military personnel squadrons NLT 6 months prior to potential reassignment action.

5.2.7.1. Citizen Airmen who have chosen Voluntary Assignments and encumber a K/C/J command managed position may receive PRL notification 6 months prior to potential reassignment action.

5.2.7.2. A/Fs will assist members with their reassignment as required.

5.2.8. Overages are not authorized for K/C/J positions. However, during reassignment there may be overlap of the incoming and outgoing personnel not to exceed 90 days.

5.2.9. Officers who have chosen deliberate management, offered an assignment and decline, do so with prejudice. The first declination will result in loss of deliberate assignment opportunity into a K/C/J position for their DT cycle. If a deliberately managed O-6 turns down an assignment offer a second time, they will be removed from the deliberate assignment pool of candidates, will not have future deliberate assignment opportunities, and will be a part of the voluntary assignments pool.

5.2.10. Exceptions to the deliberate assignments process must be requested in writing through HQ AFRC/A1. Final approval authority is AFRC/CV.

5.2.11. The Air Force Reserve will adhere to AFI 36-2110, *Assignments*, as appropriate for those choosing deliberate management or until superseded by further guidance. AFI 36-2115, *Assignments within the Reserve Components*, applies to voluntary assignments.

5.3. Identification of K/C/J Positions - Officers:

5.3.1. Career Field Managers (CFMs) and career field senior leaders identify key positions and provide updates annually to HQ AFRC/A1K. CFMs will provide detailed position descriptions, to include active component inputs as appropriate. The command and joint-accrediting positions are designated/coded on the K/C/J Career Management Product (CMP). AF/REG and AFRC/CV, with the assistance of CFMs, identify key O-6 billets. Command positions referenced in this document are all O-6 command positions (Wing Commander, Wing Vice Commander and Group Commander positions) as identified on the UMD. Some squadron commander and operations officer positions will be used for FD, but those will be worked on a case-by-case basis. Joint-accrediting positions are all positions (Active Guard Reserve/Individual Mobility Augmentee) listed on the annual publication of the JDAL.

5.3.2. AF/REG maintains the O-6 K/C/J CMP. HQ AFRC/A1K, CFMs, and A/Fs maintain the O-5 and below K/C/J CMP.

5.3.2.1. CFMs must review and validate their K/C/J CMP in conjunction with their pre-DT operations. HQ AFRC/A1K will help facilitate this process. CFMs are responsible for managing assignments for K/C/J positions in coordination with AF/REG, RMG and selecting officials.

5.3.2.2. CFMs in coordination with AF/REG and A/Fs review projected vacancies for K/C/J billets to ensure appropriate placement of individuals. CFMs will work with A/Fs (O-5 and below) and/or AF/REG (O-6s) and senior leadership to evaluate candidates and make assignment recommendations; input from the DT will be considered.

5.3.2.3. Once leadership makes a decision and it is approved, CFMs and A/Fs (O-5 and below) and AF/REG (O-6) will work with the appropriate assignment authority who will complete the action. Assignment will be reviewed for Uniformed Services Employment and Reemployment Rights Act (USERRA) exception and ART career impact.

5.4. Identification of K/J Positions - Enlisted:

5.4.1. MAJCOM Functional Managers (MFMs) review and identify K/J positions annually to HQ AFRC/A1K. They provide detailed position descriptions, to include position requirements, i.e. CCAF, skill level, and experience.

5.4.2. HQ AFRC/A1K and AF/REGE maintains the list of key positions and position descriptions.

5.4.3. MFMs review projected vacancies for K/J positions to ensure appropriate placement of individuals. MFMs and/or AF/REGE work with hiring authorities and senior leadership to evaluate candidates and make assignment recommendations.

5.4.4. Once leadership makes a decision and it is approved, MFMs or AF/REGE work with the appropriate assignment authority who will complete the action.

5.5. In-Residence Developmental Education (DE) Student Placement (officer only). The Air Force Reserve selects students to attend DE in-residence based on a number of factors, including potential to serve as senior leaders. Students recommended for in-residence DE and selected by the RDEDB to attend DE in-residence will be deliberately managed by the command and assigned to a follow-on position that uses the applicable skills garnered during the DE experience and compliments their rank/grade and Air Force Specialty Code.

5.5.1. In the year preceding DE attendance, DE selects and alternates are expected to update their R-DP with assignment preferences.

5.5.2. ARPC/DPA provides the R-DP for DE selects to HQ AFRC/A1K.

5.5.3. AF/REG validates projected Wing, Vice Wing, and Group Commander billets.

5.5.4. AF/REX validates projected JDAL billets.

5.5.5. CFMs validate all other projected key billets.

5.5.6. HQ AFRC/A1K chairs the Student Placement Working Group.

5.5.6.1. The Student Placement Working Group consists of a representative of the following: HQ AFRC/A1A/A1C/A1M, ARPC/DPA, NAF/CCs, RMG/CC, RMG/DP, CFMs, Reserve Advisors, and AF/REG/REP.

5.5.6.2. The working group considers inputs provided by commanders and students in the R-DP, the appropriate assignment vacancies, as well as the advice of the applicable CFM and group representative.

5.5.6.3. The group develops a list of recommended matches between each DE student and a projected vacancy. Assignments must adhere to directives from higher headquarters on requirements for placement after completion of specialized DE programs (joint/fellowships/School of Advanced Air & Space Studies).

5.5.6.3.1. The group will primarily pursue/recommend assignments which match the participation status (part-time/full-time) student held when applying/selected for DE unless change in status is required by higher headquarters directives.

5.5.6.3.2. Goal is to assign DE students to positions which will maximize return on investment from in-residence education. In some cases, returning IDE students to

original unit upon completion of DE may be appropriate. This does not apply to SDE students.

5.5.6.3.3. Hiring authorities must consider student placement and provide justification for disapproval to the AFRC/CV.

5.5.6.4. The Career Management Board (CMB) reviews initial recommendations during the Fall board, assignments are finalized by CMB/Executive Steering Group in December, and orders are provided to students by March each year. AFRC/CC or designated representative notifies students of placements NLT 45 days after the CMB/Executive Steering Group convenes.

5.6. Key Personnel Lists (KPL). The KPL is derived from the DTs and are comprised of HPs. All DTs must produce a KPL. Hiring authorities must use KPLs maintained by HQ AFRC/A1K and ARPC to fill K/C/J vacancies. For O-6 assignments, HPs are defined as current group (or equivalent level) sitting commanders, officers identified on KPLs, or RCSB and RBGQB rosters. Should a hiring authority select a Citizen Airman from outside the KPL, written documentation to support a waiver request must be submitted to AFRC/CV with justification for non-selection from the KPL.

