This publication implements Air Force Policy Directive 36-26, Total Force Development. It has been developed in collaboration with the Chief of Air Force Reserve (AF/RE) and the Director of the Air National Guard (NGB/CF), the Deputy Chief of Staff for Manpower, Personnel and Services (AF/A1). This publication provides directive guidance on personnel policy for executing total force development. This Air Force publication may be supplemented at any level; MAJCOM-level supplements must be approved by the Human Resource Management Strategic Board prior to certification and approval. It applies to all members of the Regular Air Force, Air Force Reserve, and Air National Guard, and Department of the Air Force civilians. The provisions of this instruction are intended for application to officers O-5 and below, enlisted, and civilians GS-15 (or equivalent) and below. The Air Force Reserve utilizes this Air Force Instruction to provide guidance on the management of their O-6 and below key/command/ and joint assignment processes. Refer recommend changes and questions about this publication to the Office of Primary Responsibility using the AF Form 847, Recommendation for Change of Publication; route AF Forms 847 from the field through the appropriate functional chain of command. The authorities to waive wing/unit level requirements in this publication are identified with a Tier (“T-0, T-1, T-2, T-3”) number following the compliance statement. See Air Force Instruction 33-360, Publications and Forms Management, Table 1.1 for a description of the authorities associated with the Tier numbers. Submit requests for waivers through the chain of command to the appropriate Tier waiver approval authority, or alternately, to the requestor’s commander for non-tiered compliance items. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with (IAW) Air Force Manual 33-363, Management of Records, and disposed of in accordance with the Air Force Records Disposition Schedule located in the Air Force Records Information Management.
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**SUMMARY OF CHANGES**

This document has been substantially revised and needs to be completely reviewed. Major changes include adding Air Force Reserve and Air National Guard force development guidance.

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Chapter 1

EXECUTING FORCE DEVELOPMENT

1.1. **Overview.** This publication establishes guidance and procedures for the administration and management of force development initiatives and applies to the Total Force. Force development develops institutional and occupational competencies in all Airmen through education, training, and experience opportunities to satisfy current and future Air Force mission requirements. Force development is dynamic and deliberate by design. It depends on underlying processes which integrate and synchronize senior leader perspectives, institutional requirements, and modeling tools used to forecast qualitative and quantitative requirements with precision and rigor.

1.2. Force development leverages the Continuum of Learning, a career-long process of individual development. The Continuum of Learning is designed to deliberately integrate developmental opportunities using the Institutional Competencies. Institutional competency proficiency definitions and descriptive behaviors are addressed in Air Force Manual 36-2647, *Institutional Competency Development and Management*. The Continuum of Learning is a common taxonomy used to produce adaptable and knowledgeable Airmen and is generally obtained through a combination of the following: education programs, such as developmental education, undergraduate, advanced academic degrees, and professional continuing education; training programs such as technical, on-the-job, flying, ancillary, expeditionary Airman training, Civilian Acculturation and Leadership Training, and advanced training such as the Air Force Weapons School and other advanced courses; experience gained through an appropriate series of assignments or special programs, such as intern programs, education with industry, Developmental Special Duties or fellowships with research organizations, and leveraged through appropriate mentoring.

1.3. Force development is executed by the Air Force Personnel Center (AFPC), Directorate of Assignments (AFPC/DP2) for Regular Air Force officers and enlisted; and the Directorate of Civilian Force Integration (AFPC/DP3DA) for civilians. Functional Authorities have overarching responsibility for force development for their functional communities. Career Field Managers communicate the education, training, and experience requirements for their functional communities. Air Force Reserve force development is executed by Air Reserve Personnel Center (ARPC). Each state, territory, or district is responsible for the execution of Air National Guard force development.

1.4. The execution of force development enables the Air Force to:

1.4.1. Maximize capabilities of all Airmen to ensure the Air Force can provide air, space, and cyberspace power in support of our nation’s security.

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

1.4.3. Develop a pool of qualified candidates for key Air Force positions.

1.4.4. Deliberately connect training, education, and experience opportunities to build and enhance institutional, occupational, and cross-functional competencies in individual Airmen.

1.4.5. Ensure Air Force personnel-directed decision processes invest the right education, training, and experience in the right Airman at the right time.
1.4.6. Enhance each Airman’s understanding of their role in force development.

1.4.7. Identify institutional competency expectations to facilitate deliberate force development decisions.

1.4.8. Identify competency requirements at each grade/rank to ensure experience, education, and training programs are appropriately focused to produce desired capabilities at the varying levels of leadership. Leadership levels and institutional competencies are defined in Core Doctrine Volume II, Leadership, and Doctrine Annex 1-1, Force Development.

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

1.4.10. Ensure Airmen and supervisors understand institutional competency expectations relating to force development.

1.4.11. Provide a framework for foundational, occupational, and institutional development (see Attachment 2 for the Force Development Chart).

1.5. Roles and Responsibilities. Additional or expanded roles and responsibilities for the Air Force Reserve and the Air National Guard are addressed in Chapters 5, 6 and 7 respectively.

1.5.1. Assistant Secretary of the Air Force for Manpower and Reserve Affairs (SAF/MR). SAF/MR serves as an agent of the Secretary of the Air Force and provides guidance, direction, and oversight for all matters pertaining to the formulation, review, and execution of plans, policies, programs, and budgets addressing force development.

1.5.2. Deputy Chief of Staff, Manpower, Personnel and Services (AF/A1). Develops and ensures implementation of force development policy. Specifically AF/A1 develops and ensures implementation of force development policy to:

   1.5.2.1. Lead career field sustainability, design, task definition, and functionality efforts for all Airmen.

   1.5.2.2. Define force development requirements and competency development, regardless of funding source.

   1.5.2.3. Provide annual force development guidance to the functional authorities, functional managers, and development team chairs.

   1.5.2.4. Provide oversight of development teams.

   1.5.2.5. Provide oversight, guidance, and develop standards for functional area managers and career field managers.

   1.5.2.6. Chair the annual Developmental Education Designation Board and establish developmental education requirements.

   1.5.2.7. Maintain oversight and control of Air Force-approved organizational structures, manpower requirements, and programmed and budgeted manpower levels, to include joint bases.

   1.5.2.8. Maintain control, develop policy, and oversee determination and validation of manpower requirements as depicted on Unit Manpower Documents.
1.5.3. Functional Authorities. Functional authorities are designated General Officers and members of the Senior Executive Service serving as Deputy Chiefs of Staff or Assistant Secretaries appointed by the Secretary of the Air Force to provide oversight and functional advisory services related to functional communities (exceptions: Commander, Air Force Space Command is the Secretary of Air Force-appointed Functional Authority for the Space Professional community and Assistant Chief of Staff, Strategic Deterrence and Nuclear Integration (AF/10) is the Secretary of the Air Force-appointed functional authority for the Nuclear Professional Community). Exceptions to functional authority rank/grade/position must be requested in writing to AF/A1, with a copy provided to AF/A1D, AF/A1C and AF/A1P (T-1) (see Attachment 3).

1.5.3.1. Multiple Air Force specialties may fall under a functional authority’s purview. Functional Authority Alignment Tables (see Attachment 4) provide detailed identification of the functional authority responsibilities for specific specialties and career fields. Specifically the functional authorities will:

1.5.3.1.1. Direct and approve functional assignment prioritization plans. (T-1)
1.5.3.1.2. Ensure Secretary of the Air Force-approved force development policies are implemented within their assigned functional communities. (T-1)
1.5.3.1.3. Provide strategic oversight of force development to include determination and prioritization of functional community requirements to meet mission needs. (T-1)
1.5.3.1.4. Ensure Airmen are both encouraged and provided the opportunity, when appropriate, to perform instructor and special duties to meet institutional requirements. (T-1)
1.5.3.1.5. Review career field health on specialties under their management and report results to the Air Force Council when appropriate. (T-1)
1.5.3.1.6. Inform AF/A1 of anticipated reorganizations, realignments, and mission changes that may affect force development programs. (T-1)
1.5.3.1.7. Provide functional representation to the annual Air Force Education Requirements Board. (T-1)
1.5.3.1.8. Establish a Functional Advisory Council and appoint the Functional Advisory Council chair(s). (T-1)
1.5.3.1.9. Develop Functional Advisory Council charter (see Attachment 5). (T-1)
1.5.3.1.10. Appoint a functional manager. (T-1)
1.5.3.1.11. Notify AF/A1DI in writing (with a copy to A1PF or A1CM for civilians) within 10 business days of any new appointments to the career field functional authorities, functional managers, and development team chair positions (see Attachment 6). (T-1)
1.5.3.1.12. Designate assignment team and career field team personnel to serve as representatives to Functional Advisory Councils and developmental teams. Can be delegated to the functional authority’s representatives. (T-1)
1.5.4. Functional Advisory Councils. Functional Advisory Councils prepare senior leaders with a comprehensive understanding of functional, cross-functional, and institutional personnel requirements as they pertain to particular career fields. Functional Advisory Councils provide the development team panels with developmental requirements for their career field population in the areas of education, training, and experience. Functional Advisory Councils may be convened by each functional area to provide strategic-level oversight to functional communities under their guidance and support the force development and force structure management processes within defined Air Force functional communities.

1.5.4.1. Functional Advisory Council Establishment. Functional Advisory Councils should convene at least annually. Every effort should be made to convene in conjunction with other career field meetings where a majority of the Functional Advisory Council members are already in attendance, or they may be held virtually.

1.5.4.2. Functional Advisory Council Chair. Ideally the functional authority will appoint the functional manager as the Functional Advisory Council chair. When the functional manager is unavailable to fulfill this role, the functional authority will appoint a general officer or member of the senior executive service as the representative.

1.5.4.3. Functional Advisory Council Membership. The Functional Advisory Council chair determines the Functional Advisory Council membership. Ideally, the Functional Advisory Council will include the career field manager, Major Command-level functional leadership and other key force development stakeholders (i.e., Assignment Team/Career Field Team representatives). Cross-functional authorities may have valid force development requirements involving Airmen assigned to functional Air Force specialty codes or approved civilian billets in shared occupational series, such as those in the Nuclear Enterprise. Representatives from these communities may attend applicable Functional Advisory Councils with prior approval from the functional manager.

1.5.4.4. Identify functional, cross-functional, and institutional requirements for the career field and validate career field mission needs.

1.5.4.5. Identify developmental goals of the career field. Discussions should include topics such as cross-functional requirements review, releasing Airmen for opportunities out of their core Air Force specialty code, preparing Airmen for institutional AF leadership positions, the role of diversity within the career field, and sustaining perishable skill sets.

1.5.4.6. Determine career field capability to satisfy identified requirements, meet developmental goals, and perform the mission. Any capability gaps are resolved through changes in the progression plan and force management initiatives.

1.5.4.7. If a development team is executed, the Functional Advisory Council should utilize development team feedback to identify existing and potential career field capability gaps.

1.5.4.8. Communicate developmental goals to the career field through updated career progression guidance and direction to career field leadership.

1.5.5. Cross-Functional Authority. Cross-functional authorities are responsible for strategic oversight and force development advocacy related to the requirements of their occupational
capability. They identify cross-functional billets, associate proficiency levels, and identify development (developmental education, training and/or experience) required to successfully conduct their mission. Currently, five cross-functional authorities have been identified: cyberspace, nuclear, space, test and evaluation, and acquisitions. Future cross-functional authorities will be designated by a memorandum signed by the Chief of Staff or designated representative. While not authorized to establish development teams, cross-functional authorities have valid force development requirements involving Airmen assigned to various Air Force specialties (military)/occupational series (civilian) outside their core functional area. These communities generate and implement force development and management strategies to sustain and improve such capabilities. Cross-functional authorities will:

1.5.5.1. Provide strategic-level guidance to the functional communities that contribute to cross-functional capabilities. (T-1)

1.5.5.2. Provide career field managers with requirement validation guidance and procedures, including utilization and prioritization guidance. (T-1)

1.5.5.3. Forecast force development requirements (both qualitative and quantitative) using Air Force strategic planning processes. Articulate requirements to functional authorities in the form of long- and short-term manpower forecasts; personnel requirements; and education, training, and experience criteria necessary to develop a sufficient cross-functional community. (T-1)

1.5.5.4. Ensure career field managers and Development Teams are provided education, training, and experience criteria necessary to develop their cross-functional professional inventories. (T-1)

1.5.5.5. Advocate cross-functional issues to functional communities. (T-1)

1.5.5.6. As appropriate, attend functional authority, functional manager, development team, Functional Advisory Council, and career field manager meetings. (T-1)

1.5.5.7. Articulate cross-functional programs to functional authorities, development teams, and assignment teams in the form of Air Force specialty code or occupational series-specific capability requirements on an annual basis. (T-1)

1.5.5.8. Identify cross-functional requirements to individual career field managers from supporting career fields no later than 30 days prior to each development team session. Development team chairs, career field managers, and assignment teams ensure these cross-functional requirements are appropriately addressed during development team sessions. (T-1)

1.5.5.9. Provide annual cross-functional area health updates to senior leadership as necessary. (T-1)

1.5.5.10. Provide support to accessions and training processes as outlined in Air Force Instruction 36-2616, Technical Training Requirements Programs (Officer and Enlisted). (T-1)

1.5.5.11. In coordination with CFMs, define and develop cross-functional capabilities education and training requirements to produce appropriate skills and capability inventory. (T-1)
1.5.5.12. Coordinate and integrate training requirements through Utilization & Training Workshop (U&TW) process as defined in Air Force Instruction 36-2201, *Air Force Training Program*. (T-1)

1.5.5.13. Review and validate advanced academic degree requirements, as well as other professional continuing education needed to meet Air Force requirements. (T-1)

1.5.5.14. Directly engage and advocate with Headquarters Air Force agencies, functional authorities, and career field managers to synchronize and integrate planning, programming, budgeting, legislative, and policy development activities within the corporate structure through use of force development plans. (T-1)

1.5.5.15. When necessary, establish, chair and convene Cross-Functional Advisory Panels or other governance forums to develop and coordinate strategic-level oversight to key stakeholders and functional communities. (T-1)

1.5.5.16. Monitor development of Total Force Assessment, career field pyramids (see Attachment 7), and manning products as appropriate. (T-1)

1.5.6. Space Professional Functional Authority. The Commander, Air Force Space Command, designated by the Secretary of the Air Force, is responsible for the overall health and development of the Air Force Credentialed Space Professional Cadre. (T-1) See Air Force Instruction 36-3701, *Space Professional Development Program*, for the responsibilities of the Space Professional Functional Authority.

1.5.7. Nuclear Enterprise Functional Authority. The Secretary of the Air Force appointed the Assistant Chief of Staff, Strategic Deterrence and Nuclear Integration (AF/A10) as the Nuclear Enterprise Functional Authority to advocate and integrate cross-functional nuclear capabilities through human capital strategies that meet the needs of nuclear Airmen. Specifically, the Nuclear Enterprise Functional Authority will:

   1.5.7.1. In partnership with career field managers, articulate the human capital nuclear requirements of dual-capable Airmen to ensure the expertise and numbers necessary for nuclear deterrence operations. (T-1)

   1.5.7.2. Develop nuclear competencies required for nuclear deterrence operations. (T-1)

   1.5.7.3. Articulate nuclear deterrence operations competencies to functional authorities in the construct of the Continuum of Learning. (T-1)

   1.5.7.4. Identify billets, units, and career fields that contribute to nuclear deterrence operations for gap analysis and added, deliberate, force development. (T-1)

   1.5.7.5. Review Nuclear Education (e.g., Nuclear Courses 200/300/400) and training learning objectives in partnership with Air Education and Training Command. (T-1)

   1.5.7.6. Validate nuclear developmental education requirements, eligibility, and selection; recommend developmental education outplacement to the functional community. (T-1)

   1.5.7.7. Provide guidance and establish requirements for nuclear competencies and any nuclear certification program and coding. (T-1)

   1.5.7.8. Provide guidance and nuclear perspective to development teams. (T-1)
1.5.7.9. Provide strategic guidance to prioritization plans. (T-1)
1.5.7.10. Review and assess career health/status of nuclear enterprise career fields. (T-1)
1.5.7.11. Assist in the development of cross-functional career pyramids to be used in conjunction with supporting career fields’ pyramids. (T-1)
1.5.7.12. Appoint a nuclear enterprise representative to senior Air Force-level councils/boards. (T-1)
1.5.7.13. Partner with AF/A1 in building and executing human capital strategies in support of nuclear deterrence operations. (T-1)
1.5.7.14. Develop, review and report quarterly performance measurements to ensure progress in career field health. (T-1)

1.5.8. Functional Manager. Regular Air Force general officer or senior executive service members, designated by the appropriate functional authorities, who provide day-to-day management over specific functional communities. While functional managers should maintain an institutional focus with regard to resource development and distribution, they are responsible for ensuring their specialties are equipped, developed, and sustained to provide Air Force capabilities. Specifically, functional managers will:

1.5.8.1. Chair the Functional Advisory Council (see Paragraph 1.5.4.2). (T-1)
1.5.8.2. Determine Functional Advisory Council membership (see Paragraph 1.5.4.3). (T-1)
1.5.8.3. Develop a development team charter, as outlined in Attachment 8. The charter is reviewed annually and revised as appropriate, and a copy provided to the owning functional authority and Directorate of Force Development, AF/A1D. (T-1)
1.5.8.4. Chair the development team meeting or identify an alternate development team chair (see Paragraph 3.2.1). (T-1)
1.5.8.5. Determine development team membership (see Paragraph 3.3). (T-1)
1.5.8.6. Convene the development team to meet the milestones outlined in Attachment 9, and hold additional meetings as necessary to meet Air Force and functional needs. (T-1)
1.5.8.7. Appoint career field managers, as needed, to manage the career fields aligned under the functional manager. Provide appointments in writing to AF/A1P (Regular Air Force), AFRC/A1K (Air Force Reserve) or AF/A1CM (civilians) with a copy to AF/A1DI (see Attachment 10). (T-1)
1.5.8.8. Define functional community training requirements through U&TW process as defined in AFI 36-2201. (T-1)
1.5.8.9. Define functional community education requirements through the Air Force Education Review Board process as defined in Air Force Instruction 36-2301, Development Education and the Air Force Education Review Board concept of operations. (T-1)
1.5.8.10. Provide career field health updates to the functional authority on the status of the career field(s). (T-1)

1.5.8.11. Where appropriate, blend the requirements for Regular Air Force officers, enlisted, and civilian members within the functional family in order to achieve force development objectives. (T-1)

1.5.8.12. Coordinate with cross-functional authorities to identify requirements and provide to career field managers from supporting career fields. (T-1)

1.5.9. Development Team. Development teams provide oversight of officer, enlisted, and civilian personnel development to meet both functional and Air Force corporate leadership requirements. Development team guidance is addressed in Chapter 3 for Regular Air Force officers and civilians. Development team guidance is addressed in Chapter 4 for Regular Air Force enlisted.