5.7. Voluntary Assignments. Some officers will choose to manage their own career with vectors provided by the DT and their supervisory chain. AFI 36-2115, *Assignments within the Reserve Components*, applies. K/C/J assignments may be limited for the members that choose voluntary assignments but make the KPL. It is expected that most officers will choose this career path.

JAMES J. JACKSON, Lt Gen, USAF
Commander

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

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- AFDD 1-1, *Leadership and Force Development*, 8 November 2011
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- AFPD 52-1, *Chaplain Service*, 2 October 2006
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- AFI 36-2406, *Officer and Enlisted Evaluation Systems*, 15 April 2005
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Abbreviations and Acronyms

AC—Active Component

ACSC—Air Command and Staff College
AF—Air Force
A/F—Assignment Facilitator
AFPERS—Air Force Personnel System
AFR—Air Force Reserve
AFRC—Air Force Reserve Command
AFR FMDC—Air Force Reserve Force Management and Development Council
AFSC—Air Force Specialty Code
AGR—Active Guard Reserve
ARC—Air Reserve Component
ARF-ID— Air Force Reserve Identifiers
ARPC—Air Reserve Personnel Center
ART—Air Reserve Technician
BDE—Basic Developmental Education
CDE—Civilian Developmental Education
CFD—Civilian Force Development
CFM—Career Field Manager
CM—Career Management
CMB—Career Management Board
CMP—Career Management Product
CoP—Community of Practice
CPG—Career Planning Guide
DE—Developmental Education
DEW—Direct Entry Waivers
DM—Deliberate Management
DT—Development Team
E-JDA—Experience Joint Duty Assignment
efd—Enlisted Force Development
EDEB—Enlisted Development Education Board
ESG—Executive Steering Group
FD—Force Development
FM—Force Management

AFR FMDC—Air Force Reserve Force Management and Development Council
AFR FMDWG—Air Force Reserve Force Management Development Working Group
FO—Flag Officer
GO—General Officer
HCMLT—Human Capital Management Leadership Team
HP—High Potential
IJOLD—International Junior Officer Leadership Development
IMA—Individual Mobilization Augmentee
IDE—Intermediate Developmental Education
JDAL—Joint Duty Assignment Listing
JDAMIS—Joint Duty Assignment and Management Information System
JES—Joint Experience Summary
JOLD—Junior Officer Leadership Development
JPME—Joint Professional Military Education
JOM—Joint Officer Management
JQO—Joint Qualified Officer
JQS—Joint Qualification System
K/C/J—Key/Command/JDAL (officer only)
K/J—Key/Joint (enlisted only)
KPL—Key Personnel List
LES—Leave and Earning Statement
MAJCOM—Major Command
MFM—MAJCOM Functional Manager
MPS—Military Personnel Section
NAF—Numbered Air Force
NATO—North Atlantic Treaty Organization
NCO—Noncommissioned Officer
NCR—National Capital Region
OFD—Officer Force Development
O&M—Operations and Maintenance
OPD—Officer Professional Development
OSD—Office of the Secretary of Defense

PIRR—Participating Individual Ready Reserve
PM—Program Manager
PME—Professional Military Education
PRL—Potential Reassignment List
R-DP—Reserve-Development Plan
R-DPO—Reserve Colonels Group
R-EDP—Reserve Enlisted Development Plan (interchangeable with R-DP)
R-ODP—Reserve Officer Development Plan (interchangeable with R-DP)
RBGQB—Reserve Brigadier General Qualification Board
RC—Reserve Component
RFM—Reserve Functional Manager
RCSB—Reserve Command Screening Board
RDEDB—Reserve Developmental Education Designation Board
REFDP—Reserve Enlisted Force Development Panel
RMG—Readiness Management Group
RODE—Reserve Officer Developmental Education
RSSB—Reserve School Selection Board
S-JDA—Standard-Joint Duty Assignment
SDE—Senior Developmental Education
SELRES—Selected Reserve
SES—Senior Executive Service
SNCOA—Senior Noncommissioned Officer Academy
SOS—Squadron Officer School
TJAG—The Judge Advocate General
UMD—Unit Manpower Document
USERRA—Uniformed Services Employment and Reemployment Rights Act
v PC-GR—Virtual Personnel Center-Guard Reserve

Terms

Assignment Facilitator (A/F)—The A/Fs are the tactical means by which the AFR facilitates education, training and experience (assignments) opportunities for reserve officers. They also provide career field specific counseling and guidance. In addition, A/Fs are the conduit between the field, hiring authorities and the CFM.

Boards—The Reserve School Selection Board (RSSB), Reserved Developmental Education Designation Board (RDEDB), Reserve Command Screening Board, the Reserve Brigadier General Qualification Board (RBGQB), and the Enlisted Developmental Education Board (EDEB) are to be utilized to competitively select individuals for right time training and developmental opportunities based on the needs of the AFR.

Career Field Manager (CFM)—The CFM is the Air Force Reserve focal point for officers in a designated career field. The CFM serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. They are responsible for career field policy, guidance, construction of viable career paths, monitor health and manning of the career field and ensure their career fields are responsive to both current and future needs of the Air Force. They are appointed by the Functional Manager.

Career Management (CM)—The Air Force Reserve Career Management Program is a unique and tailored career planning process that meets Air Force Reserve needs within the context and culture of the Citizen Airman program.

Career Management Product (CMP)—A customized manpower-like document tailored to identify AFR officer and enlisted Key, Command (officer only), and JDAL positions.

Career Path Guidance (CPG)—Regardless of AFSC, career paths indicate upward progression—a “roadmap” of development levels and windows of opportunity for career growth to help focus an Airman’s expectations and improve career planning. Functional experts develop AFSC-specific guidance based on needs of the Air Force, individual and strategic planning. The overlying goal is to provide a “roadmap” of leadership skills to the individual, who sharpens those in both military and non-military experiences.

Deliberate Management (DM)—The member allows the appropriate managing organization to map their career assignments based on the needs of the AFR, Expectations are: the member will fulfill needs of the Command, they have a willingness to relocate as needed, they will accept continuum of service opportunities.

Developmental Education (DE)—Experiential development is a critical part of implementing AFR FD. Common to all career fields is the need for developmental opportunities at the tactical, operational, and strategic levels to prepare Citizen Airmen to meet a variety of mission challenges. Citizen Airmen first establish a solid grounding in primary career field competencies. Appropriate follow-on assignments to obtain developmental experiences are at the Higher Headquarters (NAF, MAJCOM, and Air Staff), Joint, and local leadership opportunities.

Development Team (DT)—DTs provides oversight of an Airman’s personal development to meet both functional and Air Force corporate leadership requirements. The functional DTs concentrate experiences from senior leaders in a respective career field for the sole purpose of providing feedback and helping each Airman reach their potential. Using the Reserve Development Plan, DTs vector personnel into education, training and other opportunities that benefit both the Air Force and Airman.

Enlisted Development Education Board (EDEB)—The EDEB is an annual board that convenes to select for key enlisted developmental education opportunities.

Enlisted Force Development Team (EFDT)—The EFDT reviews enlisted personnel records and provides vectoring for enhancement opportunities for key positions within their AFSC/Special Duty. The EFDT consists of a minimum of one senior officer and four Chief Master Sergeants with the AFSC/Special Duty and qualification.

Force Development (FD)—FD is very broad and includes institutional and occupational components. Institutional development generally results in leadership, management, enterprise, and warrior skill proficiency. Occupational development generally results in flying and technical skill proficiency. FD generally utilizes a combination of the following means: Education programs such as DE, executive education, graduate degree programs, or undergraduate degree programs (see definition above); Training programs such as technical training, on-the-job training, flying training, ancillary training, expeditionary airman training and, Experience gained through an appropriate series of job assignments or special programs such as intern programs, education with industry, or fellowships in research organizations, and leveraged through appropriate mentoring.

Force Management (FM)—FM involves the movement and placement of qualified personnel who have chosen to be deliberately managed into Key/Command/JDAL (K/C/J) positions.

Functional Area Manager (FAM)—Highly knowledgeable and experienced member within a functional area, maintains a wide range of visibility over functional area for training, readiness and capability issues.

High Potential (HP)—Citizen Airmen identified by career field DT and are on the KPL.

Joint Duty Assignment List (JDAL)—The JDAL is a list of SecDef-approved positions where an officer gains significant experience in joint matters. As mandated in the Goldwater Nichols Act of 1986 and the National Defense authorization Act (2007), the Reserve Components must gain expertise in joint matters to participate in Joint, Interagency, Coalition and Multi-National environment.

Key Personnel List (KPL)—Development Teams establish a Key Personnel List through the scoring process during career field DTs. The KPL is used to fill Key/Command/Joint officer positions and Key/Strategic/Joint enlisted positions and referenced when making other developmental/CM decisions.

Key Positions—Key positions within a career field are those leadership/pinnacle positions which are highlighted as major, important, essential, pivotal, and limited. They provide valuable experience in the Air Force Reserve and will present incumbents with vital development for future key position placement. These positions are at the strategic level, often requiring a component perspective.

MAJCOM Functional Manager (MFM)—The MFM is the AF Reserve focal point for enlisted members in a designated career field. The MFM serves as the primary advocate for the career field, they monitor health and manning, addressing issues and coordinating functional concerns across various staffs MFMs are governed by AFI 36-2618, *The Enlisted Force Structure*.

Potential Reassignment List—K/C/J positions are term limited to a maximum of three years. Citizen Airmen will receive a PRL notification from ARPC/DPA NLT six months prior to their term limit. Citizen Airmen who have chosen Voluntary Assignments and encumber a K/C/J

command managed position will receive a PRL notification. A/Fs will assist members on the PRL with reassignment.

Professional Military and Developmental Education—Education is a vital investment in our Citizen Airmen. FD recognizes the necessity to provide the right education to develop our Citizen Airmen and meet AF requirements, including the utilization of AFRC Professional Development Center courses, Professional Military Education, on-line courses, and civilian career training and experiences. Continuous education prepares Citizen Airmen for the transition from the tactical to operational and strategic levels.

Reserve Developmental Education Designation Board (RDEDB)—The RDEDB is an annual board that convenes at ARPC to select Citizen Airmen to attend in-residence DE schools.

Reserve-Development Plan (R-DP)—The R-DP is the ultimate tool for Citizen Airmen (Officer/Enlisted) to influence the development of their own careers. They place desires, intent, goals and abilities for themselves and leadership to help determine the most appropriate career opportunities. The entire FD process hinges on this extremely important document to match against the needs of the Air Force.

Reserve Enlisted Force Development Panel (REFDP)—The REFDP provides general Enlisted FD program oversight and guidance.

Reserve Functional Manager (RFM)—The RFM provides day-to-day strategic-level direction and authority over specific functional communities requirements and overall management of a functional career field. RFMs are responsible for resource development and distribution and ensuring their specialties are equipped, developed, and sustained to provide AF capabilities.

Reserve School Selection Board (RSSB)—The RSSB semi-annual board that convenes at ARPC to competitively select Citizen Airmen to attend Tactical, Operational and Strategic level courses. These are a compilation of blended offerings and short courses.

Senior Leader—Most senior ranking members (O-6 and above), in key, command or joint positions within a career field.

Strategic Senior Leader—The pinnacle of leadership positions within the Air Force Reserve.

Vector—A vector is the DT panel's collective recommendation for an assignment level (e.g., Joint Staff, Air Staff, MAJCOM, base-level, etc.), training or education opportunity (e.g., resident DE, advanced functional training), or position type (e.g., flight commander, division chief, instructor, special duty, etc.) a member or hiring official to consider for the next or subsequent assignment.

Voluntary Assignments—Member manages their career based on their own initiatives and/or Development Team (DT) vectors— maintains the status quo.

Attachment 2

SAMPLE OFFICER CAREER PLANNING GUIDES

Figure A2.1. Operational.