1.5.10. Career Field Manager. The career field manager is appointed by the functional manager and represents a functional community. A career field manager may be responsible for more than one specialty or multiple career field managers may be appointed within a single career field. Officer and civilian career field managers are O-6/GS-15 (or equivalent), enlisted career field managers are E-9s. Exceptions require a waiver approved by AF/A1D (see Attachment 11). Specifically, career field managers will:

1.5.10.1. Serve as a day-to-day advocate for assigned functional community, addressing issues, and coordinating specialty concerns across various staffs. (T-1)

1.5.10.2. Implement career field policies. (T-1)

1.5.10.3. Be a permanent voting member of the development team. (T-1)

1.5.10.4. Provide central oversight for career field education and training in coordination with Air Education and Training Command Training Pipeline Manager (AETC/A2/3), Air University, Air Force Institute of Technology, and the Air Force Personnel Center to manage education and training through processes described in governing directives and applicable Air Force Instructions. Additionally, manages use of available education and development funds in compliance with appropriate Air Force Instructions. (T-1)

1.5.10.5. Provide support to accessions and training processes as outlined in Air Force Instruction 36-2616. (T-1)

1.5.10.6. Coordinate all force structure changes with AF Training/Education Requirements Division (AF/A1PT) or the AF Military Force Policy Division (AF/A1PP) and participates in accession and training conferences. (T-1)

1.5.10.7. Monitor Total Force assessment, career pyramids, and manning products as appropriate. Consult Air Force Directorate of Force Management Policy (AF/A1P) and Air Force Directorate of Manpower, Organization and Resources (AF/A1M) on force management and force sustainment data analysis and execution. (T-1)

1.5.10.8. Develop and maintain up-to-date career planning guidance (i.e., career field pyramids and Civilian Leadership Development Continuum, see Attachment 12). Career field managers are responsible for reviewing this information on an annual basis, making appropriate updates as needed. Career field managers will make this information
available to their functional community. AF/A1D will review career planning guidance to ensure it is consistent with Air Force force development objectives prior to release. (T-1)

1.5.10.9. Participate in the career field manager forum. (T-1)

1.5.10.10. Review and validate advanced academic degree requirements, as well as other professional continuing education needed to meet Air Force requirements, through the Air Force Education Review Board process as defined in Air Force Instruction 36-2301 and the Air Force Education Review Board concept of operations. (T-1)

1.5.10.11. Ensure cross-functional requirements are appropriately addressed during development team sessions. (T-1)

1.5.11. Air Force Personnel Center. Accomplishes force development responsibilities for Regular Air Force Airmen and civilians through several offices: assignment teams in Director of Assignments and Air and Space Expeditionary Forces (AEF) Operations (AFPC/DP3) and career field teams (CFTs) in Civilian Force Integration (AFPC/DP2), Officer Force Development (AFPC/DP2ND), and Developmental Education (AFPC/DPAPFE) and Enlisted Functional Assignment Managers (AFPC/DP2). Assignment teams and career field teams serve as the “front line” in experiential development. These teams are responsible for assigning Regular Air Force officers, civilians and enlisted in accordance with development team vectors. In making assignments, assignment teams and career field teams ensure a balance of Air Force mission requirements with individual development of officers, civilians and enlisted and leverage local utilization where possible in order to preserve permanent change of station funds and assist with family stability. Each office within the Air Force Personnel Center has specific force development responsibilities that include but are not limited to the following:

1.5.11.1. Assignment teams will identify projected/anticipated aggregated requirements by level and position type, to include 365-day deployment requirements, prior to individual development team meetings. This ensures development team members have information to provide vector recommendations proportionate to the number and type of positions that are likely to be filled in the near future, and the ability to consider permanent-change-of-station cost savings and family stability. (T-1)

1.5.11.2. Career field teams will provide development teams with a general overview of the Key Career Position process and utilization and/or development opportunities available for civilians at the appropriate levels to allow development teams to provide realistic and actionable vector recommendations. (T-1)

1.5.11.3. Assignment teams and career field teams will identify individuals who are eligible to meet a given development and prepare materials to present to the development team, as needed. (T-1)

1.5.11.4. Assignment teams and career field teams will execute assignments within established guidance and prioritization plans. The Air Force Personnel Center retains final assignment authority for all assignments for Regular Air Force officers, enlisted, and civilians covered by this Air Force Instruction. Additional Regular Air Force assignment policy may be found in the Air Force Assignment System guide, managed by AFPC/DP3, and AFI 36-2110, Assignments. (T-1)
Note: In accordance with Title 10 United States Code (USC) Section 806, *Judge Advocates and Legal Officers*, the assignment of Judge Advocates and legal Regular Air Force officers shall be made upon the recommendation of The Judge Advocate General.

1.5.11.5. Assignment teams and career field teams will provide appropriate inventory data and appropriate force management policies (e.g., force shaping, promotion policies), at the start of each development team meeting. (T-1)

1.5.11.6. Assignment teams, career field teams, AFPC/DP2LWD and AFPC/DP2ND will provide input to AFPC/DP3, AFPC/DP2, and AF/A1D regarding automated tools and other resources needed to execute force development. (T-1)

1.5.11.7. Assignment teams and career field teams will work with the career field managers to ensure coverage of career field issues at accession and training conferences, as appropriate. (T-1)

1.5.11.8. Assignment teams and career field teams develop and maintain metrics to measure the correlation of officer, civilian and enlisted development team vectors with actual assignments, and provide an annual summary to AF/A1, functional authorities, cross-functional authorities and development teams. (T-1)

1.5.11.9. Career field teams will identify an outplacement functional assignment, in coordination with the functional authority, for those individuals currently in a Civilian Strategic Leadership Program assignment. To the maximum extent possible, this should be done in coordination with the Civilian Strategic Leadership Program member. (T-1)

1.5.11.10. AFPC/DP2ND, Officer Force Development, will post development team meeting dates on the respective Officer and Civilian Development Pages on MyPers, located on the Air Force Portal. (T-1)

1.5.11.11. AFPC/DP3 will train development team members at the start of each officer and civilian development team on development team processes, information technology tools, and special selection procedures. (T-1)

1.5.12. Senior Rater, Commander/Director, and Supervisor. Senior rater, commander, director, and supervisor involvement is essential to force development. Their input is critical for making deliberate force development decisions about individual members and identifying and maximizing the capabilities of Airmen. These leaders make informed recommendations in accordance with eligibility, selection criteria, and force development requirements.

1.5.12.1. Senior Rater. Provide recommendation on eligible Airmen for developmental opportunities as applicable. Provide brief written comments to the development team to enhance and enable selection processes via web-based tools (e.g., developmental education preferences/ Statements of Intent, nomination packages, etc.).

1.5.12.2. Squadron Commander or Director. Responsible for reviewing individuals’ preferences, assessing each Airman’s developmental potential, and providing appropriate recommendations to the senior rater. Note: for Air Force organizations above wing level, the division chief or system program office director will normally perform these duties. For joint organizations, the Air Force representative on the Personnel and Manpower (J1) staff identifies the responsible officer.
1.5.12.3. **Supervisor.** Plays an integral role in supporting all aspects of force development through mentoring feedback, and Airman Development Plans (officer) or Individual Development Plans (civilian) for all Airmen they supervise, and assist individuals in making informed career decisions. Supervisors review and forward preference information and ensure officers and civilians complete preference information, as needed, to meet development team established timelines.

1.5.13. **Mentor.** Airmen may seek informal, private communication with a mentor either in or out of their rating chain. For additional information on mentoring refer to Air Force Manual 36-2643, *Air Force Mentoring Program.*

1.5.14. **Individual.** All Airmen should be familiar with the appropriate career paths for their career field, complete appropriate education and training commensurate with their grade, and develop the proficiency of occupational and institutional competencies commensurate with their grade, as identified in Air Force Manual 36-2647. Airmen are responsible for maintaining awareness of resources for development opportunities and actively participating in their career development and advancement.

1.5.15. **Officers.** Responsible for utilizing resources such as MyPers and expressing career preferences, to include squadron command intent, developmental education designation, or normal permanent change of station vulnerability milestones (T-1).

1.5.16. **Civilians.** Responsible for using resources such as MyPers, initiating and updating an Individual Development Plan via AF Form 4059, *Air Force Civilian Competitive Development Nomination,* or other appropriate document to express assignment and developmental preferences, to include squadron director intent, developmental education designation, or mobility agreement (T-1).

1.5.17. **Enlisted.** Responsible for utilizing resources such as MyPers and Enlisted Quarterly Assignment Listing Plus to express career preferences. Communicate those preferences with supervisor and chain of command, and ensure world-wide assignment availability to the maximum extent possible (T-1).

1.5.18. **AF/RE.** The Chief Air Force Reserve is the approval authority for force development policy that impacts Air Force Reservists to include, but not limited to, Air Reserve Technicians, Traditional Reservists, Individual Reservists and Reserve-Component Air Guard Reservists. This Air Force Instruction includes force development guidance specific to members of the Reserve Component. (T-1)

1.5.19. **AF/JA.** The Judge Advocate General is solely responsible for force development of the entire Judge Advocate career field across all components, to include the Air Reserve Component, in accordance with 10 USC § 806; 10 USC § 8037, *Judge Advocate General, Deputy Judge Advocate General: appointment; duties; Air Force Instruction 51-801, Training of Air Force Reserve Component Judge Advocates and Paralegals; and Air Force Instruction 51-802, Management of the Judge Advocate General’s Corps Reserve. This Air Force Instruction provides general guidance, but judge advocate force development will be conducted at the direction of the Judge Advocate General. (T-1)

1.5.20. **AF/HC.** The Air Force Chief of Chaplains is responsible for force development of the entire Chaplain career field across all components, to include the Air Reserve Component, in accordance with 10 USC § 8067, *Designation: Officers to Perform Certain
Professional Functions; DoDI 1304.28, Guidance for the Appointment of Chaplains for the Military Departments; Air Force Policy Directive 52-1, Chaplain Corps; Air Force Instruction 52-101, Planning and Organizing; Air Force Instruction 52-102V1, Chaplain Professional Development; and Air Force Instruction 52-102V2, Chaplain Assistant Professional Development. This Air Force Instruction provides general guidance, but chaplain force development will be conducted at the direction of the Air Force Chief of Chaplains. (T-1)
Chapter 2

FORCE DEVELOPMENT INSTITUTIONAL GOVERNANCE STRUCTURE (APPLIES TO REGULAR AIR FORCE OFFICERS, REGULAR AIR FORCE ENLISTED, AND DEPARTMENT OF THE AIR FORCE CIVILIANS)

2.1. Force Development Institutional Governance Structure. The Air Force recognizes senior leaders and functional communities have a strong stake in force management and force development. While specific responsibilities and authorities exist for force management and development, the Air Force benefits from utilizing both broad and deep venues to vet institutional development policies and address specific current issues (see Figure 2.1).

2.2. Population and Synchronization Panels. AF/A1 and Operations, Plans, and Requirements (AF/A3) established several bodies focused on both population and function. These include:

2.2.1. Force Development Panels: Enlisted and civilian. These panels make recommendations to the AF/A1 relating to effective development and utilization of Airmen. Additionally, they guide future force development efforts and synchronize functional community and institutional initiatives. Specific panel membership is determined by the deputy AF/A1 for the Civilian Force Development Panel and the Chief Master Sergeant of the Air Force and AF/A1D for the Enlisted Force Development Panel. Administrative support is provided by AF/A1D. Unconscious Bias Training will be conducted, as necessary to meet Secretary of the Air Force Diversity and Inclusion initiatives. Functional authorities/cross functional authorities and issue panels may nominate topics and provide inputs to force development panels.

2.2.2. Air Force Learning Committee. This committee makes recommendations to the AF/A1 on the desired outcomes for Air Force institutional competency development programs. The panel provides a systematic process through which the consumers of institutional competency development programs (e.g., major commands and functional authorities) can guide the outcome through curriculum as well as special areas of emphasis, to identify specific subject matter that should receive emphasis and/or priority in Air Force institutional competency development programs. Specific council membership is identified in the charter and revised as necessary. Administrative support is provided by AF/A1DL, Air Force Learning Division.

2.2.3. Expeditionary Skills Senior Review Group. Establishes a corporate-level systematic process through which expeditionary skills training requirements are identified and validated, and the actual training will be synchronized and efficiently administered. As a subordinate body to the AF/A3, the Expeditionary Skills Senior Review Group will make recommendations to the AF/A3 on expeditionary skills-related issues requiring senior level Air Force oversight. The Expeditionary Skills Senior Review Group also provides guidance and direction to its subordinate Expeditionary Skills Working Group and approves or disapproves expeditionary skills training recommendations submitted by the Expeditionary Skills Working Group.

2.2.4. Issue Panels. Established to meet a short-term requirement or address new issues. Force development acknowledges the need to develop and manage populations of Airmen
assigned to disparate Air Force specialties, but aggregate to produce vital Air Force capabilities.

2.2.4.1. Issue panels provide their development team inputs to the specific functional community career field manager(s) no later than 30 calendar days prior to the start of the scheduled development team session. Issue panel inputs are to include a summary of the requests, to include the grade/rank, Air Force specialty code/occupational series, experience level, and number of valid personnel authorizations that must be filled.

**Figure 2.1. Force Development Institutional Governance Structure.**
Chapter 3

REGULAR AIR FORCE OFFICER AND DEPARTMENT OF THE AIR FORCE CIVILIAN DEVELOPMENT TEAMS

3.1. Development Team Establishment. Force development for Regular Air Force officers and Department of the Air Force civilians is managed by development teams. Development teams should develop an understanding of both officer and civilian resources and requirements, and ensure all career field members are provided with appropriate development opportunities. Functional managers should integrate officer and civilian development teams to the maximum extent possible.

3.2. Development Team Chair. The development team chair must be an O-6/GS-15 (or equivalent) or higher; however, for developmental education development teams, the development team chair must be a general officer or member of the senior executive service.

Grade/rank requirements waivers should be requested in writing to AF/A1D prior to the start of each development team meeting (see Attachment 13). (T-1)

3.2.1. Typically, the functional authority will appoint the functional manager as the development team chair. If the functional manager is unable to fulfill this role, the functional authority will appoint a representative, ideally the career field manager, unless it is a developmental education development team session. (T-1)

3.3. Development Team Membership. Determined by the functional manager and includes the following:

3.3.1. Development team chair; career field manager; key force development stakeholders: must be O-6/GS-15 or higher (e.g., Air Staff Directors/Deputy Directors, Air Staff-level subject matter experts, Major command-level functional leadership); joint service representation stakeholders for applicable development team sessions (e.g., when vectoring individuals to joint opportunities); this representation may be a development team member with joint experience; Air Reserve Component stakeholders for applicable development team sessions (e.g., when reviewing Air Reserve Component candidates); panel guests: may include individuals from a different functional community to provide an outside perspective/insight; assignment team/career field team representation designated by the career field manager; representatives from cross-functional authorities when applicable. (T-1)

3.4. Voting members. Voting members will be O-6/GS-15 (or equivalent) or higher. Exceptions to the rank/grade of voting members require a waiver from AF/A1D. Requests must be submitted and approved prior to the start of each development team (see Attachment 14). Ideally, development teams should have no more than 50 percent turnover of members from meeting to meeting. In addition to the career field managers, voting members may include the following: key force development stakeholders such as Air Staff Directors/Deputy Directors or Air Staff-level subject matter experts, Major command-level functional leadership; joint service representatives; Air Reserve Component representatives; wing commanders/directors/equivalents (i.e. Senior Materiel Leaders). (T-1)
3.5. Development Team Responsibilities.

3.5.1. Identify education, training, and experiences appropriate for officers and civilians within each functional community based on current and future requirements. (T-1)

3.5.2. Understand career field policies, plans, programs, training, and actions affecting career field management and development, and take these issues into consideration when making personnel decisions and vectors. (T-1)

3.5.3. Use total force assessments, career pyramids, and manning products to make informed vector recommendations and assist functional managers and career field managers with updating this guidance based on career field dynamics as well as current and projected personnel requirements. (T-1)

3.5.4. Prepare senior leaders with a comprehensive understanding of both functional and institutional personnel requirements. (T-1)

3.5.5. Balance institutional and functional requirements for utilization of individual officers and civilians. (T-1)

3.5.6. Assist in the development of career fields to meet institutional, functional, and cross-functional requirements. (T-1)

3.5.7. Review the demographic makeup of the functional community and identify potential barriers to all Airmen reaching their highest potential. Diversity information may be obtained using the Interactive Demographic Analysis System within the Air Force Portal and/or the retrieval applications websites (RAW) application in located at the Air Force Personnel Center Secure link (https://w20.afpc.randolph.af.mil/AFPCSecureNet20/PKI/MainMenu1.aspx). (T-1)

3.5.8. Conduct gap and barrier analyses to address any negative trends. Present this information post-development team to AF/A1 via the template provided in the annual force development guidance memorandum. (T-1)

3.5.8.1. In support of the post-development team brief to A1, the Air Force Personnel Center will provide diversity statistics by career field to conduct required analysis, as provided in the annual force development guidance memorandum, for the current development team cycle (T-1).

3.5.8.2. Development teams (career field manager as office of primary responsibility) will:

3.5.8.2.1. Analyze the data to determine if the career field lacks diversity. (T-1)

3.5.8.2.1.1. If lack of diversity is found as a result of triggers identified, then conduct barrier analysis, provide action plan and/or recommended diversity discussion topics. (T-1)

3.5.9. Determine where to invest the right developmental opportunities and develop those who have been cross-flowed into the career field. (T-1)

3.5.10. Remain cognizant of key force management efforts and provide vectors based on projected/anticipated, aggregated requirements by level and position type. (T-1)
3.5.11. Ensure those with necessary qualifications are vectored for appropriate opportunities. (T-1)

3.5.12. Ensure career field senior leadership becomes familiar with individuals assigned to their functional area, making assessments of members’ potential for future opportunities. (T-1)

3.5.13. Identify and provide special attention to high-potential officers. (T-1)

3.5.13.1. Senior rater inputs are given primary consideration in making high-potential officer determinations. High-potential officers demonstrate depth and expertise through exceptional performance in functional skills, and excel in the areas of personal, people/teams, and organizational competencies as further delineated in AFDD 1-1, Appendix C.

3.5.13.2. The number of high-potential officers may vary by career field and talent level in a given year group and will decrease as officers have opportunities to demonstrate leadership capabilities. To prevent unintended effects to both those identified, and not identified, the specific outcomes of high-potential officer decision processes/tracking (e.g., names and targeted high-potential officer positions) will not be publicly shared or released. (T-1)

3.5.14. To provide consistent expectations for officers, as well as standardization to process and outcomes, all development teams will provide developmental vectors. (T-1) When possible, these will be conducted in conjunction with other face-to-face meetings (i.e., developmental education and squadron command selection) or virtually when dictated by time or budget constraints. Developmental vectors will be provided at five mandatory trigger points: O-4 selection, intermediate developmental education outplacement, squadron command outplacement (except LAF-J/Chaplains), O-5 selection, and senior developmental education outplacement (T-1). Additional trigger points may be added at development team discretion for specific career field development (i.e., at the 5-year point, to provide an assignment vector prior to the O-4 board). Vectors will be based on a 3- to 5-year projection (T-1). In order, to ensure vectors are aligned with appropriate development and progression, career fields must maintain current and comprehensive career field pyramids and ensure dissemination to the career field (T-1). Vectors will be loaded in the Assignment Management System for individual viewing (T-1).

3.5.15. Ensure deliberate outplacement strategies are in place for individuals vectored to long-term training opportunities (e.g., fellowships/internships), preferably to a position in career field pyramids or as described in Airman development plans/individual development plans or the framework for the Civilian Leadership Development Continuum (see Attachment 12). (T-1)

3.5.16. Provide vectors/inputs for individuals to applicable follow-on assignments that will best capitalize on their newly obtained knowledge and skills. (T-1)

3.5.17. Plan for all officers vectored to National Defense University joint schools for senior developmental education will be assigned to joint duty upon graduation. The only exception will be O-6 selects matched by the annual Command Screening Board, Judge Advocate, medical, and chaplain officers. (T-1)
3.5.17.1. Where standard joint duty assignment billets are unavailable or limited, AFPC/DP3 will coordinate other joint options to ensure compliance (e.g., JS/J1-approved 365-day temporary duty assignment or cross-career field utilization). (T-1)

3.5.17.2. Joint Advanced Warfighting School graduates will be outplaced to designated combatant command joint planner billets. To meet this intent, development teams should only consider 1st and 2d look senior developmental education nominees when vectoring individuals to Joint Advanced Warfighting School. (T-1)

3.5.17.3. Ensure personnel vectored for joint-duty assignment consideration are of sufficient quality to achieve promotion rates in accordance with joint promotion objectives outlined in 10 USC § 662, Promotion Policy Objectives for Joint Officers. (T-1)

3.5.17.4. Outline procedures to ensure the qualifications of Joint Qualified Officers are such that joint promotion objectives can be achieved as outlined in Air Force Instruction 36-2135, Joint Officer Management. (T-1)

3.5.18. Before vectoring to National Defense University, consider the mandatory follow-on assignment along with the overall career timing of the individual. (T-1)

3.5.19. Provide major command functionals the entire squadron commander candidate list and offer a slate of at least three candidates for the hiring officials (unless there is a limiting factor). Hiring officials can request alternate names from the entire list through the major command functional. When requests are unable to be fulfilled or resolved within, or across major commands, the functional managers/development teams will work with the major command functionals and/or numbered Air Force commanders to resolve/determine the candidate’s final placement. (T-1) Note: Squadron command selection message will take place after the Developmental Education Designation Board results are released.