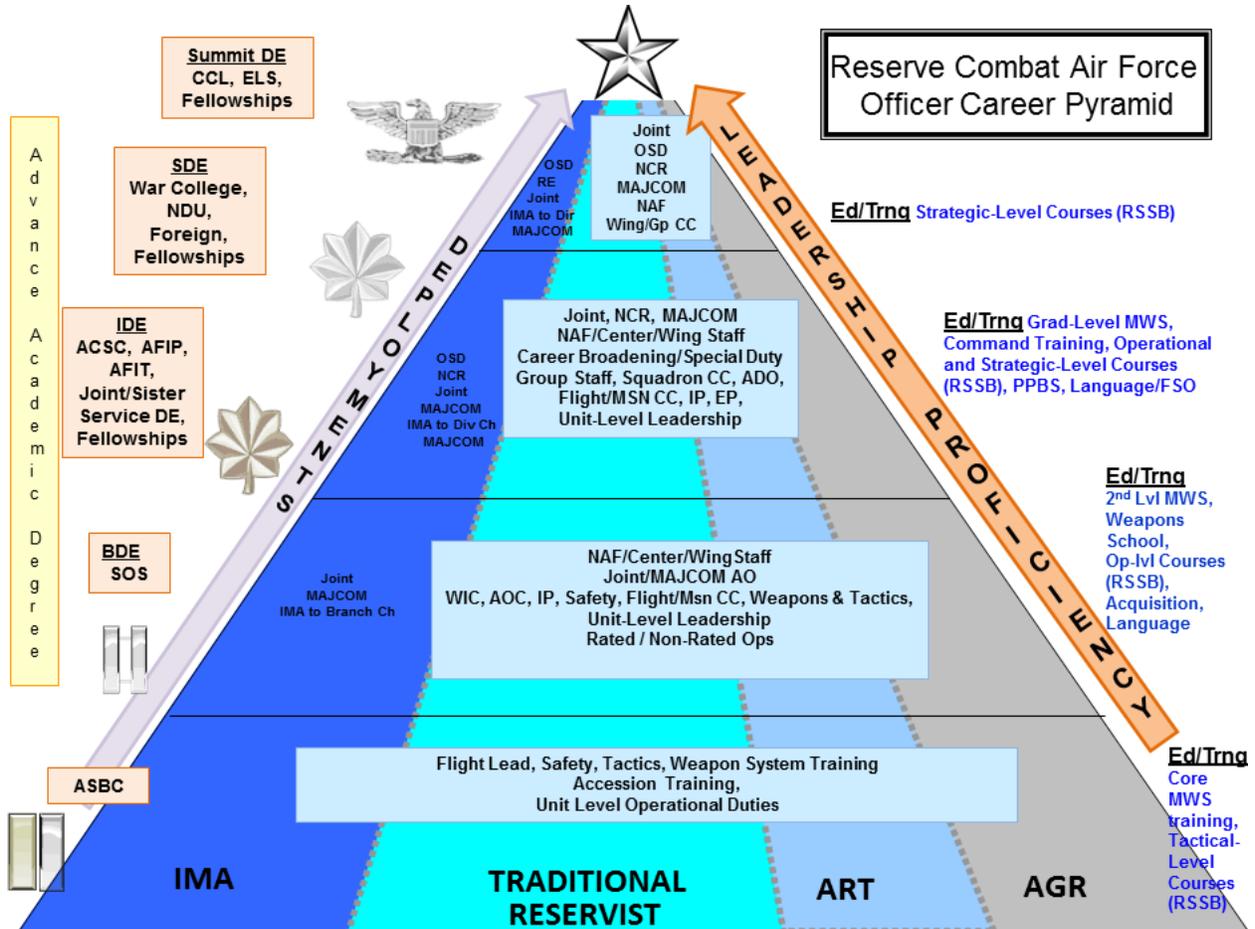
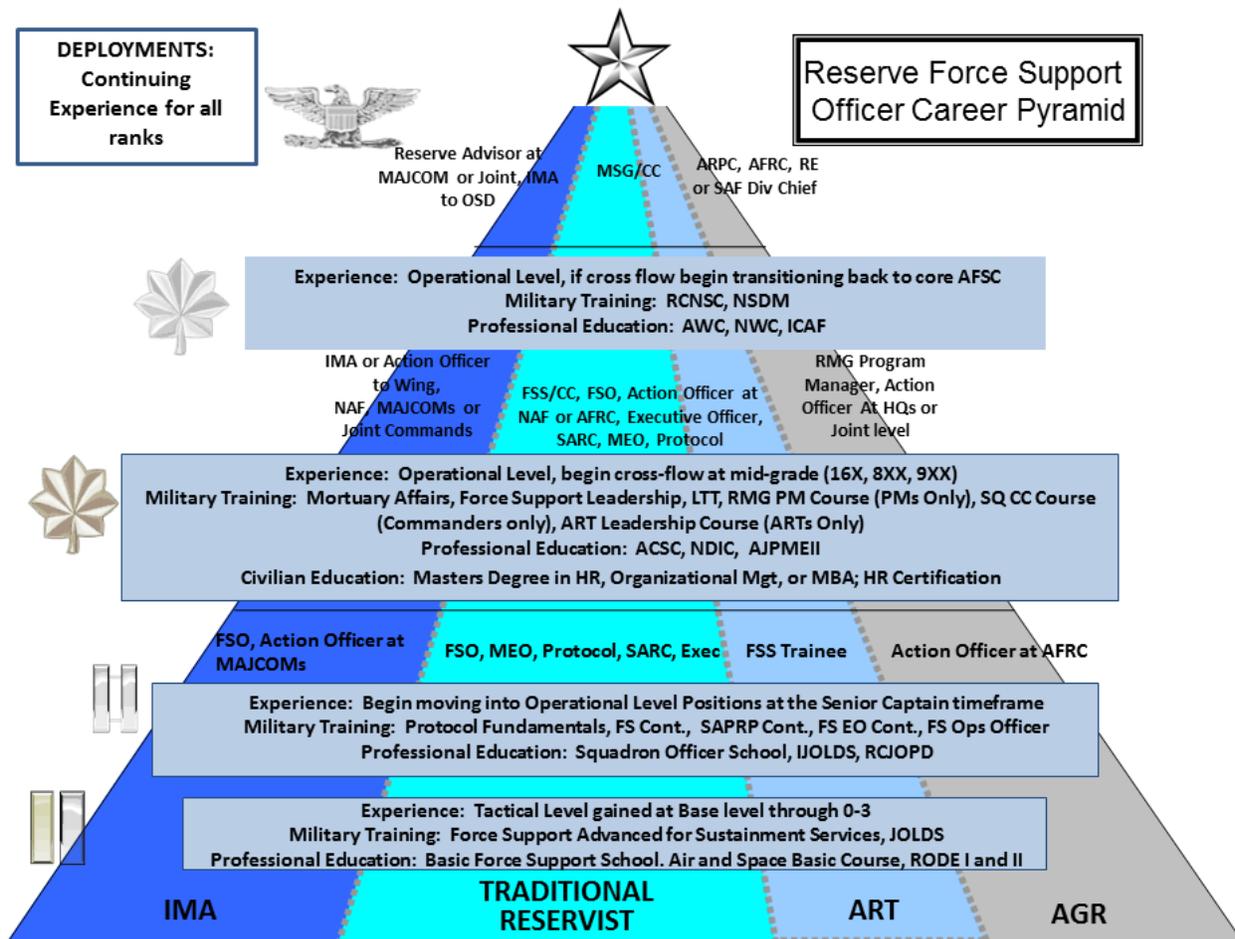