3.5.19.1. When the hiring official determines the candidates are not an acceptable match, the hiring official has the right of refusal. Alternate names may be requested from the entire list through the major command functional. The hiring authority must select an individual from the identified candidate list. (T-1)

3.5.19.2. Provide feedback to senior raters if their top two stratified squadron command nominees fall below the development team primary candidate cutline for the squadron command candidate list. This feedback will be provided within 21 business days after the completion of the development team meeting for the senior rater to provide mentoring upon public release. Feedback must include rationale and functional perspective. When the senior rater is not Air Force (i.e., joint) feedback will be provided to the individual’s senior Air Force advisor. Feedback must be provided through direct email or telephone contact. (T-1)

3.5.20. Validate and endorse self-nominated GS-14/15 candidates for Civilian Strategic Leadership Program. (T-1)

3.5.20.1. Identify and vector other highly-qualified GS-14/15 candidates in their functional community for Civilian Strategic Leadership Program participation. If vectored directly by the development team, candidates will have the ability to accept or decline Civilian Strategic Leadership Program consideration. (T-1)
3.5.20.2. Provide each Civilian Strategic Leadership Program select a suggested priority order for three categories of Civilian Strategic Leadership Program positions: joint, Headquarters Air Force, and installation-level positions. (T-1)

3.5.20.3. Identify a follow-on functional assignment for individuals currently in a Civilian Strategic Leadership Program assignment. (T-1)

3.5.21. Provide vector recommendations for civilians selected for resident developmental education programs during the first development team session following the annual public Developmental Education Designation Board release. (T-1)

3.5.22. Provide vector recommendations for civilians selected for career broadening developmental assignments at least 1 year prior to completion of the program. (T-1)

3.5.23. Provide individual career feedback to officers, civilians, senior raters, and commanders/directors. (T-1)

3.5.24. In conjunction with assignment teams/career field teams, review the results of their developmental vectoring to ensure Airmen are receiving meaningful and actionable feedback. (T-1)

3.5.25. Determine Developmental Education Designation Board nominations (civilian) and vectors (military), squadron command and squadron director candidate lists, Advanced Studies Group nominations, and AF/A1-approved functionally sponsored development programs. (T-1) Major command vice commanders may request AF/A1 approval to conduct squadron command and squadron director panels separately from the development team sessions.

3.5.26. Approve the civilian pool of highly qualified employees for assignment to KCPs. (T-1)

3.5.27. Provide career field feedback to ensure opportunities and expectations are transparent to functional communities. (T-1) At a minimum, development teams will provide a post-development team webinar/video teleconference to functional community personnel and leadership. (T-1) The webinar/video teleconference and briefing notes will be posted to a website that is accessible to members of the functional community. At a minimum, webinar topics will include: Panel membership, number of individuals nominated/vectored for developmental education, number of developmental education slots available, number of individuals nominated for squadron command (officers), projected number of squadron command positions available, number of individuals selected as squadron command candidates, elements of a successful individual’s record (e.g., stratification, awards/recognition, special selections and assignments) (T-1).

3.5.28. Review career field Air Expeditionary Force posturing and coding to ensure capabilities are visible and properly aligned in the Air Expeditionary Force. (T-1)

3.5.29. Consider cross-functional developmental and utilization requirements (see Paragraph 1.5.5.) when recommending vectors for their officers and civilians. (T-1) Development Team chairs (in coordination with career field managers, and assignment teams/career field teams) must use cross-functional authority-provided input to ensure these cross-functional requirements are appropriately addressed during development team sessions.
(T-1) Finally, development teams should provide feedback to cross-functional authorities on the requirements cross-functional authorities provided prior to the development team session.

3.5.30. Determine development team meeting dates and agenda items. (T-1)

3.5.30.1. Development teams will meet at least once per year. Specific times will be determined by the functional manager but will align with the development team battle rhythm (see Attachment 9). Development team meetings held at the Air Force Personnel Center must be coordinated with AFPC/DP3. (T-1)

3.5.30.2. Provide development team meeting dates to AFPC/DP2ND no later than 60 days prior to the start of each development team meeting. AFPC/DP3 will post development team meeting dates on the respective Development Pages in MyPers (T-1).

3.5.30.3. At least once per year, begin development team meetings with an overview of existing and projected requirements, to include existing 365-day deployment opportunities and existing and projected authorized strength. (T-1)

3.5.31. Career field-specific force development efforts, to include automated systems designed to support functional force development initiatives, must be approved by AF/A1D. Appropriate major command and Air Staff functionals will report progress of such efforts to AF/A1D quarterly or as directed. (T-1)
Chapter 4

REGULAR AIR FORCE ENLISTED FORCE DEVELOPMENT

4.1. Enlisted Functional Advisory Councils and Enlisted Development Teams

Overview. Enlisted deliberate development is realized through the guidance, direction, and execution of Functional Advisory Councils and enlisted development teams. Through Functional Advisory Councils and enlisted development teams, enlisted career field leadership executes progression and succession planning to ensure there are sufficient personnel and skill sets available to accomplish the mission. The Functional Advisory Council also validates the career progression roadmap by reviewing career field requirements against career field inventory.

4.1.1. Progression planning is the responsibility of the career field managers and applies to all personnel in the career field. For most Air Force specialty codes, the progression plan developed through the Specialty Training Requirements Team and the Utilization & Training Workshop is sufficient to technically develop Airmen in the grades of E-1 through E-7. The career field manager utilizes input from the Functional Advisory Council and enlisted development team to develop and adjust the career field progression plan as needed.

4.1.2. Succession planning is the responsibility of enlisted development teams and entails identifying key developmental positions and key leadership positions. Succession planning typically happens at the E-7 through E-9 grades. Enlisted development team requirements beyond this must be validated by the Functional Advisory Council and approved by AF/A1D.

4.1.2.1. A key developmental position is used to complement leadership qualifications. These positions are utilized to provide experience necessary for key leadership positions that may not be gained through the normal assignment system. The number of key development positions identified should be sufficient enough to support the succession planning for career field key leadership positions. The goal is to maintain a bench of qualified personnel with the requisite experience for Air Force Personnel Center to fill key leadership position vacancies.

4.1.2.2. A key leadership position is defined as a unique, “no-fail” position with distinguishing responsibilities and education, training, experience, or performance requirements that cannot be realized through normal progression planning, and may not be prevalent in the majority of the career field. These positions are not to be confused with specially-designated functional positions such as key nuclear billets, although those billets may also be defined as key leadership positions. Positions designated as key leadership positions should represent only a small percentage of authorizations within any Air Force specialty code and grade to support the unique requirements of the career field.

4.2. Roles and Responsibilities.

4.2.1. The AF/A1 will (T-1):

4.2.1.1. Provide updated guidance on Functional Advisory Councils and enlisted development teams to functional authorities, functional managers and career field managers annually.
4.2.1.2. Provide force management and sustainment data as required by Functional Advisory Councils and enlisted development teams.

4.2.2. Air Force Chiefs’ Group (AF/DPE) will (T-1):

4.2.2.1. Utilize enlisted development team vectors to fill identified CMSgt positions upon vacancy consistent with needs of the Air Force.

4.2.2.2. Publish Enlisted Quarterly Assignment Listing (EQUAL)-Plus advertisements for positions identified by career field managers through the enlisted development team process and approved by functional managers.

4.2.2.3. Vet volunteers against the enlisted development team vector list and select the most eligible volunteer. If there are no volunteers, the most eligible Airman on the enlisted development team vector list will be selected for the position. All discrepancies will be reconciled between the Chiefs’ Group and career field manager. Position vectors remain valid until updated by career field managers through the enlisted development team process.

4.2.3. Functional Managers will (T-1):

4.2.3.1. Chair the Functional Advisory Council (unless delegated to a designated representative) and determine Functional Advisory Council membership.

4.2.3.2. Provide guidance to Functional Advisory Council membership to ensure force development processes are in support of career field management and planning.

4.2.3.3. Review the Functional Advisory Council findings and approve/disapprove recommendations as appropriate. The Functional Advisory Council recommendations should include whether an enlisted development team is warranted and needed to facilitate vector requirements. Recommendations to hold enlisted development teams and/or create additional Enlisted Quarterly Assignment Listings (EQUAL) Plus advertisements will be forwarded to the major command functional manager and functional assignment manager at Air Force Personnel Center if approved.

4.2.3.4. Develop a charter for their respective enlisted development team and review annually, revising as appropriate. Charters will be submitted to A1DI for approval. If the Functional Advisory Council has recommended that an enlisted development team is not warranted, the functional manager will submit a Memorandum For Record stating justification to A1DI for approval.

4.2.3.5. Chair the enlisted development team (unless delegated to a designated representative) and determine enlisted development team membership. The enlisted career field manager may execute the enlisted development team on behalf of the functional manager.

4.2.3.6. Approve the removal or cancellation of assignment for Airmen ineligible for key leadership positions upon recommendation by the career field manager and Air Force Personnel Center.
4.2.4. Enlisted career field managers will (T-1):

4.2.4.1. Consult Air Force Directorate of Force Management Policy (AF/A1P) and Air Force Directorate of Manpower, Organization and Resources (AF/A1M) on force management, force sustainment, and force requirement data analysis and execution.

4.2.4.2. Identify the career field’s key developmental positions and key leadership positions.

4.2.4.3. Ensure duty titles within their career field are standardized in accordance with AFH 36-2618, The Enlisted Force Structure and the needs of their functional area.

4.2.4.4. Facilitate the enlisted Functional Advisory Council. Summarize the Functional Advisory Council’s recommendations, submit to the functional manager for consideration and, if applicable, forward enlisted development team approval to the functional assignment manager at Air Force Personnel Center.

4.2.4.5. Ensure the Functional Advisory Council validates key developmental positions and key leadership positions and coordinates with the owning manpower office to code the positions with a D-prefix on the respective unit manpower documents.

4.2.4.6. Assign developmental special experience identifiers to specific types of positions to vector enlisted Airmen, as appropriate. For example: major command functional manager – special experience identifier ICA; Air Education and Training Command Training Manager – special experience identifier ICB; Superintendent (Large Squadron) – special experience identifier ICC; Superintendent (Small Squadron) – special experience identifier ICD. These special experience identifiers will be utilized to identify Airmen vectored to key positions only, and are not associated with any special experience or training. **NOTE:** Special experience identifiers ICA-ICO have been reserved specifically as developmental special experience identifiers, and will be updated and removed by AFPC/DP0.

4.2.4.7. Schedule enlisted development teams, as necessary, to perform succession planning for key developmental positions and key leadership positions.

4.2.4.8. Develop a vector worksheet and solicit information from enlisted Airmen being considered for enlisted development team vectoring, as needed. If used, career field managers should give Airmen reasonable time to complete and return the worksheet prior to the enlisted development team. Information may include the Airmen’s developmental preferences and volunteer statement regarding assignments for which they may be qualified.

4.2.5. Air Force Personnel Center (AFPC/DP2) will (T-1):

4.2.5.1. Coordinate with career field managers (and designated representatives) to provide access to personnel information necessary to conduct the enlisted development teams.

4.2.5.2. Provide guidance, as needed, to career field personnel responsible for loading personnel data into the existing enlisted development team tool for use by enlisted development teams. **Note:** For enlisted development teams held in venues other than Air Force Personnel Center, on-hand technical support for the enlisted development team tool may not be available. Limited reach-back phone support will be available.
4.2.5.3. Utilize enlisted development team vectors to fill identified D-prefix positions upon vacancy and/or career field manager/major command functional manager request, and in line with Air Force needs. Current enlisted development team vector lists will be consulted and the most eligible member will be selected.

4.2.5.3.1. If there are no volunteers, the most eligible non-volunteer on the enlisted development team vector list will be selected for the position. Any discrepancies will be reconciled between the Air Force Personnel Center and the career field manager. Position vectors will remain valid until updated by career field managers through the enlisted development team process.

4.2.5.3.2. If the enlisted development team vector list is exhausted and a vacancy occurs in a key leadership position, the Air Force Personnel Center will notify and work closely with the career field manager to determine the most effective means to fill the position.

4.2.5.4. Coordinate with enlisted career field managers in situations where Airmen assigned or projected to key leadership positions are ineligible based on the position requirements. Final approval authority will rest with functional managers.

4.2.6. Enlisted career field leadership at lower levels (i.e., flight chiefs or squadron superintendents) will (T-1):

4.2.6.1. Review and understand career field health and development goals.

4.2.6.2. Review capabilities of local personnel inventory in comparison with career field goals.

4.2.6.3. Utilize existing resources and the career field progression plan to develop Airmen.

4.2.6.4. Maintain Unit Personnel Manpower Document to ensure vectored members are assigned against the appropriate key developmental position/key leadership position.

4.3. **Enlisted Functional Advisory Councils.** Functional Advisory Councils prepare senior leaders with a comprehensive understanding of functional, cross-functional and institutional personnel requirements pertaining to a particular career field and advises on management strategies to sustain and improve capabilities.

4.3.1. Functional Advisory Council Establishment. Functional Advisory Councils are established to determine the necessity for enlisted development teams. Functional Advisory Councils should convene at least annually and should make every effort to be held in conjunction with other career field meetings where a majority of the Functional Advisory Council and enlisted development team members will be in attendance. Alternatively, Functional Advisory Councils may be held virtually (Defense Connect Online, Video Teleconference, etc.).

4.3.2. Functional Advisory Council Membership. The functional manager chairs the Functional Advisory Council (unless delegated) and determines membership.

4.3.2.1. The Functional Advisory Council should include the career field manager and major command-level functional leadership as well as other key force development stakeholders.
4.3.2.2. Certain cross-functional communities (e.g., Nuclear, Space, Cyberspace, Test and Evaluation, and Acquisitions) have valid force development requirements involving Airmen assigned to functional Air Force specialty codes. Representatives from these communities may attend applicable Functional Advisory Councils with prior approval from the functional manager.

4.3.3. Functional Advisory Council Responsibilities.

4.3.3.1. Validate the career progression roadmap by comparing career field needs (requirements) against career field capabilities (inventory), providing a summary of projected requirements (to include grade, Air Force specialty code, experience level, and number of valid personnel authorizations that must be filled).

4.3.3.2. Identify developmental goals of the career field. Discussions should include topics such as cross-functional requirements review, releasing Airmen for opportunities outside the Air Force specialty code, preparing Airmen for institutional Air Force leadership positions, sustaining perishable skill sets, and the role of diversity within the career field.

4.3.3.3. Determine career field capability to satisfy identified requirements, meet developmental goals and perform the mission. Any capability gaps must be resolved through changes in progression plan, force management initiatives or enlisted development teams (for example, requiring 18 to 24 months practical experience in two separate core functional areas prior to an Airman receiving their 7-skill level).

4.3.3.4. If Functional Advisory Council chair responsibility is delegated, the Functional Advisory Council provides the functional manager a recommendation for executing an enlisted development team. A recommendation to conduct an enlisted development team should only be provided if the Functional Advisory Council identifies either of the following conditions exist:

   4.3.3.4.1. Key developmental positions are necessary to provide Airmen specific education, training or experience which cannot be obtained through normal training/education, progression planning, or assignment processes.

   4.3.3.4.2. Key leadership positions (as defined in 4.1.2.2.) require Airmen to have specific education, training, experience, or performance qualifications

4.3.3.5. If an enlisted development team is executed, the Functional Advisory Council should utilize enlisted development team feedback to identify existing and potential career field capability gaps.

4.3.3.6. Review Career Field Education and Training Plan for progression currency.

4.3.3.7. Communicate developmental goals to the career field through an updated career progression roadmap, and provide direction to career field leadership. Career field feedback can be accomplished through emails to major command functional managers for dissemination, hosting Webinars, or other similar process.

4.4. Enlisted Development Teams. Enlisted development teams provide vectors based on projected (or anticipated) requirements by grade, level, and position type. A vector is an enlisted development team’s collective recommendation for an experience level, training or education opportunity, or position type for an Airman’s next or subsequent assignment. Enlisted
development assess Airmen’s qualifications and potential for future opportunities. Enlisted development teams must be executed in the most cost-efficient manner possible. This includes taking full advantage of remote capabilities, conducting enlisted development teams in conjunction with other scheduled meetings, and minimizing the need for Air Force Personnel Center support and resources to execute enlisted development teams.

4.4.1. Enlisted Development Team Establishment. An enlisted development team will only be established and executed upon recommendation by the Functional Advisory Council and approval by the functional manager. When scheduling enlisted development teams, consider the timing of promotion releases for the designated ranks.

4.4.1.1. Prior to execution of the enlisted development team, the career field manager will determine the eligibility criteria (for all personnel within a given rank) and coordinate with the Functional Assignment Manager at the Air Force Personnel Center to identify eligible personnel that will be considered for vectoring. This allows the enlisted development team to review current force capabilities in comparison to the career field requirements.

4.4.2. Enlisted Development Team Membership. The functional manager chairs the enlisted development team (unless delegated) and determines the membership. Ideally, the enlisted development team would include the career field manager, major command-level functional leadership, and other career field strategic-level subject matter experts at the Senior Master Sergeant and/or Chief Master Sergeants levels. Exceptions to the rank/grade of voting members require a waiver from AF/A1D. The career field manager may execute the enlisted development team on behalf of the functional manager.

4.4.3. Enlisted development teams will understand career field policies, plans, programs, training, and actions affecting career field management and development, and will take these matters into consideration when vectoring. There are four distinct phases of enlisted development team operations: planning, preparation, execution, and post execution. The planning phase is where the enlisted development team pre-work begins. The career field manager initiates the process by delivering an official message to the eligible personnel in the respective career fields.

4.4.3.1. In the preparation phase of the enlisted development team, enlisted career field managers will (T-1):

4.4.3.1.1. Coordinate with the Air Force Personnel Center on the date and location of the enlisted development team.

4.4.3.1.2. Coordinate with the Air Force Personnel Center to identify Airmen eligible for vectoring.

4.4.3.1.3. Designate a career field representative to coordinate with the Air Force Personnel Center on all transactional matters (i.e., load personnel data into the development team tool).

4.4.3.1.4. Solicit input from individuals and their leadership through vector worksheets, and/or review recommended “Future Roles” on the Enlisted Performance Report.
4.4.3.2. During the execution phase, the enlisted development teams will:

4.4.3.2.1. Review the career field health and developmental goals.

4.4.3.2.2. Review identified key developmental position and key leadership position requirements and qualifications.

4.4.3.2.3. Review personnel records of identified eligible personnel.

4.4.3.2.4. Vector qualified personnel for key developmental positions and key leadership positions based on requirements.

4.4.3.2.5. If required, vector non-qualified Airmen to key developmental positions in order to obtain the experience necessary to qualify them for key leadership positions.

4.4.3.2.6. Determine if there are enough qualified Airmen in the current inventory to meet projected vacancies in key leadership positions.

4.4.3.3. During the post-execution phase, enlisted career field managers will:

4.4.3.3.1. Provide vectors to AFPC/DPAA and AF/DPE.

4.4.3.3.2. Provide feedback to eligible Airmen and their leadership.

4.4.3.3.3. Establish a method to provide aggregate feedback to the entire career field regarding the enlisted development team process, career field goals and other appropriate information. Webinars have been very successful in delivering this feedback. Career field personnel should receive feedback and guidance in a deliberate and organized manner.

4.4.3.3.4. Review the demographic makeup of the functional community and identify potential barriers to all Airmen reaching their highest potential. Diversity information may be obtained using the Interactive Demographic Analysis System within the AF Portal and/or the Retrieval Application Websites (RAW) application located on the Air Force Personnel Center Secure site (https://w20.afpc.randolph.af.mil/AFPCSecureNet20/PKI/MainMenu1.aspx).

4.4.3.3.5. Conduct gap and barrier analyses to address any negative trends. Present this information post-development team to AF/A1 via the template provided in the annual force development guidance memorandum.

4.4.3.3.6. In support of the post-development team brief to A1, the Air Force Personnel Center will provide diversity statistics by career field to conduct required analysis, as provided in the annual force development guidance memorandum, for the current development team cycle.

4.4.3.3.7. Develop/maintain enlisted development team minutes (required) to capture the overarching guidance, processes utilized, number of personnel vectored, and lessons learned from the enlisted development team.

4.4.3.3.8. Provide the Functional Advisory Council feedback to drive any needed changes to the career field progression plan or sustainment strategy.
Chapter 5
EXECUTING AIR FORCE RESERVE FORCE DEVELOPMENT

5.1. Overview. Air Force Reserve members perform in a number of different duty categories, including those of traditional reservist, Active Guard and Reserve, Air Reserve technician, individual reservist, and members on extended active duty. Each of these Reserve Citizen Airmen, regardless of duty status, is integral to the capabilities the Air Force Reserve ultimately provides to the Total Force. It is essential each of our Reserve Citizen Airmen be encouraged and supported in obtaining the skills, knowledge and expertise necessary to remain professionally relevant and meet current and future challenges levied upon them as members of the Air Force Reserve.