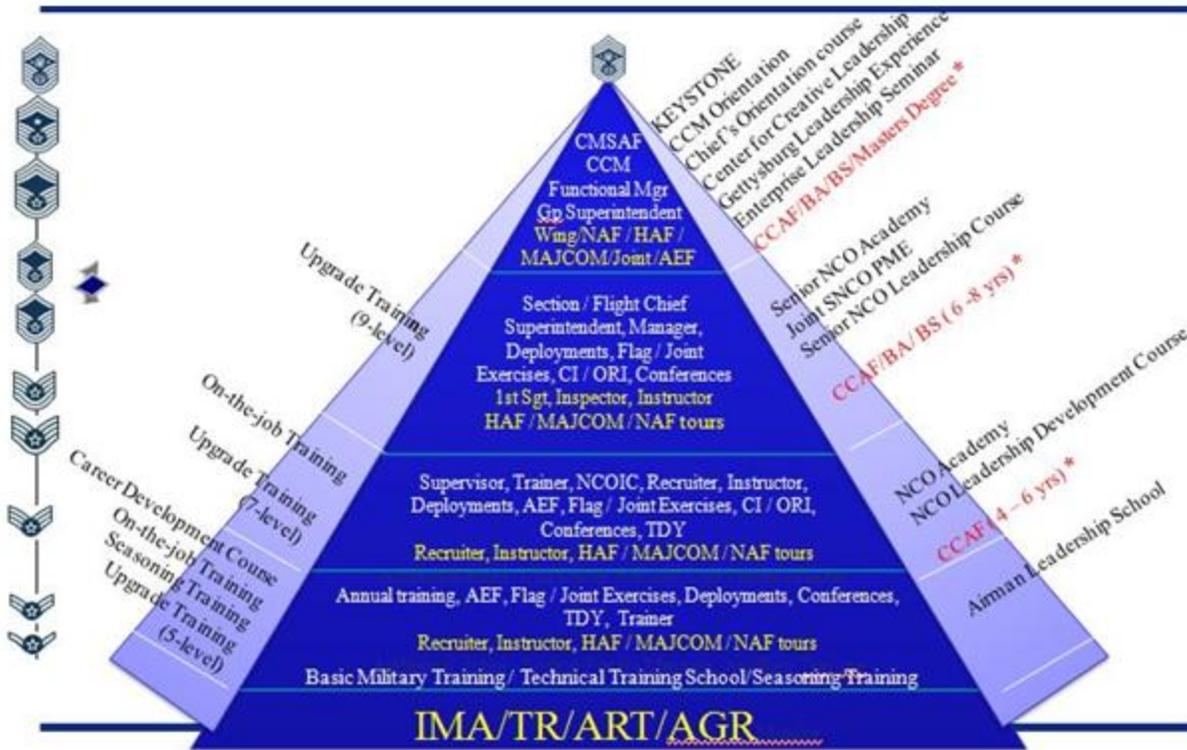