5.2. Roles and Responsibilities. All supervisors, commanders, and leaders must encourage Reserve Citizen Airmen to fully participate in voluntary aspects of force development. Specific responsibilities include the following (T-1):

5.2.1. AF/REG. The Air Force Reserve Senior Leader Management office is responsible for the management and oversight of all Air Force Reserve general officer, O-6 and senior enlisted key and strategic positions to effectively and efficiently develop, sustain and utilize Air Force Reserve senior leaders. Centralized management of Air Force Reserve senior leader positions will further enable the Total Force by optimizing inherent strengths of each talent pool for building a dynamic senior leader cadre to meet current and future institutional requirements. AF/REG serves as the administrative lead for the Reserve Command Screening Board and the Reserve Brigadier General Qualification Board for eligible reserve officers.

5.2.2. AF/REP. Directorate of Personnel, Office of the Chief of the Air Force Reserve (AF/REP) provides strategic direction, policy development/oversight and legislative interpretation for force development programs.

5.2.3. AF/REX. Directorate of Programs and Requirements (AF/REX) is the authority on Air Force Reserve manpower, resource programming, and management.

5.2.4. AFRC/A1. AFRC/A1, Directorate of Manpower, Personnel and Services implements policy for the overall career management and force development programs, in conjunction with AF/REP, Air Reserve Personnel Center and the Individual Reserve Readiness Integration Organization. The Chief, Personnel Division, Manpower, Personnel and Services, Headquarters Air Force Reserve Command, HQ AFRC/A1K, directs programs that provide information, guidance and opportunities for Reserve Citizen Airmen to serve a rewarding career. Within AFRC/A1, the following organizations have unique responsibilities:

5.2.4.1. AFRC/A1C. Provides oversight of the Air Reserve technician program and functional authority on all matters affecting Air Reserve technicians and civilian personnel.

5.2.4.2. AFRC/A1K. Executes Air Force Reserve force development policy and provides operational guidance for the force development process, professional military/developmental education and training, and recommends policy direction to

5.2.4.3. AFRC/A1M. Provides oversight and is the functional authority for Air Force Reserve Command manpower authorizations and resourcing issues.

5.2.5. Air Reserve Personnel Center. The Air Reserve Personnel Center executes policy and procedure at the tactical level of the force development program managing all transactional aspects of the process(es). Within the Air Reserve Personnel Center, the following organizations have unique responsibilities (T-1):

5.2.5.1. ARPC/DPA. ARPC/DPA is the Center’s focal point for a multitude of force development functions. They are responsible for management and execution of the in-residence developmental education Student Assignment Facilitation program for all Air Force Reserve Command members, regardless of status, to appropriate follow-on opportunities. AF/REG manages O-6 and O-6(s) follow-on assignments and informs DPA who will provide follow-on assignment updates to AF/RE throughout the academic year. DPA is the managing organization for assignment actions for O-5s and below into key and joint duty assignment list positions.

5.2.5.1.1. Joint Officer Management. Manages the Air Force Reserve’s joint officer management program in conjunction with Joint Staff at the Pentagon. The joint officer management service manager will provide coordination on all assignments for O-5 and below into/out of joint duty assignment list billets prior to consummation. AF/REG will notify the Air Force Reserve joint officer management service manager on all O-6 and above joint duty assignment list assignments prior to consummation. The joint officer management team executes all Air Force Reserve Command joint duty assignment list actions, per the guidance provided in AFI 36-2135.

5.2.5.1.2. ARPC/DPA provides management and oversight of the Active Guard and Reserve program on all matters affecting Active Guard and Reserve personnel (O-5 and below) including assignments and the Active Guard Reserve Review Board.

5.2.5.1.3. ARPC/DPAF is responsible for executing annual boards including 48 specific career field developmental teams, biannual Reserve School Selection Board, Reserve Developmental Education Designation Board, Enlisted Developmental Education Board, Reserve Command Screening Board, Command Chief Screening Board, and Reserve Stripes for Exceptional Performers II promotion board.

5.2.6. Headquarters Individual Reservist Readiness and Integration Organization. The Headquarters Individual Reservist Readiness and Integration Organization provides oversight of the Individual Mobilization Augmentee and Participating Individual Ready Reservist programs and is the authority on all matters affecting individual mobilization augmentee and participating individual ready reservist personnel. The Headquarters Individual Reservist Readiness and Integration Organization implements policies concerning individual mobilization augmentees and participating individual ready reservists in conjunction with AFRC/A1, AF/REP and the Air Reserve Personnel Center. The career field manager/major command functional manager, Headquarters Individual Reservist Readiness and Integration Organization and appropriate detachment commanders must coordinate on all individual
mobilization augmentee and participating individual ready reservist key/command/joint deliberate assignment actions. No internal moves affecting joint positions will be consummated without joint officer management service manager coordination. Headquarters Individual Reservist Readiness and Integration Organization and detachment commanders must include the career field manager/major command functional managers and ARPC/DPAF on all force development manpower changes and actions.

5.2.7. Numbered Air Force Commanders. Numbered Air Force commanders provide oversight to respective reporting organizations and are the authority on all matters affecting Air Reserve technicians, traditional reservists and unit Active Guard and Reserve personnel. The career field managers/major command functional managers and assignment facilitators must coordinate on all key/command/joint deliberate assignment actions though Numbered Air Force commanders. Numbered Air Force commanders will include the career field managers/major command functional managers on all force development manpower changes and actions.

5.2.8. Reserve Functional Manager. Reserve functional managers are senior leaders within a career field appointed by the AFRC/CC. The Reserve functional manager provides day-to-day strategic-level direction and authority over specific functional community requirements and overall management of a functional career field. While they should maintain an institutional focus with regard to resource development and distribution, Reserve functional managers are responsible for ensuring their specialties are equipped, developed, and sustained to provide Air Force capabilities. Headquarters Air Force Reserve Command full-time directors fulfill the Reserve functional manager role to ensure consistency and continuity. They must appoint a career field manager and major command functional manager (the Reserve functional manager and career field manager may be the same) in writing to HQ AFRC/A1, with notification to ARPC/DPA.

5.2.9. Career Field Manager (officer)/Major Command Functional Manager (enlisted). The career field manager is appointed by the Reserve functional manager on behalf of the AFRC/CC and represents a single functional family. A career field manager/major command functional manager may be responsible for more than one specialty or multiple career field managers may be appointed within a single career field. Major command functional managers are appointed by the Reserve functional manager and are responsible for the management of designated enlisted career fields. The career field managers/major command functional managers provide strategic-level direction and are the overall authority on behalf of the Reserve functional manager for Reserve Air Force specialty code-specific requirements and serves as subject matter experts for career field specific guidance. They monitor the health and manning of their career fields and elevate concerns to Reserve functional managers. They manage command training for their career field and disseminate career field policies and program requirements throughout the command. AFRC/A1K will maintain a current list of career field managers/major command functional managers. Career field managers must be an O-6/GS-15 (or equivalent) and major command functional managers must be a chief master sergeant for enlisted personnel (any other grade requires a waiver by the owning Reserve functional manager). Specific responsibilities include, but are not limited to:

5.2.9.1. Maintain career field pyramids outlining experience, education and training needed for positions.
5.2.9.2. Identify position distribution by grade and status.

5.2.9.3. In coordination with the appropriate assignment organization (AF/REG or ARPC/DPA) provides hiring official with a prioritized list of qualified candidates from the key personnel listing, Reserve Command Screening Board, Reserve Brigadier General Qualification Board and sitting O-6 commanders to fill key/command/joint vacancies.

5.2.9.4. The career field managers will serve as chair for their officer development team, unless the Reserve functional manager appoints another career field senior leader.

5.2.9.5. Major command functional managers are responsible for career field messaging and notifying eligible members of upcoming development team schedules and requirements. Major command functional managers will serve as chair for enlisted development teams, determine panel membership, maintaining career field key personnel listing, and are also responsible for the release of post-board vectors.

5.2.10. Functional Area Manager. The functional area manager is appointed by the career field manager on behalf of the Reserve functional manager 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. Functional area managers 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:

5.2.10.1. Developing and reviewing policy and training.

5.2.10.2. Developing, managing, and maintaining unit type codes.

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

5.2.11. Commanders and other leaders. Commanders, command chiefs, superintendents, supervisors/raters, program managers, career field managers/major command functional managers, and senior Reserve Citizen Airmen play a vital role in force development. Each individual (Reserve Component, Regular Air Force 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:

5.2.11.1. Ensure each Reserve Citizen Airman receives tactical-level mentoring to reach their full potential.

5.2.11.2. Educate, coach, and encourage individuals to participate fully in the force development process.

5.2.11.3. Understand the Air Force Reserve force development process, as well as the respective force development requirements and career path for the various functional communities.

5.2.11.4. Assist Reserve Citizen Airmen in assessing and fulfilling their developmental objectives and career goals utilizing tools such as career field pyramids and individual ribbon charts.
5.2.11.5. If a Reserve Citizen Airman submits Reserve-development plan, carefully consider his/her potential and provide honest assessment on the Reserve-development plan. This feedback should occur both before the development plan is submitted and after it has been reviewed by the development team (development teams balance the desires of the individual with the mission needs of the Air Force Reserve; therefore, career vectors may not match individual desires).

5.2.12. Force Management Council. The Force Management Council approves and provides overall policy guidance on education, training, and experience equating to career, 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.

5.2.12.1. Force Management Council Membership: AFRC/CC (Chair), AFRC/CV, AFRC/CCC, 4 AF/CC, 10 AF/CC, 22 AF/CC, HQ AFRC/DS, AF/REP (Advisory), ARPC/CC (Advisory), HQ AFRC/A1 (Advisory), and HQ AFRC/FM (Advisory). Only primaries may attend unless otherwise approved by AFRC/CC.

5.2.13. Air Force Reserve Force Management and Development Board. The Air Force Reserve Force Management and Development Board reviews and/or develops proposed policy guidance on education, training, and experience equating to career 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 Air Force Reserve Force Management and Development Working Group.

5.2.13.1. Air Force Reserve Force Management Development Board Membership: AFRC/CV (Co-Chair), AF/RE-D (Co-Chair), HQ AFRC/DSD, AF/REG, AF/REP, AF/REX, FGC/CC, ARPC/CC, HQ AFRC/A1, HQ AFRC/FM, HQ AFRC A-Staff Directors, a wing commander from each numbered Air Force, and one wing command chief from each numbered Air Force serving as the numbered Air Force representatives for a 2-year tour. Attendance is for primaries only.

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

5.2.14.1. AFR FMDWG Membership: HQ AFRC/A1K (Chair), HQ AFRC/A1C, HQ AFRC/A1L, HQ AFRC/A1M, HQ AFRC/FMD, AF/REG Deputy, AF/REP Deputy, AF/REXX, HQ RIO/CC, ARPC/DPA, three career field manager representatives and three major command functional manager representatives.

5.2.15. Human Capital Management Leadership Team. AF/RE, AF/REP, AF/REG, HQ AFRC/A1, HQ AFRC/RS, and ARPC/CC are the Human Capital Management Leadership Team. This team is the executive committee for the Air Force Reserve Human Capital Management enterprise and is responsible to the AFRC/CC and AFRC/CV via the Force Management Council.
5.2.16. Individual. Each Reserve Citizen Airman is responsible for determining his/her availability for development opportunities. It is incumbent upon each individual to learn about force development processes, seek guidance from leaders and other mentors and determine goals/desires for their own development. The Reserve-development plan is the tool to communicate their desires regarding their level of force development participation. Officers complete the Reserve Officer Development Plan and enlisted complete the Reserve Enlisted Development Plan located on the virtual Personnel Center. Air Reserve technicians interested in civilian development may complete an Individual Development Plan located on the myPers webpage and follow the guidance for civilian force development in this instruction. Reserve Citizen Airmen may choose not to participate in the formal force development process for any cycle with the understanding they may miss out on education, training and career guidance from career field senior leaders.

5.2.16.1. When possible, final submission of a Reserve-development plan is through the first O-6 or higher in the rating chain. For individual mobilization augmentees, detachment commander is acceptable if O-6 equivalent in the member's chain of command does not have access to the virtual Personnel Center. Enlisted members follow the recommended routing of two-level coordination (rater/rater’s rater).

5.2.16.2. Failure to submit a Reserve-development plan within the last 12 months prior to a member’s respective development team session, and according to deadlines established by ARPC/DPAF, will remove Reserve Citizen Airmen from consideration for that development team cycle. Failing to meet a development team can result in reduced opportunities.

5.3. Force Development. The purpose of Air Reserve Force Development, as an element of Total Force Development, is to create a reserve force that is responsive to Air Force requirements and managed as an integral part of the Total Force. The goal is to produce Reserve Citizen Airmen who possess the tactical expertise, operational competence and strategic vision to lead and execute the full spectrum of Air Force missions. The purpose of force development is to:

5.3.1. Maximize capabilities of all Reserve 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 AF requirements. The methods applied to the force may differ slightly by career field as developmental methods are tailored to suit unique career field requirements and the availability of Reserve Citizen Airmen.

5.3.2. Ensure opportunities and expectations are transparent to all Reserve Citizen Airmen.

5.3.3. Develop a pool of qualified candidates for strategic senior leadership positions.

5.3.4. Deliberately connect all education, training, and experience opportunities (to include developmental education, assignments, deployments) to best leverage the continuum of learning that builds and enhances cross-functional, institutional and occupational competencies that meet Air Force Reserve needs in and across career fields.

5.3.5. Create standardization to the fullest extent possible among all career fields to ensure a consistent force development program.
5.3.6. Enhance Reserve Citizen Airmen’s understanding of their role in force development, using their inputs regarding desires for developmental education, future assignment opportunities, and provide feedback to inform and shape expectations.

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

5.4. **Air Force Reserve Officer.**

5.4.1. Identified key, command and joint duty assignment list positions will be managed by the command and the appropriate career field manager. Each career field manager in coordination with career field senior leaders, must review their career field key, command and joint duty list annually to determine if changes are needed. Along with the career field managers, senior leaders in each career field determine “key” positions within their career field which would provide the experiences necessary to develop Reserve Citizen Airmen and equip them with the right capabilities to potentially become Total Force senior leaders. Command positions referenced on the key/command/joint list are all O-6 commander positions determined by organization manpower requirements. Numbered Air Force commanders may identify O-5 squadron commander billets as key and staff recommendations via the established process for approval by AFRC/CV and /or AF/RE-D. Joint duty assignment list positions are determined by the joint staff and are considered key experiences for development. Eligible candidates for key/command/joint positions include individuals listed on Reserve development team Key Personnel Lists, in-resident developmental education students, sitting O-6 commanders, Reserve Command Screening Board, and Reserve Brigadier General Qualification Board selects.

5.4.2. Assignments into key/command/joint positions will have a three-year tour length and a focused rotational movement. This turnover ensures breadth of experience in conjunction with 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 Reserve Citizen Airmen ready to take leadership roles at the strategic/enterprise levels in the Air Force Reserve, Air Force or Department of Defense. Attaining overall force development goals requires career management to achieve the following objectives:

5.4.3. Deliberately connect individual education, training and experience opportunities to build competencies that meet Air Force Reserve needs within career fields.

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

5.4.5. Enhance Reserve Citizen Airmen, supervisors, and commanders understanding of their roles in managing reserve careers through the development team process and provide feedback to inform and shape individual expectations.

5.4.6. Officer Force Development. Tactical, operational and strategic level opportunities are common to all career fields. Officers must establish solid experience at the tactical and operational levels in a primary career field. At the field grade level, reserve officers should explore gaining a breadth of experience via assignments, unique opportunities, 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 have the opportunity to apply for deliberately managed
key/command/joint 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 Department of Defense, Air Force, Air Reserve Component,
and joint levels.

5.4.6.1. Officer career paths have historically been depicted in career field pyramids,
indicating upward progression and implying fewer types of jobs exist at senior levels.
Career pyramids provide an overview of professional development throughout an
officer’s career and a general career model with specific details for each Air Force
specialty.

5.4.6.2. Career field pyramids reinforce that there is no “set path” to senior leadership,
but there are fundamental building blocks or pillars. Civilians should reference Air Force
Manual 36-606, Civilian Career Field Management and Development for career field
specific pyramids.

5.4.6.3. Career field pyramids reflect developmental education opportunities. Developed
mental education 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.

5.4.7. Assignment Facilitators. Assignment facilitators reside at the Air Reserve Personnel
Center and are the primary conduit between the career field managers, development team
panels and the Reserve Citizen Airmen.

5.4.7.1. The primary purpose of assignment facilitators is to coordinate with the career
field managers in developing and facilitating the Air Force Reserve officer career field-
specific force development execution actions. These actions include: planning and
execution of development teams, conducting post-development team actions, field
communications regarding assignment opportunities, general career counseling, and
Reserve-development plan assistance and management. Assignment facilitators will:

5.4.7.2. Provide individual Reserve Citizen Airmen with general career counseling to
include Reserve-development plan assistance, assisting career field managers with
executing development team goals, general information on assignment opportunities in
line with development team vectors.

5.4.7.3. Review and track key/command/joint assignment opportunities, prepare vacancy
announcements, send to pre-determined population, and collect packages. Upon close
out, assignment facilitators will consolidate applicant packages, compare to development
team Key Personnel Listing results, and prepare listings of qualified officers for career
field managers to provide to the hiring authority and other senior leaders as required.

5.4.7.4. Provide information and coordinate support to the career field manager for
development team events. Required information includes a general overview of the type
of utilization and/or development opportunities so development teams can provide
realistic and actionable vector recommendations. Assignment facilitators will ensure all
vectors are presented to career field managers/major command functional managers
within the prescribed timeline (see Table 6.1).
5.4.7.5. Identify officers who are eligible to meet a given development team and prepare materials to present to the development team, as needed.

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

5.4.7.7. Assist development team chair/career field managers with maintaining development team charters. Maintain Key Personnel Listings, awareness of projected key/command/joint position changes, and key/command/joint position descriptions.

5.4.7.8. Disseminate career field information on behalf of the career field manager.

5.4.7.9. Assist career field managers with maintaining a Potential Reassignment List (officers only) and notifying O-5s and below no later than 6 months prior to term limit expiration. Assignment facilitators will assist members with reassignment opportunities.

5.4.7.10. Develop and provide career field managers with email messages and other communication requirements to forward to career field members.

5.4.7.11. Assignment facilitators will conduct telecon with key players (career field managers, major command functional managers, ARPC/DPA, Board Operations) to review potential eligible pool to discuss the impact of standard filter waivers 151 days prior to the development team.

5.4.7.12. Assignment facilitators may be required to execute enlisted development teams as determined by ARPC/DPAF Superintendent.

5.5. Air Force Reserve Enlisted.

5.5.1. Nominative and key/strategic E-9 positions. The Senior Enlisted Management Division (AF/REG) in coordination with AFRC/CCC, provides oversight of Air Force Reserve senior enlisted personnel assigned to key/strategic E-9 positions at the major command level and above. These key/strategic positions provide exposure, experience and continued growth for our senior enlisted leaders within the Total Force environment. The positions are typically classified as Active Guard and Reserve or Individual Reserve billets and carry a 3-year term limit. Key/strategic positions include all major command, Office of the Secretary of Defense, joint, agency, Field Operating Agency, Direct Reporting Unit, and select E-8/E-9 positions. Eligible candidates for key/strategic positions include individuals listed on the Reserve development team Key Personnel List.

5.5.1.1. The intent is to fill key/strategic E-9 vacancies utilizing the Command E-8/E-9 Key Personnel List. The Key Personnel List is established annually by the Command E-8/E-9 DT and maintained by AF/REG. If selected, members are placed on the E-8/E-9 KPL for a period of 1 year. In addition to the E-8/E-9 Key Personnel List, the major command functional managers will establish and manage separate functional area Key Personnel Lists. The major command functional manager Key Personnel List will be used for positions requiring functional expertise.

5.5.1.2. Nominative opportunities are received from AF/DPE in the form of a Request for Nomination. When determining qualified applicants for nominative positions, AF/REG, in coordination with AFRC/CCC, will review eligible candidates from the E-8/E-9 Key Personnel List and contact the member(s) to confirm availability for a career broadening opportunity. If the member is interested in the opportunity, AF/REG will coordinate nomination package(s) through AFRC/CCC and AF/RE for approval. Upon
approval, the nomination package(s) will be forwarded to AF/DPE for distribution to the hiring authority. The nominee may or may not be contacted for an interview. If selected, the member will be placed in an Active Guard and Reserve or extended active duty status for the duration of the assignment annotated in the request for nomination. AF/REG will assist member with the assignment process through ARPC/DPAA.

5.5.1.3. For key/strategic positions funded by AFRC, the hiring authority will complete necessary candidate reviews, determine a selectee, notify ARPC/DPAA of their selection. ARPC/DPAA will contact the member, make the official job offer and execute the transactional portion of the assignment. Note: Candidates on any E-8 or E-9 Key Personnel List should be given strong consideration for key/strategic opportunities. Functional area Key Personnel List members should also be given strong consideration for those jobs that require functional area expertise.

5.5.1.4. If a member of the E-9 Key Personnel List applies for a key/strategic vacancy and a non-Key Personnel List member is selected, the hiring authority must apply for waiver approval through AF/REG to the approval authority. If there are no E-9 Key Personnel List applicants for an E-9 key/strategic vacancy, and a non-Key Personnel List E-8/E-9 is selected over E-8 Key Personnel List applicants, the hiring authority must apply for a waiver approval through AFRC/CV (T-1). Waivers with written justification must be provided to AF/REG who will coordinate the request with the major command functional manager, AFRC/CCC, the approval authority, and AF/RE as needed. If approved, the non-Key Personnel List member may be hired. If the request is disapproved, the hiring authority must reconsider the pool of applicants, or re-announce the vacancy.

5.5.1.5. Enlisted key/strategic positions are reviewed and validated biennially by major command functional managers, AFRC/CCC and AF/REG.

5.5.2. Enlisted Force Development. The focus of enlisted force development is to develop Airmen by integrating skills, abilities, goals and desires with the needs of Air Force Reserve Command in correlation with Air Force Instruction 36-2618, The Enlisted Force Structure. Enlisted force development provides deliberate and organized career development initiatives while maintaining the Reserve 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 Air Force Reserve. AFRC/CCC will oversee the enlisted force development program through AFRC/A1. AFRC/A1K will manage the enlisted force development program and advise the AFRC/CCC. AF/REG will manage the senior enlisted nominative positions process. AF/REP will coordinate with AF/A1D ensuring Air Force Reserve requirements are considered when Air Force policy is written or changed and in coordination with AFRC/A1, will author the necessary policy guidance for the Air Force Reserve. 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 Reserve Citizen Airmen to fully participate in the force development process.

5.5.2.1. Enlisted Reserve Citizen Airmen are encouraged to make a strong personal commitment toward professional and personal development beyond formal schools
offered. They are also encouraged to embrace responsibility for ensuring continued
growth for themselves and others so they are ready for the next level.

5.5.2.2. Major command functional managers will appoint Air Force specialty subject
matter experts for their respective career fields. Each subject matter expert will research
and identify their professional developmental opportunities beyond the formal Air Force
schools and will maintain a complete list of educational opportunities and provide it to
Reserve Citizen Airmen at all levels.

5.5.2.3. Major command functional managers maintain the list of key/strategic positions
and review projected vacancies to ensure appropriate placement of individuals. Major
command functional managers and/or AF/REG work with hiring authorities and senior
leadership to evaluate candidates and make assignment recommendations.

5.5.2.4. AF/REG will manage enlisted Active Guard and Reserve and Individual Reserve
key/strategic positions at the major command level and above. In coordination with major
command functional managers, AFRC/CCC, AF/RE and AFRC/CC, AF/REG will
deliberately manage personnel included in the annual E-8/E-9 Key Personnel List as well
as those currently residing in a key/strategic position. Incumbents in key/strategic
positions not selected to the Key Personnel List should strive to complete the necessary
requirements, increasing the likelihood for selection to positions of greater responsibility.

5.5.2.5. The Command E-8/E-9 development team will be held at ARPC/DPAF to
review records and the Reserve-enlisted development plans for E-8s and E-9s across the
command. It is the member’s responsibility to ensure his/her desires and goals are
identified on his/her Reserve-enlisted development plan and submitted to ARPC/DPAF
by the established deadline.

5.5.2.6. Enlisted Development Teams. Enlisted development teams will be held
biannually for each enlisted career field to review E-7 through E-9 records; however,
smaller career fields may review E-6 and below records during the enlisted development
team with HQ AFRC/A1KO approval. Typically, major command functional managers
will hold enlisted development teams at Air Reserve Personnel Center; smaller career
fields (<250 records) may request to hold their enlisted development team at Air Force
Reserve Command through AFRC/A1KO.

5.5.2.7. Enlisted Facilitators. Air Reserve Personnel Center-based enlisted facilitators are
the primary conduit between AFRC/A1K, major command functional managers and
development team panel members. The primary purpose of enlisted facilitators is to
prepare and execute enlisted development teams and the Command E8/E9 development
team.

5.5.2.8. Reserve Enlisted Force Development Panel. The Reserve Enlisted Force
Development Panel provides oversight, takes action and makes recommendations on the
deliberate development and utilization of enlisted Citizen Airman. Reserve Enlisted
Force Development Panel membership and guidelines are outlined in the Reserve
Enlisted Force Development Panel Charter. The panel is chaired by AFRC/CCC and co-
chaired by the Chief of Enlisted Force Development (HQ AFRC/A1KO). The Reserve
Enlisted Force Development Panel will meet three times per year at various venues with
additional meetings as requested by the chair.
5.6. Deliberately Managed Positions. While Regular Air Force assignments are deliberate and normally term-limited, most reserve assignments are not. It is imperative for Reserve Citizen Airmen to gain depth in their career field to provide a solid developmental foundation. To meet the needs of Total Force development, the Air Force Reserve must ensure certain assignment opportunities are deliberately managed and have standardized turnover within the Citizen Airman construct. In addition to depth, broadening through assignments is essential to developing our future force. The four pillars of Air Force Reserve senior leader development are assignments in: command, joint positions (to include joint experience and/or joint duty assignment list), National Capital Region, and above wing level.

5.6.1. Key/command/joint positions provide qualified Reserve Citizen Airmen access to senior leader roles. Further, to foster strong succession planning, it is essential the Air Force Reserve standardize turnover for all key/command/joint and key/strategic positions. This will ensure the success of Air Force Reserve mission sets and the continued development through the right experiences, within all reserve categories. (Reference AFI 36-2110 for KCJ assignment execution details).

5.6.2. Key/command/joint position assignments. All key/command/joint positions are limited to 3-year terms and will be advertised by the appropriate assignment organization (AF/REG for O-6s and ARPC/DPA for O-5 and below). Reserve Citizen Airmen who are assigned to a key/command/joint position will be put on a potential reassignment list. These Airmen will be notified by AF/REG if occupying an O-6 key/command/joint position, or they will be notified by ARPC/DPA if occupying an O-5 or O-4 key/command/joint position of their term expiration in accordance with the signed key/command/joint Statement of Understanding at least 6 months prior to the end of their term. HQ AFRC/A1C manages assignment actions for Air Reserve technician positions and coordinates with the appropriate assignments organization.

5.6.3. Overtages are not authorized for key/command/joint positions, however, during reassignments there may be overlap of the incoming and outgoing personnel not to exceed 90 days.

5.6.4. O-6 eligibility. Officers on their career field Key Personnel List, Reserve Command Screening Board list, Reserve Brigadier General Qualification Board list, or sitting commanders assigned to O-6 commander positions are considered high-potential officers and are qualified to apply for key/command/joint positions. For O-6 command positions an officer must be on the Reserve Command Screening Board or a sitting commander in an O-6 command position to apply or be considered.

5.6.5. O-5 and below eligibility. Officers on their career field Key Personnel List or in-resident developmental education students are considered high-potential officers and are highly encouraged to apply for key/joint positions. Final approval authority for assignment into an O-5 or below key/joint position is the hiring authority.

5.6.6. In order to assign a non-high-potential officer to a key/command/joint position, a waiver must be submitted in writing through AF/REG for O-6s and ARPC/DPA for O-5 and below. Final approval authority for assignments into O-6 key/command/joint positions is AF/RE-D and/or AFRC/CV, and final approval authority for assignments into O-5 and below key/command/joint positions is the appropriate wing commander or director.
5.7. **Identification of Key, Command, Joint Positions (Officers).**

5.7.1. Career field managers and career field senior leaders identify key positions and provide updates annually to HQ AFRC/A1K. Career field managers will provide detailed position descriptions, to include Regular Air Force inputs as appropriate. The command and joint-accrediting positions are designated/coded on the key/command/joint career management product. AF/RE-D and AFRC/CV, with the assistance of career field managers, identify key O-6 billets. Command positions referenced in this document are all O-6 command positions (line and non-line O-6 commander positions) as identified on the unit manning document. Some squadron commander and operations officer positions will be used for force development, but those will be determined by career field managers, appropriate senior leaders and identified as “key” then route via the key position approval process to AFRC/CV and/or AF/RE-D. Joint-accrediting positions are all positions listed on the annual joint duty assignment list publication.

5.7.2. AF/REX validates that projected joint duty assignment list billets are valid manpower authorizations.

5.7.3. AF/REG maintains the O-6 key/command/joint career management product. AFRC/A1K, career field managers, and assignment facilitators maintain the O-5 and below key/command/joint career management product.

5.7.4. Career field managers must review and revalidate their key/command/joint career management product annually. AFRC/A1K will help facilitate this process. Any changes to key/command/joint positions must be identified on an AFRC Form 106, *Manpower Change Request*, and identified to AFRC/A1KO for coordination/approval. Career field managers are responsible for managing assignments for key/command/joint career positions in coordination with AF/REG, ARPC/DPA, Headquarters Individual Reservist Readiness and Integration Organization, and selecting officials.

5.7.5. Career field managers in coordination with AF/REG and assignment facilitators review projected vacancies for key/command/joint billets to ensure appropriate advertisement, selection, and placement of individuals. Career field managers will work with assignment facilitators (O-5 and below) and/or AF/REG (O-6s) and senior leadership to evaluate candidates and make assignment recommendations; input from the development team will be considered.

5.7.6. Once leadership makes a decision and it is approved, career field managers, assignment facilitators (O-5 and below), and AF/REG (O-6) will work with the appropriate assignment authority to complete the action. Assignments will be reviewed for Uniformed Services Employment and Reemployment Rights Act exception and Air Reserve technician career impact.

5.8. **Identification of Key/Strategic Positions (Enlisted).**

5.8.1. MFM reviews and identify key/strategic positions annually to AFRC/A1K. They provide detailed position descriptions, to include position requirements (i.e., Community College of the Air Force, skill level and experience).

5.8.2. AF/REG and HQ AFRC/A1K maintain the list of key positions and position descriptions.
5.8.3. Major command functional managers review projected vacancies for key/strategic positions to ensure appropriate placement of individuals. Major command functional managers and/or AF/REG work with hiring authorities and senior leadership to evaluate candidates and make assignment recommendations.

5.8.4. Once leadership makes a decision and it is approved, major command functional managers or AF/REG work with the appropriate assignment authority who will complete the action.

5.9. **In-Residence Developmental Education Student Assignment Facilitation (officers).** The Air Force Reserve selects students to attend in-residence developmental education based on a number of factors, including potential to serve as senior leaders. Many students recommended for in-residence developmental education and selected by the Reserve Developmental Education Designation Board to attend will receive a follow-on assignment that uses the applicable skills garnered during the developmental education experience and compliments their rank/grade and Air Force specialty code. Some students may return to their previous assignment. Air Force Reserve selects who accept the quota will be required to sign a statement of understanding acknowledging the student outplacement program guidelines.

5.9.1. The Student Assignment Facilitation Panel considers inputs provided by commanders and students, the appropriate assignment vacancies, hiring authorities, as well as the advice of the applicable career field managers and group representatives.

5.9.2. The Student Assignment Facilitation Panel will be co-chaired by AF/RE-D and AFRC/CV and will determine when and how often the panel will meet. Student Assignment Facilitation panel membership includes: career field managers who have career field members attending in-residence developmental education, AF/REG/REP, AFRC/A1/A1C/A1K/A1M, ARPC/CC/DPA, numbered Air Force commanders and Headquarters Individual Reservist Readiness and Integration Organization, at a minimum (T-1). The Air Reserve Personnel Center will host the panel.

5.9.3. The group develops a list of recommended matches between the developmental education student and a projected vacancy. Assignments must adhere to Higher Headquarter directives and Air Force Reserve Command guidance on requirements for placement after completion of specialized developmental education programs (fellowships, School of Advanced Air and Space Studies, other advanced studies schools, and National Defense University schools such as Joint Advanced Warfighting School, Eisenhower School, and National War College which will require a joint duty assignment list tour upon graduation to the greatest extent possible).

5.9.4. The group will primarily pursue/recommend assignments which match the participation status (part-time/full-time) the student held when applying/selected for developmental education unless change in status is required by the outplacement requirements of the school the select is attending or the needs of Air Force Reserve Command.

5.9.5. The program intent is to assign developmental education students to positions which maximize the return on investment from in-residence education. In some cases, returning developmental education students to original unit upon completion of developmental education may be appropriate.
5.9.6. Hiring authorities must consider student outplacement into their organization or provide justification for disapproval to the AFRC/CV (T-1).

5.9.7. Students are offered/notified of assignments through the normal hiring procedures. The Student Assignment Facilitation Panel will inform AFRC/CC of panel results and student outplacement.
Chapter 6

AIR FORCE RESERVE DEVELOPMENT TEAMS

6.1. Overview. The career field manager (officer) and major command functional manager (enlisted) administer force development objectives through the development teams. Development teams play a critical role in developing officers and enlisted to support current and projected mission capabilities. An important purpose of the development teams is to allow career field leaders the opportunity to assess their human capital inventory. Development teams also provide data which must be used for developmental processes (i.e., deliberate developmental education recommendations, assignments, etc.). Developmental teams provide guidance on continuing education, training, and experience opportunities to individual Reserve Citizen Airmen. Development teams at the numbered Air Force-level and below are prohibited. (T-1)

6.2. Roles and Responsibilities.

6.2.1. Reserve Development Teams. Development teams serve as the Air Force Reserve “front line” in force development. The development team goal is to assemble senior leaders within respective career fields for the purpose of providing actionable feedback and guiding each Citizen Airman to reach their potential. Development teams will:

6.2.1.1. Vector personnel toward appropriate education, training, experience, and other opportunities that ensure appropriate timing and development to meet the needs of the Air Force Reserve and the Citizen Airman.

6.2.1.2. Assess the career field pool by scoring records based on established criteria and scales, and produce Key Personnel Lists and in-residence developmental education and professional development recommendations.

6.2.1.3. Development teams identify the education, training, and experiences appropriate for Reserve 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 Reserve Citizen Airmen. Development teams provide feedback to career field managers/major command functional managers and individuals, and update career field pyramids as necessary.

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

6.2.1.5. Prior to career field development teams, and overview of existing and projected requirements should be accomplished by the career field manager and assignment facilitator. Requirements include, but are not limited to, identifying vacancies/projected vacancies and deployment opportunities.

6.2.1.6. 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. Additional career field specific vectors may be added. To ensure vectors are aligned with appropriate development and progression, career fields must maintain current and comprehensive career field pyramids and ensure dissemination to the career field.

6.2.1.7. Each development team is responsible for reviewing the career field pyramid for their respective career field and modifying as appropriate. The career field pyramid illustrates development levels and corresponding windows of opportunity for education and training to help focus Reserve Citizen Airmen’s expectations and give them a roadmap. Development teams use career field pyramids to make informed vector recommendations and assist career field managers/major command functional managers with updating this guidance based on career field dynamics as well as current and projected personnel requirements (see Attachment 7).

6.2.1.8. Development teams may consider cross-functional development and utilization requirements when vectoring Reserve Citizen Airmen. Cross-functional offices of primary responsibility will identify their requirements to career field managers/major command functional managers no later than 30 days prior to each scheduled development team session if opportunities exist.

6.2.1.9. ARPC/DPAF works with career field managers/major command functional managers and AFRC/A1KO to develop the development team calendar year schedule and finalized no later than July of the previous year. Dates are posted on myPers.

6.2.1.10. ARPC/DPAF is responsible for execution and facilitation of pre-development team, development team, and post-development team events. Development teams requiring only one panel may be executed at Air Force Reserve Command or virtually. Requests to execute at Air Force Reserve Command or virtually must be staffed through AFRC/A1K by 30 June of the calendar year prior to the next development team cycle and reflected appropriately on the annual development team calendar. Additional meetings outside of the development team (e.g., board of directors, executive working groups, conferences, briefings, etc.) are the sole responsibility of the visiting team. A minimum of one action officer per panel is recommended (suggested grades: O-3 through O-5 for officer development teams; E-1 through E-6 for enlisted development teams).

6.2.1.11. To ensure consistency across career fields and grow a pool of competitive Reserve Citizen Airmen with capabilities to perform in tactical, operational, and strategic environments standardized filters will be imposed. Individuals who do not meet eligibility filter requirements (filters) may not be scored or vectored. Some development teams may include additional filters unique to their career field. Reserve Citizen Airmen are encouraged to complete their Reserve-development plan by the respective development team suspense date. Air Force Reserve members may only meet one development team per calendar year, unless approved by both career field career field managers.

6.2.1.12. All Air Force Reserve officers will be vectored by their core ID. Primarily, officers will meet their annual development team based on their core ID. If an officer does not have a core ID, or if they belong to the pseudo-core 16F/P, then they will meet the Special Duty/Non-Core development team. Enlisted members will meet their
biannual functional development team, and may meet the Command E8/E9 development team.

6.2.1.13. Development teams must establish a Key Personnel List by reviewing and scoring Airmen records. Once scores are consolidated via the database, a cut line is determined. Through intentional discussion and review, panel members validate the cut. The Key Personnel List is comprised of individuals with high potential and is used by key/command/joint and key/strategic hiring authorities and may be referenced for other developmental/force development decisions and hiring decisions. High potential individuals are maintained on key personnel lists broken out by grade. ARPC/DPAF is responsible for posting and maintaining the officer Key Personnel Lists. All Key Personnel Lists will be posted on a secure site. Career field managers/major command functional managers are responsible for maintaining Air Force specialty code-specific Key Personnel Lists.

6.2.2. Board Operations. Responsible for building each career field database prior to the development team to include standardized filters and vectors along with career field-specific filters and vectors. Board operations personnel provide technical expertise. Additionally responsible for collecting data identified by AFRC/A1K to be analyzed and tracked. Board operations personnel will assist with the development of development team metrics and summary. Provides career field managers unit manning documents and unit manpower personnel records for their respective functional career field upon request.

6.2.3. Development Team Chair. Development team chair responsibilities include, but are not limited to:

6.2.3.1. Determine development team board composition (see Paragraph 6.3.).

6.2.3.2. Ensure at least one action officer per panel is selected and scheduled for the development team.

6.2.3.3. Ensure the career field pyramid is reviewed and modified, as appropriate, during the development team.

6.2.3.4. Provide ARPC/DPAF, or designated representative, any career field-specific guidance for development team panel members, including but not limited to, AFSC-specific filters.

6.2.3.5. Ensure vectors are returned to the Director of Assignments, Air Reserve Personnel Center (ARPC/DPAF) for distribution to the career field in a timely manner (see Table 6.1.).

6.2.3.6. Ensure development team Charter Guidelines (see Attachment 16) are developed and/or reviewed annually in conjunction with career field development team.

6.2.3.7. Participate in Air Force Reserve career field manager forum.

6.2.3.8. Review their career field key/command/joint list annually to determine if changes are needed. Along with the career field managers, senior leaders in each career field determine the “key” positions within their functional community. These positions will provide the experiences necessary to develop Reserve Citizen Airmen and equip them with the right capabilities to potentially become strategic senior leaders within the
Air Force Reserve. Key positions identified must be vetted through the appropriate organizations to the AFRC/CV for final approval via the appropriate tasking tool.

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

6.2.3.10. For Professional Specialties: Reviews and validates advanced academic requirements, as well as other professional continuing education needed to meet Air Force requirements.

6.2.3.11. If desired, career field managers/major command functional managers may request a waiver to the standardized filters. The waiver request for officer development teams must be coordinated through AFRC/A1KO to AFRC/CV for approval. The waiver requests for enlisted development teams must be coordinated through AFRC/A1KO to AFRC/CCC for approval. Requests must be forwarded to ARPC/DPAF no later than 90 days prior to the development team start date.