Figure A2.2. Support.



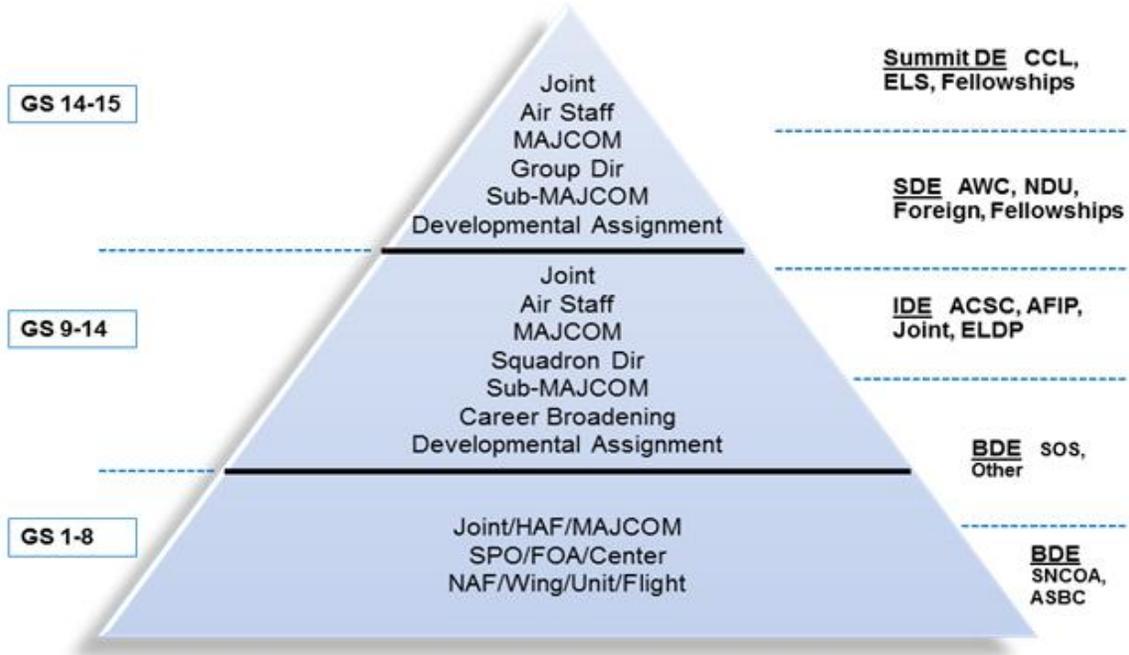
Attachment 3

SAMPLE ENLISTED CAREER PLANNING GUIDE



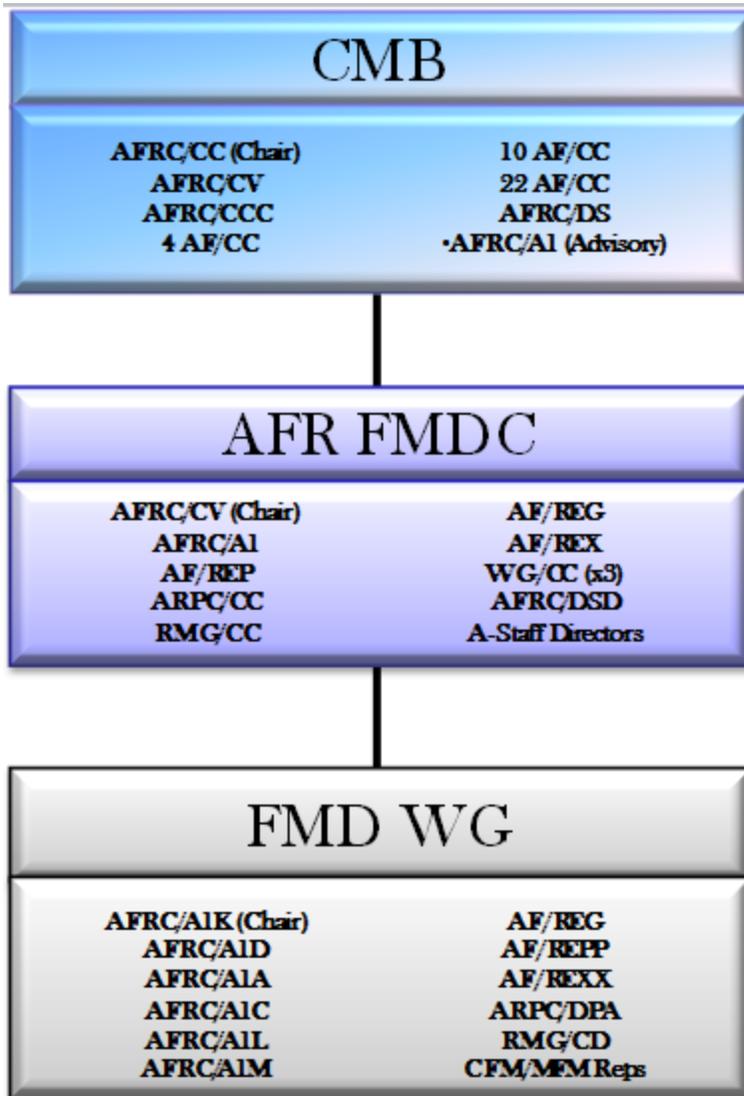
*Recommended/Not Required

Attachment 4
CIVILIAN CAREER PLANNING GUIDE



Attachment 5

CAREER MANAGEMENT BOARD STRUCTURE



Attachment 6**TEMPLATE 1****DEVELOPMENT TEAM (DT) CHARTER GUIDELINES**

Mission: Vectors based on projected requirements by level and position type. A vector is the DT's collective recommendation for an assignment level (e.g., Joint Staff, Air Staff, MAJCOM, base-level, etc.), training or education opportunity (e.g., in-residence Developmental Education, Reserve School Selection Board, advanced functional training, etc.) or position type (e.g., flight commander, division chief, special duty, etc.) for which a member should be considered in subsequent assignments.

Authority: As directed by AFRCI 36-2640. This charter remains in effect until terminated or superseded per direction of convening authorities.

Purpose: This charter gives authorization to the DT to provide necessary tools and formal guidance to Citizen Airmen to maximize capabilities that ensure the Air Force Reserve provides air, space, and cyberspace power in support of our nation's security.

Implementation is through a series of deliberate and rewarding challenges in education, training, and experiences.

Roles and Responsibilities: Areas within the purview and influence of the DT include but are not limited to:

Identify the education, training, and experiences (both self-development and corporately resourced) appropriate for Citizen Airmen within each functional community based on current and future requirements.

DTs make vectors based on projected requirements by level and position type, and use career path diagrams to inform their vector recommendations.

Will consider and address cross-functional utilization requirements.

Terms of Agreement: This charter is subject to annual review, renewal or amendment at such time that is deemed necessary. If a requirement changes, any signatory to this agreement may initiate changes.

Signature of Career Field Manager or Designated DT Chair

TEMPLATE 2

CHARTER
Air Force Reserve
(Insert career field and AFSC) Development Team

Mission: Provide direction in the development of Air Force Reserve (AFR) (insert career field) officers/enlisted/civilians to meet current and future mission requirements.

Authority: The AFR (insert AFSC) Development Team (DT) charter is based on AFPD 36-26, *Total Force Development*, 27 Aug 08; AFI 36-2640, *Executing Total Force Development* (Active Duty Officer), 16 Dec 08; AFDD 1-1, *Leadership and Force Development*, 8 Nov 11; the AFRC EFD CONOPS, Jul 09; and the Chief of the Air Force Reserve Memorandum dated 25 Jan 05.

Purpose: The (insert career field) DT will recommend deliberate tactical, operational, strategic level experiences and education and training opportunities to Reserve officers so they may acquire the knowledge, skills, and experience to assume increasing leadership roles.

Roles and Responsibilities (for officer DTs): The (insert career field) DT will meet to accomplish Force Development by:

Acquiring and promoting awareness of the (insert AFSC) career field policies, plans, programs, and training.

Providing advice, guidance, and assistance from the Reserve Career Field Manager (CFM) in coordination with the Active Duty (AD) CFM.

Reviewing career planning guides (insert career field) as created by the AD CFM and modified by the AFR CFM for AFR requirements.

Identifying developmental knowledge, skills, experiences for key (insert AFSC) career field positions.

Maintaining a (insert AFSC) Key Position List with the assistance of the ARPC (insert AFSC) Assignment Facilitator.

Considering the needs of the AFR and the needs of the individual when recommending developmental assignments/experiences.

Use the Reserve Officer Development Plan (R-DP) to issue developmental feedback in the form of “vectors” for individual officers to optimize their knowledge, skills, and experiences.

Take into account commander/senior rater recommendations and assessments of developmental potential.

Evaluate (score) and certify top ranked officers for special developmental opportunities to include Developmental Education and Command/Key Positions.

Recommend and facilitate assignment of High Potential Officers to Key Positions.

Review (insert AFSC) Colonel records and projected vacancies at least annually to develop lists of potential candidates to fill vacancies. A subpanel of senior (insert AFSC) leaders will conduct the review.

Roles and Responsibilities (for enlisted DTs): The (insert career field) DT will meet at the Air Reserve Personnel Center (ARPC) to accomplish Force Development by (Note: For career fields reviewing less than 200 records, the DT may be held at AFRC):

Acquiring and promoting awareness of the (insert AFSC) career field policies, plans, programs, and training.

Providing advice, guidance, and assistance from the MAJCOM Functional Manager (MFM).