6.3. Reserve Development Team Membership.

6.3.1. Development Team Chair (officer). The career field manager normally chairs the development team, however, the Reserve functional manager may appoint a career field senior leader in lieu of the career field manager. The development team charter reflects the development team chair and membership (see Attachment 17). If the Reserve functional manager appoints someone other than the career field manager as the development team chair, they must provide the name and justification to AFRC/A1K and notify ARPC/DPAF. (T-1)

6.3.2. Development Team Chair (enlisted). The major command functional manager normally chairs the development team, however, AFRC/A1KO may appoint a senior leader in lieu of the major command functional manager. AFRC/CV or designated representative will act as the senior advisor and AFRC/CCC or designated representative will chair the Command E8/E9 development team. (T-1)

6.3.3. Development Team Membership. Development team composition will be determined by the career field manager/major command functional manager. When possible, all Air Reserve Forces participation categories should be included. The development teams may include subject matter experts, observers, or action officers. Non-Air Force Personnel are not authorized to be team members. All development team members should serve in a grade/position consistent with the developmental decisions. In addition to the development team chair, voting members of the development team may include key force development stakeholders such as senior leadership from the functional community that best represents the population. (T-1)

6.3.3.1. The career field manager/major command functional manager are highly encouraged to include Regular Air Force members and Air National Guard members. They may include sitting numbered Air Force commanders, wing commanders/directors, group commanders, command chiefs, and other designated key personnel as voting members. Ideally, development teams should have no more than 50 percent member turnover from one development team to the next. Development teams should have a
variety of representatives from career field managers, assignment facilitators, subject matter experts, or career teams (designated by the career field manager/major command functional manager) and/or civilian career field teams (designated by AFRC/A1C) as appropriate, to ensure standardization and provide administrative and logistical support.

6.3.4. Enlisted Command (E-8/E-9) Enlisted development team board membership. The enlisted development team chair determines board composition. In addition to the enlisted development team chair, voting members of the enlisted development team may include key E-9 force development stakeholders from across the command (should be on the Key Personnel List). When possible all Air Reserve Forces participation categories should be included in the enlisted development team board member composition. The enlisted development team chair is highly encouraged to include members of the Regular Air Force and the Air National Guard. This construct is replicated depending on the overall workload and enlisted development team member availability. (T-1)

6.4. Reserve-Development Plan Guidance. The Reserve-development plan is the ultimate tool for Reserve 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 and enlisted complete the Reserve-enlisted development plan. Title 5 civilians assigned to Air Force Reserve Command organizations and Air Reserve Technicians may complete an individual development plan and be seen by their civilian development team which is hosted at the Air Force Personnel Center. (For additional guidance see Chapter 2 of this instruction.) Development teams begin a new cycle annually. The cycle provides Reserve Citizen Airmen with a fresh venue to update their goals and/or restrictions. Each individual should communicate their personal desires for that year to help development teams determine the most appropriate career opportunities when matched with coordinator recommendations. The force development process hinges on this document to match individual preferences to the needs of the Air Force Reserve.

6.4.1. The Reserve-development plan is located within virtual Personnel Center via myPers. At a minimum the Reserve-development plan should be completed by the member 45 days prior to the scheduled development team. Failure to complete the Reserve-development plan during the prescribed timeline could exclude the individual from the development team process that cycle.

6.4.2. Reserve Citizen Airmen should clearly communicate their career goals in the Reserve-development plan. 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, joint duty, or other key developmental opportunities.

6.4.3. Impact of Reserve-development plan. Reserve-development plan is the main force development communication tool that allows functional managers and other senior leaders to assess an individual’s career path and plan for future opportunities. Development teams can provide a range of senior leadership recommendations based on the Reserve Citizen Airmen’s and the coordinator’s Reserve-development plan input.

6.4.4. Reserve-development plan Utilization. Any/all portions of the Reserve-development plan (individual input, senior leader comments, and development team feedback) may be made available to other boards that require information contained in the Reserve-development plan.
6.5. Reserve Development Team Operations (face-to-face or virtual). There are four distinct phases of development team operations: planning, preparation, execution, and post execution. Operating procedures for executing development teams are maintained and updated by ARPC/DPAF. Open communication between the career field manager/major command functional commander, AFRC/A1K, AF/REP, and ARPC/DPAF is essential to aid in planning development team events and in identifying issues/potential conflicts discovered in relation to a development team event. AFRC/A1K should identify measurable data to be analyzed and tracked by ARPC/DPAF.

Table 6.1. DT Phases of Operation.

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<th>PHASE OF OPERATION</th>
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<td>Planning (151 days prior to Development Team)</td>
<td>Message to field with filters and noticed to complete Reserve-Development Plan</td>
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<td>Monthly follow-up messages</td>
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<td>Demographics review</td>
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<td>Charter review/membership; career field pyramid review</td>
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<td>Requirements determination</td>
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<td>Score/vector</td>
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Chapter 7
EXECUTING AIR NATIONAL GUARD FORCE DEVELOPMENT (APPLIES TO AIR NATIONAL GUARD)

7.1. Overview. The vision for Air National Guard Force Development is to create an Air National Guard which is responsive to local, state/territory/district, and Air Force requirements while simultaneously expanding our pool of future leaders. It is paramount to remember the Air National Guard is predominantly a traditional drill-status force and Air National Guard men and women share their military career with their civilian employers and families.

7.1.1. The overall goal of Air National Guard force development is to provide deliberate and organized professional development, tailored to meet Air National Guard and Air Force needs, within the context and culture of the Air National Guard. This is accomplished by developing Airmen with the necessary skills, knowledge and experience to lead and execute current and future mission capabilities.

7.1.1.1. The need to provide individuals with joint experiences, higher headquarters level opportunities, Air Expeditionary Force deployments, special duty assignments, and additional supervisory experiences has been identified by the Air National Guard.

7.1.1.2. The Air National Guard force development Concept of Operations and State Force Development Toolkit are available on the Air National Guard force development website at: http://www.ang.af.mil/careers/forcedevelopment to provide basic elements and options to enable each State, Territory, and District to tailor and execute a force development plan to offer Airmen educational and developmental opportunities that meet the needs.

7.1.1.2.1. Each State, Territory, District, and the Statutory Tour Program must have a force development process and a career management process to evaluate and mentor Airmen assigned to their state (T-1). Since the Air National Guard does not employ a centralized assignment system, force development is conducted by each State, Territory and the District. The Air National Guard Readiness Center centrally manages Guardsmen’s force development in the Statutory Tour program.

7.1.2. Force Management requires deliberate planning and must be designed to meet Air Force and Air National Guard needs, and also accommodate individual goals and objectives.

7.1.2.1. Each State, Territory, and District will have a process to identify positions and opportunities that provide the competencies necessary to become strategic leaders. The work of identifying these positions across the various programs in the Air National Guard and establishing detailed management processes belongs to each State, Territory, and District Joint Force Headquarters, wing, and Statutory Tour Program. At the direction of the Director, Air National Guard, NGB/HR will maintain a national-level program to provide opportunities for Air National Guard members to complete an Air National Guard Headquarters and/or a major command assignment. The State, Territory, and District selection processes are necessary to validate candidates for this national-level program and indicate recommended follow-on assignments (T-1).
7.1.2.2. To facilitate planning for our members, a structured timeline within the Air National Guard Force Development program is essential. Solicitation for nominations must be timed to coincide with availability of opportunities, whether they are educational or experiential. This timeline must also coordinate with programs outside the influence of the Air National Guard (i.e., intermediate developmental education/senior developmental education class start/completion dates, fiscal year, Air Expeditionary Force cycles, etc.). A calendar of events is published on the Air National Guard force development website.

7.2. The Force Development construct. The force development program consists of: a) centralized management within each State, Territory, District, and the statutory tour program; b) development teams focused on competency development within an organizational unit or functional group; and c) direct communication with individual Air National Guard members. Each of these components is described below along with examples of available support tools.

7.2.1. Centralized Management. To implement force development each State, Territory, and District, and Statutory Tour program will have a central body—Force Development Council—that accounts for opportunities and resources under its control.

7.2.1.1. The Force Development Council has the authority to centrally manage the development of Air National Guard Airmen under its control. It will identify education or assignment vectors for Airmen utilizing structured criteria such as career gates, prior education/assignments, and developmental potential.

7.2.2. Competency Development. Each State, Territory, and District Force Development Council may also be supported by force development Teams which focus on the development of a subset of Air National Guard members. The subset may be defined by organization or command structure (i.e., a wing or a group) or by function or classification (i.e., rated officers, enlisted maintainers, medical specialty, Company Grade Officers, Junior Non-commissioned officers). Development teams can be established at each wing, geographically separated units, or where needed to provide individuals with developmental vectors. Establishing development teams is one of the first and most powerful steps an organization can take to create the culture change necessary to enact force development.

7.2.2.1. Development teams are composed of supervisors and/or commanders who collectively review Individual Development Plans and provide developmental vectors to the Airmen under review. The developmental opportunities available to members within a specific functional area or command structure will vary from team to team. These opportunities include, but are not limited to, attending professional education courses, broadening or special duty assignments, and future deployments.

7.2.2.1.1. The focus of the development team is to assess each member’s potential and deliberately plan a vector to promote and develop competencies to make the member an effective future Air National Guard leader.

7.2.2.1.2. Development teams are also a forum to identify the strengths, competencies, and transferrable skillsets a member brings from non-military, civilian experiences. As an organization, it is important to acknowledge the strength of the skillset traditional members bring to the organization through their civilian experience.
7.2.2.1.3. The establishment of development teams allows visibility into military and civilian talents at a local level where the knowledge can be used to enhance the organization and further develop the member.

7.2.2.2. Force development teams differ from Force Development Council, which focus on small groups, by ensuring that every member in the organization is aware of, and able to participate in, force development from the beginning to the end of their career.

7.2.2.3. Force development teams can use tools, like the career field pyramids to facilitate necessary one-on-one communication by laying out a potential career development path to provide development vectors.

7.2.3. Individual Communication. The foundation of force development is direct communication between the supervisor/commander and the Airman regarding the member’s goals and aspirations. Each individual’s goals and potential are unique. Therefore, the force development process needs to allow for varying paths and “on/off ramps” to account for changes in the Airman’s availability to pursue a developmental opportunity.


7.2.5. Functions. Force Development Councils and development teams should meet at least once per year, or more often as necessary. Force Development Council and development team members should work together to ensure proper execution of the force development construct and will:

7.2.5.1. Be aware of the Air Force and Air National Guard overall mission requirements at the local, State, Territory, District, and national level.

7.2.5.2. Oversee personnel development to meet functional community and broader Air Force and Air National Guard institutional requirements, while balancing the desires of the individual.

7.2.5.3. Highlight civilian competencies which are transferable to Air National Guard competencies.

7.2.5.4. Understand an individual’s developmental preferences.

7.2.5.5. Balance individual desires and availability with institutional requirements.

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

7.2.5.7. Evaluate and recommend individual Airmen for special developmental opportunities to include developmental education.

7.2.5.8. Make recommended “development vectors” for individual Airmen designed to optimize their potential skills development over time.

7.2.5.9. Provide developmental feedback to Airmen and commanders/supervisors using a Development Plan.
7.3. Developmental Education. Education is a vital investment in our people and force development recognizes the necessity of providing the right education to the broadest possible group of Airmen, both to develop them individually and to meet Air National Guard requirements.

7.3.1. As States, Territories, and Districts implement force development, the selection process will be structured to encourage senior raters, commanders, and command chiefs to identify and nominate their best candidates who have indicated the desire to attend in-residence schools.

7.3.2. State, Territory, and District Joint Force Headquarters and the National Guard Bureau Force Development Councils will validate candidates and indicate recommended follow-on developmental assignments. As developmental education opportunities are limited all future leaders may not be able to attend traditional in-residence developmental education programs.

7.4. Joint-Duty Assignments. Force Development Councils and development teams must ensure Air National Guard members vectored for joint-duty assignment consideration are of sufficient quality to achieve promotion rates in accordance with joint promotion objectives outlined in 10 USC, § 662.

7.5. Program Measurements and Metrics. Force development requires a quantitative form of measurement to capture gains (or losses) on resources invested in program execution. The Air National Guard Force Development Program Manager has established baseline measures of Air National Guard participation levels and achievement of specific force development indices. Periodic measurement and trend analysis will be used to evaluate program implementation and goal attainment.

7.5.1. The identification of individual member achievement of the force development indices provides an initial list of high potential or competitive Airmen within the Air National Guard organization. The creation of State, Territory, and District Force Development Councils capable of vetting or endorsing high potential Airmen will enhance the value of this force development product and assist in directing resource use.

7.5.2. The development of State, Territory, and District measures of success or criteria is encouraged. Criteria may be objective or subjective as determined by the needs of the individual State, Territory, and District or unit.

7.6. Communication and change management plan. The Air National Guard Force Development Program Manager has implemented a robust force development communication plan to inform Airmen, commanders, and supervisors of changes that will occur with the Air National Guard force development program. The communication plan is designed to ensure a coordinated, well-timed strategy for internal and external use by states and territories.

7.6.1. All levels of leadership must be committed to force development. (T-1)

7.6.2. Citizen’s Airman’s time is respected by Air National Guard leadership.

7.6.3. There is a clear vision for developing Airmen to become the tactical, operational, and strategic leaders of tomorrow.

7.6.4. It is understood that Force Development Concept of Operations drives a process and attitude change throughout the Air National Guard.
7.6.5. Air National Guard leadership should be prepared to implement and facilitate these changes.

7.6.6. A platform is provided that allows different avenues for Air National Guard members to balance the needs of the unit, their family and their employer.

SHON J. MANASCO
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Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

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AFPD 10-3, Operational Utilization of the Air Reserve Component Forces, 29 November 2017
AFPD 52-1, Chaplain Corps, 19 December 2013
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AFH 36-2618, The Enlisted Force Structure, 5 July 2018
AFI 52-101, Planning and Organizing, AFGM 24 January 2018
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AFI 52-102V2, Chaplain Assistant Professional Development, 23 September 2015
AFI 51-801, Training of Air Force Reserve Component Judge Advocates and Paralegals, 14 March 2018
AFI 51-802, Management of the Judge Advocate General’s Corps Reserve, 14 March 2018
AFMAN 36-2643, Air Force Mentoring Program, 4 May 2017
AFMAN 36-606, Civilian Career Field Management and Development, 2 May 2016
10 USC § 662, Promotion Policy Objectives for Joint Officers, 3 January 2012
10 USC § 806, Judge Advocates and Legal Officers, 3 January 2012
10 USC § 8037, Judge Advocate General, Deputy Judge Advocate General: appointment; duties, 7 January 2011
10 USC § 8067, Designation: Officers to Perform Certain Professional Functions, 7 January 2011

**Prescribed Forms**
AF Form 847, *Recommendation for Change of Publication*
AF Form 4059, *Air Force Civilian Competitive Development Nomination*
AFRC Form 106, *Manpower Change Request*

**Terms**

**Advanced Academic Degree**—any graduate or post-graduate degree awarded by an accredited degree-granting institution.

**Air and Space Expeditionary Forces**—The Air Force presents its force capabilities to satisfy commander requirements through the Air Expeditionary Force concept. The Air Expeditionary Force concept is how the Air Force organizes, trains, equips, and sustains itself by creating a mindset and cultural state that embraces the unique characteristics of aerospace power (range, speed, flexibility, and precision) to meet the national security challenges of the 21st century.

**Air Force Council**—The top Air Force corporate decision-making body. Provides an institutional perspective and makes strategic recommendations to the secretary of the Air Force and Air Force chief of staff on Air Force-wide force management and development issues for the purpose of developing the necessary competencies within our officer, enlisted, and civilian force. The Air Force vice chief of staff chairs the Air Force Council. SAF/MR, functional authorities, vice major commanders, chief master sergeant of the Air Force, and appropriate Air Reserve Component and civilian representation make up the Air Force Council and provide a review of total force management.

**Air Force Education Requirements Board**—Forum for providing corporate guidance and oversight for Air Force advanced academic degree and professional continuing education programs. This body approves Air Force education quota requirements above available funding level and prioritizes education quota requirements below the funding level.

**Air Force specialty**—A group of manpower positions requiring common qualifications. Each Air Force specialty has a title and a code.

**Air Force specialty code**—A combination of numbers and alpha characters used to identify an Air Force specialty. Officer Air Force specialty codes consist of four characters; enlisted Air Force specialty codes consist of five characters. Alpha prefixes or suffixes are used with the numerical codes when specific identification of position requirements and individual qualifications is necessary. Refer to Air Force Instruction 36-2101, *Classifying Military Personnel (Officer and Enlisted)*, Tables 1.1. and 1.2. for explanation of codes.

**Airman**—According to AFDD 1-1, Leadership and Force Development, an Airman is any U.S. Air Force member or Department of the Air Force civilian.
**Airman Development Plan**—Web-based tool that is the primary mechanism for officers to express education, training, and experience goals to their chain of command, development team, assignment team, and career field team. Enables communication between the development team and the individual.

**Air Reserve Component**—The combination of the Air National Guard and the Air Force Reserve; together they are called the Air Reserve Component. Air Force Policy Directive 10-3, *Air Reserve Component Forces*, establishes policy to fully integrate the Air National Guard, Air Force Reserve, and Regular Air Force into a single Total Force.

**Assignment Facilitator**—The assignment facilitators are the tactical means by which the Air Force Reserve facilitates education, training and experience (assignments) opportunities for reserve officers O-5 and below. They also provide career field specific counseling and guidance. In addition, assignment facilitators are the conduit between the field, hiring authorities and the career field managers.

**Assignment Team**—Executes assignment and some deployment policies for a functional community and makes assignments using the Air Force Assignment System.

**Career Field Manager**—Air Force focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy and guidance. Must be appointed by the FM and hold the grade of O-6/GS-15 (or equivalent) for officer and civilian specialties, and the grade of CMSgt for RegAF enlisted Airmen.

**Career Field Team**—Functionally-oriented teams that execute force development policy and programs for civilians.

**Civilian Developmental Education**—Targets the development needs of a member at certain points in their career and encompasses training, educational, and experiential opportunities at the tactical, operational, and strategic levels of development.

**Career Management Product**—A customized document tailored to identify AFR officer and enlisted key, command, and joint duty assignment list positions.

**Civilian Strategic Leader Program**—Ensures a highly-qualified leadership pipeline is available to meet future mission requirements. Through experiential opportunities, civilian strategic leadership program enhances the knowledge, skills and abilities possessed by its GS-14/15 participants by providing assignments with roles and responsibilities that have Air Force enterprise and/or Department of Defense-wide impact. A fundamental aspect of the civilian strategic leadership program is ensuring there is a right mix of enterprise positions at varying strategic levels within the AF enterprise. While not a promotion program, civilian strategic leadership program participants are reassigned to experiential positions typically for 3 years. While the majority of civilian strategic leadership program positions are locally funded, some positions across the Air Staff, Office of the Secretary of Defense, and joint community are funded by the Central Salary Account.

**Competencies**—Observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform institutional or occupational functions successfully.

**Concept of Operation**—Describes key Air Force mission areas and/or functional areas for enabling desired joint warfighting effects in accordance with national, joint, and service
guidance. The Air Force concept of operation articulates the capabilities needed to achieve those effects and inform Headquarters Air Force and major command senior leadership on the Air Force vision for capabilities development.

Continuum of Learning—Career-long process of individual development where challenging experiences are combined with education and training through a common taxonomy to produce Airmen who possess the tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of Air Force and joint missions.

Cross-Functional Advisory Panels—A forum (e.g., Nuclear Enterprise Senior Steering Group) convened to develop and coordinate strategic-level oversight to key stakeholders and functional communities.

Cross-Functional Authority—Manage the needs of their occupational capability by identifying cross-functional billets, associating proficiency levels, and development (training and/or experience) necessary to successfully conduct their mission and working with functional leads to ensure career long, deliberate development occurs. Currently, five cross functional authorities have been identified: cyberspace, nuclear, space, test and evaluation, and acquisitions.

Cross-Functional Capabilities—Collection of skills including knowledge and task proficiency needed to produce a distinctive operational capability which is not entirely developed within the AF institutional and occupational development plan. This capability is source by more than one, but not all, Air Force specialty codes to augment institutional and occupational functions. This functional mission set relies on a deliberate human capital strategy of skill development built over time through education, training, and experience.

Developmental Education—An array of educational opportunities including: professional military education, advanced academic degrees, and professional continuing education.

Developmental Education Designation Board—An annual board chaired by the AF/A1 to determine in-resident intermediate developmental education and senior developmental education assignments for Regular Air Force officers below the grade of O-6 and selected GS-15s (or equivalent).

Development Team—Provides oversight of officer and civilian development to meet both functional and AF corporate leadership requirements. Development teams are the conduit between force development systems, frameworks, and policy and translate these into career vectors for individuals.

Development Team Tool—A database tool used by development teams to score individual records, determine candidates for developmental education and command, and assign developmental vectors.

Developmental Vector—A recommendation from a development team to an individual and his or her assignment team of an experience to be gained for the development of the individual (e.g., joint, headquarters Air Force, command, etc.).

Education—Process of imparting general bodies of knowledge and habits of mind applicable to a broad spectrum of endeavors to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment. Education programs prepare Airmen to anticipate and successfully meet challenges across the
range of military operations and build a professional corps. Further, they positively impact both recruitment and retention efforts.

**Enlisted Development Team**—Provides key input on functional progression and succession planning. They execute enlisted vectoring and identify key leadership and developmental positions in their functional communities. The CFM and EDT chair collaborates with AF/A1 and the Air Force Personnel Center on enlisted force development and management programs.

**Enlisted Quarterly Assignment Listing**—Provides Airmen a listing of assignment requirements available for upcoming assignment cycles and allows Airmen the opportunity to align personal preferences to Air Force needs. The listing identifies available assignments by Air Force specialty code, grade and location. The list can be viewed on the Air Force Personnel Center Worldwide Web page at [http://www.afpc.randolph.af.mil](http://www.afpc.randolph.af.mil). **Note:** Must be Regular Air Force to access this online.

**Enlisted Quarterly Assignment Listing - Plus**—Supplements the enlisted quarterly assignment listing and is used to advertise requirements for special duty assignments, joint/departmental assignments, short-notice overseas assignments, and all chief master sergeant assignments. Enlisted quarterly assignment listing-Plus shows upcoming requirements, any special qualifications an Airman needs to be eligible for selection, the available locations, reporting instructions, and points of contact for additional information. The list can be viewed on the Air Force Personnel Center Worldwide Web page at [http://www.afpc.randolph.af.mil](http://www.afpc.randolph.af.mil). **Note:** Must be Regular Air Force to access this online.

**Expeditionary Skills**—Knowledge, skills and abilities needed by a deployment-ready Airman to survive, operate, and succeed in a deployed environment, while reinforcing a strong warrior ethos.

**Expeditionary Skills Senior Review Group**—Establishes a corporate level systematic process through which expeditionary skills training requirements are identified and validated, and the actual training will be synchronized and efficiently administered. As a subordinate body to the Air Force Council, the Expeditionary Skills Senior Review Group will make recommendations to the Air Force Council on expeditionary skills related issues requiring senior level Air Force oversight. The Expeditionary Skills Senior Review Group also provides guidance and direction to its subordinate expeditionary skills working group and approves or disapproves expeditionary skills training recommendations submitted by the expeditionary skills working group.

**Experience**—Active participation/involvement in positions, events, or activities leading to the accumulation of knowledge or skill that can be utilized to meet mission requirements.

**Extended Active Duty**—An active duty status other than active duty for training or temporary tours of active duty. Personnel on extended active duty are assigned to an active duty unit, and accountability is against active force strength.

**Force Development**—A deliberate process of preparing Airmen through the continuum of learning with the required competencies to meet the challenges of current and future operating environments. Institutional development generally results in leadership, management, and warrior ethos proficiency. Occupational development generally results in technical skill proficiency.
Force Development Construct—A framework that links Airmen development needs with defined institutional competencies. These competencies (Organizational, People/Team, and Personal) are delivered through the continuum of learning.

Functional Advisory Council—A forum of functional representatives that meets to discuss how to best prepare senior leaders with a comprehensive understanding of functional, cross-functional, and institutional personnel requirements as they pertain to a particular career field.

Functional Management Structure—The functional authority, functional manager, development team, enlisted development team, career field manager, functional assignment team/career field team and other career field stakeholders at the enterprise level who provide a corporate perspective of institutional requirements, career field-specific policy and guidance, and day-to-day management of their specific career field(s) in order to ensure Airmen within their functional community are equipped, developed, and sustained to provide AF capabilities.

Functional Area Manager—The individual 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 developing and reviewing policy; developing, managing, and maintaining unit type codes; developing criteria for and monitoring readiness reporting; force posturing; and analysis. At each level of responsibility (Headquarters Air Force, major commands, air component, forward operating agency, direct reporting unit, and installation), the functional area manager should be the most knowledgeable and experienced person within the functional area and have the widest range of visibility over functional area readiness and capability issues.

Functional Authority—Senior leaders, to include Assistant Secretaries (SES), Deputy Chiefs of Staff (three-star), and other selected HAF two-letter GO/SES-level leaders that provide corporate perspective of institutional requirements and force management and development. The functional authority serves as a final authority to ensure all policies, established in accordance with this document, are implemented within their functional community. Functional authorities are supported by functional managers who are supported by career field managers.

Functional Manager (FM)—Senior leaders, designated by the appropriate functional authorities, who provide day-to-day management responsibility over specific functional communities. While they should maintain an institutional focus with regard to resource development and distribution, functional managers are responsible for ensuring their specialties are equipped, developed, and sustained to provide Air Force capabilities.

High Potential Officer (Regular Air Force)—Demonstrate depth and expertise through exceptional performance in functional skills, and excel in the areas of personal, people/teams, and organizational competencies as further delineated in AFDD 1-1, Leadership and Force Development, Appendix C., Institutional Competency List. High-potential officer indicators include: Officer performance report/3849/statatement of intent stratification, awards/ recognition, special selection and assignments. Regular Air Force high-potential officer on-ramps include: commissioning source distinguished graduate, initial skills training distinguished graduate, developmental educations “select” status (Line of the Air Force and Line of the Air Force-Judge Advocate only), developmental education in-residence attendance, developmental education distinguished graduate, highly successful squadron command tour and below-primary-zone selection(s).
High Potential Officer (Air Force Reserve)—Officers on their career field Key Personnel Listing (determined by the development team), in resident developmental education students, Reserve Command Selection Board list, Reserve Brigadier General Qualification Board list, or sitting commanders in O-6 level commander positions are considered high-potential officers. Demonstrate depth and expertise through exceptional performance in the functional skills, breadth of experience through assignment and educational opportunities, and those who excel in the areas personal, people/teams, and organizational competencies as further delineated in AFDD 1-1 Leadership and Force Development, Appendix C. Institutional Competency List. Reserve component indicators include: officer performance report stratification, awards/recognition, and assignments to key/command/joint positions, Reserve Command Screening Board selection, and the four pillars of the Air Force Reserve.

Individual Development Plan—Web-based tool that is the primary mechanism for civilians to express education, training, and experience goals. Enables communication between the development team and the individual.

Individual Reservist—A member of the Individual Reserve Program in one of four categories: the individual mobilization augmentee; the participating Individual Ready reserve; non-participating Individual Ready Reserve and the Standby Reserve.

Intermediate Developmental Education—Developmental education directed at the operational level of development, usually received as a field grade officer and GS 12-13 (or equivalent).

Institutional Competencies—Common taxonomy used to implement the continuum of learning. These leadership competencies are expected of all Airmen, throughout their careers, and will be the competencies needed to operate successfully in the constantly changing environment in which they function. The three categories of these competencies are mapped to the Air Force leadership levels.

Joint Duty Assignment List—This is a list of secretary of Defense-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.

Judge Advocate—Licensed attorneys who deliver professional, candid, independent counsel and provide full spectrum legal capabilities to assist the warfighter.

Issue Panels—Established to respond to specific institutional force management or development issues which have a significant AF impact. When created, the charter must include specific criteria defining when the panel will stand down.

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 Air Force Reserve development for future key position placement. These positions are at the strategic level, often requiring a component perspective.

Key Career Position—Target competencies at the strategic leadership level. Key career positions are centrally managed and in major occupational series. They have a tour length of 3-5
years, provide critical experience in developing career field leadership, and are to be vectored by the Career Field Development Team process.

**Key Personnel List**—Development Teams establish a key personnel list through the scoring process during career field development teams. The Key Personnel Listing is used to fill key/command/joint officer and key/strategic enlisted positions and referenced when making other developmental decisions.

**Major Command**—A major subdivision of the Air Force that is assigned a major part of the Air Force mission. Major commands report directly to Headquarters Air Force.

**Major Command Functional Manager**—The Air Force Reserve focal point for enlisted members in a designated career field. They serve as the primary advocate for the career field, they monitor health and manning, and address issues and coordinate functional concerns across various staffs.

**Nuclear Deterrence Operations**—The service core function where the Air Force operates, maintains, and secures nuclear forces to achieve an assured capability to deter an adversary from taking action against vital United States interests. Specifically, the three capabilities resident in nuclear deterrence operations are (1) Assure, Dissuade, Deter, (2) Nuclear Surety, and (3) Nuclear Strike.

**Nuclear Enterprise**—The people, organizations, processes, procedures, and systems used to conduct, execute, and support Nuclear Deterrence Operations and forces. It includes the infrastructure and life-cycle activities for nuclear weapons, delivery platforms, and supporting systems; intellectual and technical competencies; and cultural mindset.

**No-Fail Position**—A position with responsibilities vital to the success of the mission. Failure to have a qualified individual in this position could have severe consequences.

**Occupational Group**—A major category of white collar occupations, embracing a group of associated or related occupations (e.g., the accounting and budget group is GS-0500).

**Occupational Series**—A subdivision of an occupational group consisting of positions with similar specialized line of work and qualification requirements. The series are designated by a title and number such as the accounting series, 0510.

**Occupational Competencies**—A set of competencies required of all Airmen within a specific workforce category (a group of functions requiring similar work, i.e., Engineering). They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to perform that function’s mission successfully.

**Potential Reassignment List**—List of Reserve members who are approaching six months prior to end of their current assignment and may potentially be reassigned to another position.

**Professional Continuing Education**—Any course that is less than 20 weeks in duration and satisfies mission accomplishment, sustainment, or enhancement as required by law, Air Force governance, specific memorandum of agreement, or position requirement. Professional continuing education should not be confused with initial skills and subsequent advanced training courses that are required to advance in the Air Force Specialty Code skill level.

**Professional Military Education**—Critical subset of developmental education that: 1) provides the nation with personnel skilled in the employment of air, space, and cyberspace power in the
conduct of war, small scale contingencies, deterrence, peacetime operations, and national security; 2) provides Air Force personnel with the skills and knowledge to make sound decisions in progressively more demanding leadership positions within the national security environment; and 3) develops strategic thinkers, planners, and war fighters. In addition, professional military education programs strengthen the ability and skills of Air Force personnel to lead, manage, and supervise.

Progression Planning—Career field planning designed to provide the proper education, training and experience necessary to develop the majority of the career field.

Reserve Developmental Education Designation Board—The Reserve Developmental Education Designation Board is an annual board that convenes at Air Reserve Personnel Center to select Citizen Airmen to attend in-residence developmental education schools.

Reserve-development plan—This 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 force development process hinges on this extremely important document to match against the needs of the Air Force.

Reserve Enlisted Force Development Panel—The Reserve Enlisted Force Development Panel provides general enlisted force development program oversight and guidance.

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

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

Senior Developmental Education—Developmental education directed at the strategic level of development, usually for O-5/O-6/GS-15 (and equivalent).

Senior Rater—Senior raters must be at least an O-5/O-6/GS-15 (equivalent) or higher, serving as a wing commander or equivalent position and designated by the Management Level with a Senior Rater Identification.

Skill Level—An enlisted Air Force specialty code denoting an individual’s highest level of qualification. Enlisted personnel must complete all mandatory training requirements as outlined in Air Force Instruction 36-2201, the specialty description in the Air Force Enlisted Classification Directory on the Air Force Personnel Center web site, and the applicable Career Field Education and Training Plan for award of the 3-, 5-, 7-, and 9-skill levels.

Space Professional Functional Authority—The secretary of the Air Force-appointed functional authority for the Space Professional community.

Specialty Training Requirements Team—Air Force career field managers use this forum and quality control tool to determine and manage career field education and training requirements.
**Student Assignment Facilitation Panel**—Assists students leaving in-residence developmental education with outplacement to help ensure the Air Force Reserve’s return on investment.

**Succession Planning**—Identifying long-range needs and cultivating a supply of talent to meet those needs. It involves a process for identifying and developing organizational personnel with the potential to fill key leadership positions. Succession planning increases the availability of experienced and capable personnel that are prepared to assume these roles as they become available.

**Total Force**—Organizations, units, and individuals that comprise the Air Forces’ resources for meeting its mission. This includes Regular Air Force, Air National Guard, and Air Force Reserve military personnel, and civilian personnel.

**Total Force Assessment**—Tests whether the force requirements derived from its manpower requirements determination process were sufficient to support the spectrum of military operations envisioned in the defense strategy. This includes simultaneously fighting two major theater wars to conducting multiple contingency operations in peacetime.

**Training**—A set of events or activities presented in a structured or planned manner through one or more media for the attainment and retention of skills, knowledge, and attitudes required to meet job performance requirements. This involves the coaching and mentoring of Airmen, resulting in proficiency development.

**Note:**—Functional authorities in conjunction with Air Education and Training Command and 2nd Air Force shall develop frameworks for technical skill development. These frameworks shall be consistent with overarching Air Force guidance.

**Unit Manpower Document**—The unit manpower document is the primary document that reflects the manpower required to accomplish the unit’s mission. It is a computer product that lists unit manpower requirements, both funded and unfunded, and is used to help manage manpower resources. The unit manpower document contains many data elements identifying the unique attributes of a position including position number, Air Force specialty code, functional account code, work center, grade, number of authorizations, and personnel accounting symbol data.

**Utilization and Training Workshop**—Career field managers use the utilization and training workshop process to develop and review training programs within an Air Force specialty or civilian occupational series. The goal of the utilization and training workshop process is to develop the architecture for effective life-cycle training to be provided at appropriate points throughout a career path and to ensure that personnel within the specialty or series are properly employed.

**Utilization Field**—A group of Air Force officer specialties, related by required skills and knowledge. A utilization field can consist of only one specialty if the skills and knowledge required are unique and don't relate to other officer specialties.

**Vector**—The development team/enlisted development team collective recommendation for an assignment level (e.g., Joint Staff, Headquarters Air Force, major command, installation-level, etc.), training, or education opportunity (e.g., resident developmental education, advanced functional training), or position type (e.g., flight commander, division chief, instructor, special duty, etc.) a member should be considered for in his or her next or subsequent assignments.
## Attachment 2

**FORCE DEVELOPMENT CHART**

Figure A2.1. Force Development Chart.

<table>
<thead>
<tr>
<th>LT</th>
<th>CAPT</th>
<th>MAJ</th>
<th>LT COL</th>
<th>COL</th>
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<tbody>
<tr>
<td>GS 1-9</td>
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<td>GS 10-13</td>
<td></td>
<td>GS 14-15</td>
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<tr>
<td>E1</td>
<td>E2</td>
<td>E3</td>
<td>E4</td>
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<tr>
<td>E6</td>
<td>E8</td>
<td>E9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Foundational Development
*Preparation to fill an AF role*

### Institutional Development
*Building leaders with broad experiences*

### Occupational Development
*Focused on building depth of functional expertise*
Attachment 3

FUNCTIONAL AUTHORITY RANK/GRADE/POSITION WAIVER MEMORANDUM TEMPLATE

MEMORANDUM FOR AF/A1

FROM:

SUBJECT: Functional Authority Rank/Grade/Position Waiver Authority

In accordance with Air Force Instruction 36-2640, Executing Total Force Development, (insert the requesting official’s name, title and rank) respectfully requests a waiver to the functional authority chair rank/grade/position requirements. Request (state the person’s name, title and rank/grade) be appointed as the functional authority due to (state the reason why). He/she will hold this position for the following timeframe (insert the applicable timeframe).

FUNCTIONAL MANAGER SIGNATURE BLOCK

cc: AF/A1D AF/A1P
### Table A4.1. Functional Authorities for Officer Career Fields (note 1).

<table>
<thead>
<tr>
<th>AFSC</th>
<th>Career Field</th>
<th>Functional Authority</th>
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</thead>
<tbody>
<tr>
<td>11X</td>
<td>Pilot</td>
<td>AF/A3</td>
</tr>
<tr>
<td>12X</td>
<td>Combat Systems Officer</td>
<td>AF/A3</td>
</tr>
<tr>
<td>13A</td>
<td>Astronaut</td>
<td>AF/A3</td>
</tr>
<tr>
<td>13B</td>
<td>Air Battle Manager</td>
<td>AF/A3</td>
</tr>
<tr>
<td>13D</td>
<td>Control and Recovery</td>
<td>AF/A3</td>
</tr>
<tr>
<td>13L</td>
<td>Air Liaison Officer</td>
<td>AF/A3</td>
</tr>
<tr>
<td>13M</td>
<td>Airfield Operations</td>
<td>AF/A3</td>
</tr>
<tr>
<td>13S</td>
<td>Space Operations</td>
<td>AFSPC/CC</td>
</tr>
<tr>
<td>13N</td>
<td>Nuclear/Missile Operations Officers</td>
<td>AF/A10</td>
</tr>
<tr>
<td>14N</td>
<td>Intelligence</td>
<td>AF/A2</td>
</tr>
<tr>
<td>15W</td>
<td>Weather</td>
<td>AF/A3</td>
</tr>
<tr>
<td>16F</td>
<td>Regional Affairs Strategist</td>
<td>SAF/IA</td>
</tr>
<tr>
<td>16P</td>
<td>Political-Military Affairs Strategist</td>
<td>SAF/IA</td>
</tr>
<tr>
<td>16G, 16R</td>
<td>Operations Support</td>
<td>AF/A3</td>
</tr>
<tr>
<td>17D</td>
<td>Cyberspace Operations</td>
<td>SAF/CIO A6</td>
</tr>
<tr>
<td>18X</td>
<td>Remotely Piloted Aircraft Pilot</td>
<td>AF/A3</td>
</tr>
<tr>
<td>21A</td>
<td>Aircraft Maintenance</td>
<td>AF/A4</td>
</tr>
<tr>
<td>21M</td>
<td>Munitions/ Missile Maintenance</td>
<td>AF/A4</td>
</tr>
<tr>
<td>21R</td>
<td>Logistics Readiness</td>
<td>AF/A4</td>
</tr>
<tr>
<td>31P</td>
<td>Security Forces</td>
<td>AF/A4</td>
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<tr>
<td>32E</td>
<td>Civil Engineer</td>
<td>AF/A4</td>
</tr>
<tr>
<td>35B</td>
<td>Band</td>
<td>SAF/PA</td>
</tr>
<tr>
<td>35X</td>
<td>Public Affairs</td>
<td>SAF/PA</td>
</tr>
<tr>
<td>38F (Note 2)</td>
<td>Force Support</td>
<td>AF/A1</td>
</tr>
<tr>
<td>41A</td>
<td>Medical Services Corps</td>
<td>AF/SG</td>
</tr>
<tr>
<td>42X, 43X</td>
<td>Biomedical Sciences Corps</td>
<td>AF/SG</td>
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<td>44X, 45X, 48X</td>
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<td>AF/SG</td>
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<td>46X</td>
<td>Nurse Corps</td>
<td>AF/SG</td>
</tr>
<tr>
<td>47X</td>
<td>Dental Corps</td>
<td>AF/SG</td>
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<tr>
<td>51J</td>
<td>Judge Advocate General’s Corps</td>
<td>AF/JA</td>
</tr>
<tr>
<td>52R</td>
<td>Chaplain</td>
<td>AF/HC</td>
</tr>
<tr>
<td>61A/B/C/D</td>
<td>Scientist</td>
<td>SAF/AQ</td>
</tr>
</tbody>
</table>
Note 1: Officers serving in Special Duty Identifiers/Reporting Identifiers (i.e., 16X, 11U, 80C, 81C, 81T, 82A, 83R, 85G, 86M, 88A, 91C, 97E, 10C, 20C, 30C, and 40C) are assigned to these duty Air Force specialty codes but are corporately managed by their core career field/functional leadership.

Non-core Air Force specialty code points of contact address issues related to the cross-functional mission area or special emphasis areas, however, the officers serving in positions supporting the cross-functional mission area or special emphasis areas are corporately managed by their core/functional leadership.

Note 2: 38F functional manager has oversight responsibility for 30C and 97E Special Duty Air Force specialty codes for the Regular Air Force.

Note 3: For 61A, AF/A9 provides career management advisory services for SAF/AQR.