Reviewing the (insert career field) CPG and development plans for AFR requirements.

Identifying developmental knowledge, skills, experiences for key (insert AFSC) career field positions.

Maintaining a (insert AFSC) Key Position List with the assistance of HQ AFRC/A1KO. Considering the needs of the AFR and the needs of the individual when recommending developmental assignments/experiences.

Use the Reserve Enlisted Development Plan (R-DP) to issue developmental feedback in the form of “vectors” for individuals to optimize their knowledge, skills, and experiences.

Take into account commander/senior rater recommendations and assessments of developmental potential.

Evaluate (score) and certify top ranked individuals for special developmental opportunities to include Developmental Education and Key Positions.

Key Positions: (insert AFSC) Career Field

See Definition

Command Positions: (insert AFSC) Career Field (O-6 command and possibly a limited number of SQ/CC/DO positions)

Joint Duty Assignment List (JDAL) Positions: (insert AFSC) Career Field

Membership: (insert AFSC) Development Team

Voting Members
Insert (Chair /CFM)
Insert voting member list

Terms of Agreement: This charter will be subject to renewal, review, and amendment by the CFM and (insert career field) DT as deemed necessary. Changes will be documented in writing with an updated charter.

CFM/MFM signature block

Potential Attachments
Career Field Planning Guide
Key Position Lists

Attachment 7

DEVELOPMENTAL TEAM STANDARDIZED FILTERS

PRIMARY FILTER
Each year, DTs will review R-DPs based on the following: Citizen Airmen who have initiated/updated and submitted a R-DP to respective review chain will be scored and vectored during his/her career field DT. Citizen Airmen who do not initiate/update and submit their R-DP during the prescribed timeframe identified by CFM/MFM and A/F prior to his/her career field DT will not be scored or vectored!
OTHER FILTERS
Has an Approved Retirement in System
Has a MSD Within 2 Years
Has Been Out of Core AFSC 7 Years*
Has Current UIF
Is Not Fully Qualified in DT AFSC
Has Unsatisfactory Participation in 2 of the Last 3 Consecutive Years
No Advanced Academic Degree (Officer only) (O-4 - 7 years TIG; O-5 - 4 years TIG; O-6 filtered out)
No Appropriate DE (Officer only) (O-4 - 5 years TIG; O-5 - 4 years TIG/ O-6 filtered out)
No CCAF Degree (E-8 and E-9 only)
* Time out of career field is career field dependent; CFMs/MFMs may request a waiver to the 7 years, see below
CFM/MFMs may request a waiver to the standardized filters for scoring and/or vectoring. Waiver must be coordinated through ARPC chain of command then submitted to HQ AFRC/A1KO. At a minimum waiver must be staffed through HQ AFRC/A1K, HQ AFRC/A1, HQ AFRC/DSK, and HQ AFRC/DS to AFRC/CV for approval.

Attachment 8

STUDENT ATTENDANCE AGREEMENT

I, _____, voluntarily agree, as a condition of training, that I will abide by the military rules and regulations of the school, to include wearing the military uniform. I realize failure to do so may result in my disenrollment from the school, and that this disenrollment is considered my fault and that I may be liable for reimbursement of funds expended under such circumstances. I understand that while attending this course, payment for overtime or the crediting of compensatory time off is not authorized in accordance with 5 CFR Part 410, Subpart D (410.402), *Paying Premium Pay*. I also understand that I am only authorized to participate and train with the Air Force Reserve and my unit of assignment on a strict noninterference basis with academic responsibilities and assignments. Also, if applicable, according to AFI 11-401, *Flight Management*, paragraph 2.7.3., members scheduled for an academic instruction course of 180 days or longer will not be assigned flying duties. I understand I will not be permitted to actively fly while attending this course.

IDE/SDE selects are required to immediately notify their Senior Rater, appropriate MPS, and ARPC/DPA if there is any change in their medical profile regardless of whether this changes the member's eligibility to attend school

I further agree and understand that a condition of training subjects me to placement in another assignment that meets the needs of the Air Force Reserve Command (officer only).

SIGNED: _____ DATE: _____

Attachment 9

STUDENT DEVELOPMENTAL EDUCATION WAIVER REQUEST

DATE

MEMORANDUM FOR RESERVE DEVELOPMENTAL EDUCATION DESIGNATION BOARD (RDEDB) PRESIDENT

FROM:

SUBJECT: Time in Position Waiver

1. I respectfully request a wavier with regard to meeting the two-year time in current position due to xxxxxx.
2. I can be reached at xxx. Thank you for your consideration.

SIGNATURE BLOCK

1st Ind, SUPERVISOR/SQUADRON CC

TO: Senior Rater

Recommend approve/disapprove Time in Position waiver.

SIGNATURE BLOCK

2nd Ind, SENIOR RATER

TO: RDEDB President

Approve/Disapprove Time in Position waiver.

SIGNATURE BLOCK

Attachment 10**SAMPLE EMPLOYER LETTER OF ACKNOWLEDGEMENT**

(On Letterhead)

(Grade/Name of Wing CC or Senior MA)

Title

Address

Dear Sir or Ma'am

Recently, Major/Lieutenant Colonel/SMSGt (reservist's name), an Air Force Reserve member and employee of your company, was chosen to begin an active duty tour to attend (insert Service School for which selected). This course of instruction will last until xxx of next year.

I want to take this opportunity to thank you for your support of Major/Lieutenant Colonel/SMSGt (last name), as he/she takes this very important step in his/her military career. He/she was selected to attend based upon a record of solid achievement and demonstrated potential. Upon graduation, I expect him/her to continue to progress through assignments of increased authority and responsibility.

Additionally, I know that the specialized education and professional development which he/she receives will enhance his/her performance as an employee of your company. I definitely feel that this is a win-win for the Air Force and your corporation.

Again, thank you for your great support of Major/Lieutenant Colonel/SMSGt last name, and the Air Force Reserve.

Sincerely

(Name, Grade, Title)

Attachment 11

JOINT LEVEL CRITERIA

LEVEL	CRITERIA
I	<p>a. Awarded upon joint certification of pre-commissioning and basic officer course completion. -- These courses provide learning objectives dealing with “Joint Introduction and Awareness.”</p> <p>b. Company Grade Officers are focused on Service competencies.</p> <p>c. Qualification points begin to accrue following commissioning via opportune joint experiences, joint training, joint exercises and other education.</p>
II	<p>a. Awarded upon completion of Joint Professional Military Education (JPME) Phase I and accrual of 18 points and certification by the CJCS.</p> <p>b. A minimum of 12 points must come from “Joint Experience.”</p> <p>c. Discretionary points may be derived from joint experience, joint training, joint exercises and other education.</p> <p>NOTE: Officers who have Full Joint Tour Credit and have completed JPME Phase I may be nominated by their Service, in accordance with procedures established by the CJCS, to be designated as Level II</p>
III	<p>a. Awarded upon completion of JPME Phase II or AJPME (Reserve Component officers) and accrual of a minimum of 36 total points (based on Level II point requirements, normally 18 more points since Level II) or Full Joint Duty Credit, and certification by the Secretary of Defense or his designee.</p> <p>b. Recency requirement: a minimum of 12 points must come from “Joint Experience” since earned in the grade of O-4 or higher.</p> <p>c. Discretionary points may be derived from joint training, joint exercises and other education.</p> <p>d. Formal designation: Joint Qualified Officer (JQO).</p>
IV G/FO Only	<p>a. Awarded upon accrual of 24 joint experience points or full joint G/FO credit from an assignment in a G/FO joint billet in OSD/JS/COCOM HQs/JTF HQs, Defense Agency HQs, hold designation as a JQO, and certification by the Secretary of Defense or his designee.</p> <p>b. Officers must be a G/FO (for pay purposes) for at least one day while filling the G/FO S-JDA or during the period for which joint experience points are earned</p>

Attachment 12

JOINT POINT ACCRUAL



Point Accrual Formula

JOINT QUALIFICATION LEVEL = JOINT EDUCATION + EXPERIENCE Pts + OTHER Pts

Joint **EXPERIENCE** Points = Duration (Months) x Environment*

*Combat: 3, Non-Combat: 2, Steady-state: 1

OTHER Points = Education + Training + Exercise

Attachment 13

JOINT DUTY ASSIGNMENT FOLLOW-ON WAIVER

AIR FORCE RESERVE LETTERHEAD AND DATE

MEMORANDUM THRU SERVICE HEADQUARTERS

DIRECTOR FOR MANPOWER AND PERSONNEL,
JOINT STAFF
PRINCIPAL DIRECTOR DEPUTY UNDER SECRETARY OF DEFENSE
(MILITARY PERSONNEL POLICY)

SUBJECT: Joint Professional Military Education (JPME) Follow-on Assignment Waiver ICO
(Name)

1. In accordance with Section 663(a), Title 10, United States Code, request you waive the JPME follow-on joint duty assignment requirement for RANK, NAME.
2. RANK, NAME was designated a Joint Qualified Officer on DATE. He/she will graduate from the (JPME Phase II course title) on DATE. Also, the officer's record brief is attached. (Officer record brief must clearly show the officer's duty history for at least the last 10 years.)
3. Explain reason why the officer should not be reassigned to a joint duty assignment following graduation from JPME Phase II.
4. The Air Force Reserve has requested (number) similar waivers this academic year. Approval of this waiver is in the best interest of the Service and officer.

NAME
General/Flag Officer, USAFR
Signature Block

Attachments:

As stated

PD(MPP) Decision:

Approved _____

Disapproved _____

Attachment 14

JOINT DUTY ASSIGNMENT TOUR LENGTH WAIVER (MULTIPLE)

MEMORANDUM THRU SERVICE HEADQUARTERS

DIRECTOR FOR MANPOWER AND PERSONNEL,
 JOINT STAFF
 PRINCIPAL DIRECTOR DEPUTY UNDER SECRETARY OF DEFENSE
 (MILITARY PERSONNEL POLICY)

SUBJECT: Joint Duty Assignment Tour Length Waiver (### Officers)

1. In accordance with Title 10, United States Code, Section 664(b), request you waive the joint duty tour length requirement for the following fifteen officers listed on the attachment. Three of these officers have been selected for command positions. Four officers have been selected to attend Senior Service College.

a. Two officers will have served 15 months in their current joint position at the time of departure. As such, request these officers be given cumulative credit for the time served in their joint tour.

b. Thirteen officers will have served a minimum of 22 months in their current joint position at the time of departure. As such, request that these officers be given full credit for the time served in their joint tour.

2. Approval of this waiver request will not preclude the Service from maintaining the requisite joint tour length average for FY __. The Air Force Reserve's current tour length average is ____ as of (DATE). If this request is approved, the Service's tour length average will be ____ .

General/Flag Officer, USAFR
 Signature Block

Attachments:

As stated

PD(MPP) Decision:

Approved _____

Disapproved _____

*Note: Use an Excel Spreadsheet to list Bulk Joint Duty Assignment Tour Length Waivers. Spreadsheet heading include Grade, Name, SSN, Joint Duty Assignment List Start Date, Months Completed, Projected Departure Date, Losing G/FO/Losing Organization, Requested Joint Credit, Reason.

Attachment 15

JOINT DUTY ASSIGNMENT TOUR LENGTH WAIVER (SINGLE)

SERVICE LETTERHEAD AND DATE

MEMORANDUM THRU SERVICE HEADQUARTERS

DIRECTOR FOR MANPOWER AND PERSONNEL,
JOINT STAFF
PRINCIPAL DIRECTOR DEPUTY UNDER SECRETARY OF DEFENSE
(MILITARY PERSONNEL POLICY)

SUBJECT: Joint Duty Assignment Tour Length Waiver – (RANK, NAME)

1. Request your approval in accordance with Title 10, United States Code, Section 664, to waive the joint duty tour length requirement for the following officer:

Table with 3 columns: Name, Duty Title, Current Assignment. Row 1: McMillan, Joseph B, Principal Deputy Director, Rank, Name G/FO. Row 2: COL/123456789, I0010016/MM/DD/YYYY/14, Joint Activity.

2. As provided in the attached justification, the basis for the request is to allow Rank, Name to fill a Position. Recommend Rank, Name receive Full (>22 months) or Cumulative (ten to 21.9 months) joint duty credit for (#) months served.

3. Approval of this waiver request will not preclude the Service from maintaining the requisite joint tour length average for FY __. The Service's current tour length average is _____ as of (DATE). If this request is approved, the Service's tour length average will be _____.

4. Explanation for late request (if waiver is submitted in less than 60 days before the requested release date). Letter of release from (officer's joint organization) received on (DATE).

NAME
General/Flag Officer, USAFR
Signature Block

Attachments:

As stated

PD(MPP) Decision:

Approved _____

Disapproved _____