Table A4.2. Functional Authorities for Civilian Career Fields.

<table>
<thead>
<tr>
<th>Career Field</th>
<th>Functional Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit</td>
<td>SAF/AG</td>
</tr>
<tr>
<td>Chaplain</td>
<td>AF/HC</td>
</tr>
<tr>
<td>Civil Engineer</td>
<td>AF/A4</td>
</tr>
<tr>
<td>Communications &amp; Information</td>
<td>AF/A6</td>
</tr>
<tr>
<td>Contracting</td>
<td>SAF/AQ</td>
</tr>
<tr>
<td>Financial Management</td>
<td>SAF/FM</td>
</tr>
<tr>
<td>Force Support (see Note 1)</td>
<td>AF/A1</td>
</tr>
<tr>
<td>Historian</td>
<td>AF/HO</td>
</tr>
<tr>
<td>Intelligence</td>
<td>AF/A2</td>
</tr>
<tr>
<td>International Affairs</td>
<td>SAF/IA</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>SAF/AA</td>
</tr>
<tr>
<td>Legal</td>
<td>AF/JA</td>
</tr>
<tr>
<td>Logistics</td>
<td>AF/A4</td>
</tr>
<tr>
<td>Medical</td>
<td>AF/SG</td>
</tr>
<tr>
<td>Operations</td>
<td>AF/A3</td>
</tr>
<tr>
<td>Program Management</td>
<td>SAF/AQ</td>
</tr>
<tr>
<td>Public Affairs</td>
<td>SAF/PA</td>
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<tr>
<td>Safety</td>
<td>AF/SE</td>
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<tr>
<td>Scientist and Engineer (Note 2)</td>
<td>SAF/AQ</td>
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<tr>
<td>Security</td>
<td>SAF/AA</td>
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</tr>
<tr>
<td>Special Investigations</td>
<td>AFOSI/CC</td>
</tr>
<tr>
<td>Weather</td>
<td>AF/A3</td>
</tr>
</tbody>
</table>

**Note 1**: AF/A1S is the Functional Manager for non-appropriated funds Air Force employees.

**Note 2**: For the Operations Research career field (1515), AF/A9 provides career management advisory.

**Table A4.3. Functional Authorities for Enlisted Career Fields.**

<table>
<thead>
<tr>
<th>AFSC</th>
<th>Career Field</th>
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<tbody>
<tr>
<td>1A0X1</td>
<td>In-flight Refueling</td>
<td>AF/A3X</td>
</tr>
<tr>
<td>1A1X1</td>
<td>Flight Engineer</td>
<td>AF/A3X</td>
</tr>
<tr>
<td>1A2X1</td>
<td>Aircraft Loadmaster</td>
<td>AF/A3X</td>
</tr>
<tr>
<td>1A3X1</td>
<td>Airborne Mission Systems</td>
<td>AF/A3X</td>
</tr>
<tr>
<td>1A4X1</td>
<td>Airborne Operations</td>
<td>AF/A3X</td>
</tr>
<tr>
<td>1A6X1</td>
<td>Flight Attendant</td>
<td>AF/A3X</td>
</tr>
<tr>
<td>1A8X1</td>
<td>Airborne Cryptologic Language Analyst</td>
<td>AF/A2</td>
</tr>
<tr>
<td>1A8X2</td>
<td>Airborne ISR Operator</td>
<td>AF/A2</td>
</tr>
<tr>
<td>1B4X1</td>
<td>Cyber Warfare Operations</td>
<td>SAF/CIO A6</td>
</tr>
<tr>
<td>1C0X2</td>
<td>Aviation Resource Management</td>
<td>AF/A3</td>
</tr>
<tr>
<td>1C1X1</td>
<td>Air Traffic Control</td>
<td>AF/A3</td>
</tr>
<tr>
<td>1C2X1</td>
<td>Combat Control</td>
<td>AF/A3</td>
</tr>
<tr>
<td>1C3X1</td>
<td>Command Post</td>
<td>AF/A3</td>
</tr>
<tr>
<td>1C4X1</td>
<td>Tactical Air Control Party</td>
<td>AF/A3</td>
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<tr>
<td>1C5X1</td>
<td>Command &amp; Control Battle Mgt Ops</td>
<td>AF/A3</td>
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<tr>
<td>1C6X1</td>
<td>Space Systems Ops</td>
<td>AF/A3</td>
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<tr>
<td>1C7X1</td>
<td>Airfield Management</td>
<td>AF/A3</td>
</tr>
<tr>
<td>1C8X1</td>
<td>Ground Radar Systems</td>
<td>AF/A3</td>
</tr>
<tr>
<td>1C8X2</td>
<td>Airfield Systems</td>
<td>AF/A3</td>
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<tr>
<td>1N0X1</td>
<td>Operations Intelligence</td>
<td>AF/A2</td>
</tr>
<tr>
<td>1N1X1</td>
<td>Geospatial Analysis</td>
<td>AF/A2</td>
</tr>
<tr>
<td>1N2X1</td>
<td>Communication Signals Intelligence</td>
<td>AF/A2</td>
</tr>
<tr>
<td>1N3XXX</td>
<td>Cryptologic Language Analyst</td>
<td>AF/A2</td>
</tr>
<tr>
<td>1N4X1</td>
<td>Network Intelligence Analysis</td>
<td>AF/A2</td>
</tr>
<tr>
<td>1P0X1</td>
<td>Aircrew Flight Equipment</td>
<td>AF/A3</td>
</tr>
<tr>
<td>1S0X1</td>
<td>Safety</td>
<td>AFSEC</td>
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<tr>
<td>1T0X1</td>
<td>Survival, Evasion, Resistance, and Escape (SERE)</td>
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<tr>
<td>1T2X1</td>
<td>Pararescue</td>
<td>AF/A3</td>
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<tr>
<td>1U0X1</td>
<td>Remotely Piloted Aircraft Sensor Operator (RPA SO)</td>
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<tr>
<td>1W0X1</td>
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<td>Avionics Test Station and Components</td>
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<td>SOF/PR Integrated Comm/Nav/Mission Sys</td>
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<td>2A2X2</td>
<td>SOF/PR Integrated Instrument &amp; Flt Cont Sys</td>
<td>AF/A4</td>
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<td>SOF/PR Integrated Electronic Warfare Sys</td>
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<td>Tactical Aircraft Maintenance</td>
<td>AF/A4</td>
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<td>Fighter Aircraft Integrated Avionics</td>
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<td>Advanced Fighter Aircraft Integrated Avionics</td>
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<td>2A3X7</td>
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<td>Airlift/Special Mission Aircraft Maint</td>
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<td>Helicopter/Tilt rotor Aircraft Maintenance</td>
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<td>Mobility Air Forces Electronic Warfare Sys</td>
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<td>2A5X4</td>
<td>Refuel/Bomber Aircraft Maintenance</td>
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<td>Aircrew Egress Systems</td>
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<td>Aircraft Hydraulic Systems</td>
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<td>Nondestructive Inspection</td>
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<td>Description</td>
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<td>Fuels</td>
<td>AF/A4</td>
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<td>Logistics Plans</td>
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<td>Missile &amp; Space System Elect Maint</td>
<td>AF/A4</td>
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<td>Missile &amp; Space Facilities</td>
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<td>Precision Measurement Equipment Lab</td>
<td>AF/A4</td>
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<td>Maintenance Management Analysis</td>
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<td>Materiel Management</td>
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<td>Traffic Management</td>
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<td>Vehicle Operations</td>
<td>AF/A4</td>
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<td>Air Transportation</td>
<td>AF/A4</td>
</tr>
<tr>
<td>2T3X1</td>
<td>Vehicle &amp; Vehicular Equip Maintenance</td>
<td>AF/A4</td>
</tr>
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<td>Special Vehicle Maintenance</td>
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<td>Vehicle Management and Analysis</td>
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<td>Munitions Systems</td>
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<td>Aircraft Armament Systems</td>
<td>AF/A4</td>
</tr>
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<td>2W2X1</td>
<td>Nuclear Weapons</td>
<td>AF/A4</td>
</tr>
<tr>
<td>3A1X1</td>
<td>Administration</td>
<td>SAF/CIO A6</td>
</tr>
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<td>Knowledge Operations</td>
<td>SAF/CIO A6</td>
</tr>
<tr>
<td>3D0X2</td>
<td>Cyber System Operations</td>
<td>SAF/CIO A6</td>
</tr>
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<td>3D0X3</td>
<td>Cyber Surety</td>
<td>SAF/CIO A6</td>
</tr>
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<td>3D0X4</td>
<td>Computer Systems Programming</td>
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</tr>
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<td>Client Systems</td>
<td>SAF/CIO A6</td>
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<td>3D1X3</td>
<td>Radio Frequency (RF) Transmission Sys</td>
<td>SAF/CIO A6</td>
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<td>9S100</td>
<td>Scientific Applications Specialist</td>
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BACKGROUND:
The (insert Air Force specialty code and/or functional community name) Functional Advisory Council is established in accordance with Air Force Instruction 36-2640, *Executing Total Force Development*.

MISSION
The (insert Air Force specialty code and/or functional community) Functional Advisory Council prepares senior leaders with a comprehensive understanding of functional, cross-functional and institutional personnel requirements as they pertain to the (list the career fields).

AUTHORITY
This charter remains in effect until (insert date or appropriate language i.e., terminated or superseded per direction of the convening authorities).

OBJECTIVE
The objective of this Functional Advisory Council is to [identify your functional community objectives for the Functional Advisory Council].

MEMBERSHIP

COUNCIL
The Council is defined as the Functional Advisory Council chair, vice-chair, voting members, and ex-officio members. The Functional Advisory Council is responsible for approving policy and overseeing implementation of Air Force programs and actions designed to benefit the [insert Air Force specialty code/community] workforce. The Functional Advisory Council chair may appoint executive panels to assist the Functional Advisory Council to design, implement, and maintain programs. The Functional Advisory Council chair may also delegate other advocacy responsibilities or authorities as required to ensure the health of career field specialties. Policy areas within the purview and influence of the Functional Advisory Council include, but are not limited to:

1. Workforce Management
2. Education & Training
3. Recognition Programs
4. Development
5. Workforce Analysis & Shaping Initiatives

7. Diversity Advocacy

ADMINISTRATION

Meetings
This Functional Advisory Council will meet (identify frequency of the Functional Advisory Council, at a minimum it should be held annually). (Insert name of point of contact) shall serve as the Point of Contact for each meeting. (Insert office/function) will perform recorder duties and will track action items, produce minutes documenting overarching decisions, policy and guidance.

CHARTER REVIEW (TERMS OF AGREEMENT)
The charter shall be reviewed by the Functional Advisory Council members annually, coordinated through the functional manager and will be maintained by (insert point of contact i.e., the Career Field Manager). Charter revision shall take effect upon the signature of the functional authority.

Functional Authority Signature Block
FA/FM/DT CHAIR APPOINTMENT NOTIFICATION MEMORANDUM TEMPLATE

MEMORANDUM FOR AF/A1DI

FROM: (insert name and office of the career field manager)

SUBJECT: (insert appointment type i.e. functional authority, functional manager or development team chair appointment)

In accordance with Air Force Instruction 36-2640, *Executing Total Force Development*, this serves as notification that on (insert appointment date) (insert the name, title and rank/grade of individual) was appointed as the (insert the appointment type and Air Force specialty code and/or functional community).

Career Field Manager Signature Block

cc: AF/A1PF
AF/A1CM
Attachment 7

CAREER FIELD PYRAMIDS

Figure A7.1. Functional, Career Broadening, Special Duty and Command Paths (Officer).
Figure A7.2. Functional, Career Broadening, Developmental Special Duty and Leadership Paths (Enlisted).
BACKGROUND
The (insert Air Force specialty code and/or functional community name) development team is established in accordance with Air Force Instruction 36-2640, Executing Total Force Development.

MISSION
The (insert Air Force specialty code and/or functional community name) development team provides oversight of officer, enlisted and civilian personnel development to meet both functional and Air Force corporate leadership requirements (insert additional language as needed to meet functional community needs).

AUTHORITY
This charter remains in effect until (insert date or appropriate language i.e., terminated or superseded per direction of the convening authorities).

OBJECTIVE
The objective of this development team is to (insert the objective of the development team e.g., execute force development policy, provide feedback on career field policy issues, provide developmental education nominations and develop command/Civilian Strategic Leader Program candidate slates).

MEMBERSHIP
Insert development team membership (based on guidance as outlined in Air Force Instruction 36-2640, Executing Total Force Development).

ADMINISTRATION
Meeting frequency (insert frequency; note: at a minimum development teams should be held annually).

Secretariat (insert name/office/function) shall serve as the point of contact for each meeting and will perform recorder duties, track action items, produce meeting minutes documenting overarching decisions, policy and guidance.

CHARTER REVIEW (TERMS OF AGREEMENT)
The charter shall be reviewed by the development team members annually, coordinated through the development team chair and will be maintained by (insert point of contact i.e., the Career Field Manager). This charter will take effect upon the signature of the functional manager.

Functional Manager Chair Signature block
Attachment 9

DEVELOPMENT TEAM BATTLE RHYTHM (REGULAR AIR FORCE)

Figure A9.1. Development Team Battle Rhythm (Regular Air Force).

- FM/DT Chair Meeting (Civilian/Enlisted/Officer)
- FD Guidance Memo (Civilian/Enlisted/Officer)
- DT Meetings (Vector Only) (Civilian/Enlisted/Officer)
- IDE/SDE Nomination Call (Civilian/Officer)
- Central PME Board (Officer)
- DT Meetings (IDE/SDE) (Civilian/Officer)
- SQ/CC Nomination Call (Officer)
- DT Meetings (SQ/CC) (Officer)
- CDE/CSLP Boards (Civilian)
- DEDB (Civilian/Officer)
- DE Selection Release (Civilian/Officer)
- SQ/CC Selection Releases (Officer)
Attachment 10

CAREER FIELD MANAGER APPOINTMENT TEMPLATE

MEMORANDUM FOR AF/A1PF (military) or AF/A1CM (civilian)

FROM: (insert name and office of the functional community functional manager)

SUBJECT: Career Field Manager Appointment

In accordance with Air Force Instruction 36-2640, *Executing Total Force Development*, requirements this serves as notification that on (insert appointment date) (insert the career field manager name, title and rank/grade) was appointed as the (insert the name the Air Force specialty code and/or functional community) career field manager.

Functional Manager Signature Block

cc:
AF/A1DI
MEMORANDUM FOR AF/A1D and AF/A1C (civilian)

FROM: (insert name and office of the functional community functional manager)

SUBJECT: Career Field Manager Rank/Grade Waiver Authority

In accordance with Air Force Instruction 36-2640, *Executing Total Force Development*, (insert the functional manager name, title and rank) respectfully requests a waiver to the career field manager rank/grade requirements. Request (state the person’s name, title and rank/grade) be appointed as the career field manager for the (insert Air Force specialty code and/or functional community) due to (state the reason why). This is applicable for the following timeframe (insert the applicable timeframe i.e., summer 2015 development team cycle).
Attachment 12

CIVILIAN LEADERSHIP DEVELOPMENT CONTINUUM

Figure A12.1. Civilian Leadership Development Continuum.
MEMORANDUM FOR AF/A1D

FROM: (insert name and office of the functional authority)

SUBJECT: Development Team Chair Rank/Grade Waiver Authority

In accordance with Air Force Instruction 36-2640, Executing Total Force Development, (insert the functional manager name, title and rank) respectfully requests a waiver to the development team chair rank/grade requirements. Request (state the person’s name, title and rank/grade) be appointed as the development team chair due to (state the reason why). This is applicable for the following timeframe (insert the applicable timeframe i.e., summer 2015 development team cycle).

Functional Manager Signature Block

cc: AF/A1PF
MEMORANDUM FOR AF/A1D

FROM: (insert name and office of the functional manager)

SUBJECT: Voting Member Rank/Grade Waiver Request Authority

In accordance with Air Force Instruction 36-2640, *Executing Total Force Development*, (insert the functional manager name, title and rank) respectfully requests a waiver to the voting member rank requirements to allow (state the person’s name, title and rank/grade) to be a voting member on the (insert career field/Air Force specialty code). This is due to (state the reason why). The meetings he/she will attend will occur during the following timeframe (insert the applicable timeframe i.e., summer 2015 development team cycle).

I concur/nonconcur with your request for the following individual(s) (list names) to serve as voting member(s) for the (identify type of meeting [i.e., intermediate developmental education/senior developmental education board]) on (list dates).
MEMORANDUM FOR AF/A1D

FROM: (insert name and office of the functional manager)

SUBJECT: Enlisted Development Team Chair Rank/Grade Delegation Waiver Authority

In accordance with Air Force Instruction 36-2640, Executing Total Force Development, (insert the functional manager name, title and rank) respectfully requests a waiver to the enlisted development team chair rank/grade requirements. Request (state the person’s name, title and rank/grade) act as the enlisted development team chair due to (state the reason why). The meetings he/she will chair will occur during the following timeframe (insert the applicable timeframe i.e., summer 2015 enlisted development team chair cycle).

Functional Manager Signature Block

cc: AF/A1P
Attachment 16

AIR FORCE RESERVE DEVELOPMENT TEAM CHARTER GUIDELINES

Mission: Vectors based on projected requirements by level and position type. A vector is the development team’s collective recommendation for an assignment level (e.g., Joint Staff, Air Staff, major command, 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 Air Force Instruction 36-2640. This charter remains in effect until terminated or superseded per direction of convening authorities.

Purpose: This charter gives authorization to the development team 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 development team 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.

Development Teams 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.

Career Field Manager or Development Team Chair Signature Block
AIR FORCE RESERVE DEVELOPMENT TEAM CHARTER TEMPLATE

Air Force Reserve (Insert career field and Air Force specialty code) Development Team

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


Purpose: The (insert Air Force specialty code) development team will recommend deliberate tactical, operational, strategic level experiences and education and training opportunities to Air Force Reserve officers so they may acquire the knowledge, skills, and experience to assume increasing leadership roles.

Roles and Responsibilities (for officer development teams): The (insert Air Force specialty code) development team will meet to accomplish force development goals by:

- Acquiring and promoting awareness of the (insert Air Force specialty code) career field policies, plans, programs, and training
- Providing advice, guidance, and assistance from the Reserve Career Field Manager in coordination with the Regular Air Force Career Field Manager
- Reviewing career planning guides (insert Air Force specialty code) as created by the Regular Air Force Career Field Manager and modified by the Reserve Career Field Manager for Air Force Reserve requirements
- Identifying developmental knowledge, skills, experiences for key (insert Air Force specialty code) career field positions
- Maintaining a (insert Air Force specialty code) Key Position List with the assistance of the Air Reserve Personnel Center (insert Air Force specialty code) Assignment Facilitator
- Considering the needs of the Air Force Reserve and the needs of the individual when recommending developmental assignments/experiences
  - Use the Reserve Officer Development Plan 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 Air Force specialty code) Colonel records and projected vacancies at least annually to develop lists of potential candidates to fill vacancies. A subpanel of senior (insert Air Force specialty code) leaders will conduct the review.

**Roles and Responsibilities (for enlisted development teams):** The (insert Air Force specialty code) development team will meet at Air Reserve Personnel Code to accomplish force development goals by (Note: For career fields reviewing less than 200 records, the development team may be held at Air Force Reserve Center):

- Acquiring and promoting awareness of the (insert Air Force specialty code) career field policies, plans, programs, and training
- Providing advice, guidance, and assistance from the major command functional manager
- Reviewing the (insert career field) career field pyramid and development plans for Air Force Reserve requirements
- Identifying developmental knowledge, skills, experiences for key (insert Air Force specialty code) career field positions
- Maintaining a (insert Air Force specialty code) Key Position List with the assistance of HQ AFRC/A1KO
- Considering the needs of the Air Force Reserve and the needs of the individual when recommending developmental assignments/experiences
  - Use the Reserve enlisted development plan 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 Air Force specialty code) Career Field

**Command Positions:** (insert Air Force specialty code) Career Field (O-6 command and possibly a limited number of SQ/CC/DO positions)

**Joint Duty Assignment List Positions:** (insert Air Force specialty code) Career Field

**Membership:** (insert Air Force specialty code) Development Team

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<td>Insert (Chair /CFM)</td>
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Terms of Agreement: This charter will be subject to renewal, review, and amendment by the career field manager and (insert Air Force specialty code) development team as necessary. Changes will be documented in writing with an updated charter.