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SECRETARY OF THE AIR FORCE**

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Personnel

**TOTAL FORCE DEVELOPMENT AND
MANAGEMENT**

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This publication implements Department of Defense Instruction (DoDI) 1320.14, *DoD Commissioned Officer Promotion Program Procedures*; Department of Defense Directive (DoDD) 1322.08E, *Voluntary Education Programs for Military Personnel*; DoDI 1025.02, *National Security Education Program (NSEP) and NSEP Service Agreement*; DoDI 1100.13, *DoD Surveys*; DoDI 1100.24, *Innovative Readiness Training (IRT): Support and Services for Eligible Organizations and Activities Outside DoD*; DoDI 1215.15, *Military Reserve Exchange Program (MREP)*; DoDI 1322.06, *Fellowships, Legislative Fellowships, Internships, Scholarships, Training-With-Industry (TWI), and Grants Provided to DoD or DoD Personnel for Education and Training*; DoDI 1322.10, *Policy on Graduate Education for Military Officers*; DoDD 1322.18, *Military Training*; DoDI 1322.19, *Voluntary Education Programs in Overseas Areas*; DoDI 1322.25, *Voluntary Education Programs*; DoDI 1322.26, *Distributed Learning (DL)*; DoDI 1322.31, *Common Military Training*; DoDI 1322.33, *DoD Credentialing Programs*; DoDI 1342.28, *DoD Yellow Ribbon Reintegration Program (YRRP)*; DoDI 1400.25, Volume 410, *DoD Civilian Personnel Management System: Training, Education, and Professional Development*; DoDD 1332.41, *Boards for Correction of Military Records (BCMRs) and Discharge Review Boards (DRBs)*; DoDI 1336.08, *Military Human Resource Records Life Cycle Management*; DoDI 1215.22, *Reserve Component Representation, North Atlantic Treaty Organization (NATO) National Reserve Forces Committee (NRFC) and NATO Schools*; and DoDI 1430.16, *Growing Civilian Leaders*. This publication is consistent with Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01F, *Officer Professional Military Education Policy*; CJCSI 1801.01F, *National Defense University Policy*; CJCSI 1805.01C, *Enlisted Professional Military Education*

Policy; CJCSI 3405.01, *Chairman's Total Force Fitness Framework*; CJCSI 3500.01J, *Joint Training Policy for the Armed Forces of the United States*; and Chairman of the Joint Chiefs of Staff Manual (CJCSM) 3500.03E, *Joint Training Manual for the Armed Forces of the United States*. This publication applies to uniformed members of the United States Space Force (USSF), Regular Air Force, the Air Force Reserve, and the Air National Guard and Department of the Air Force (DAF) civilians. Ensure all records generated as a result of processes prescribed in this publication adhere to Air Force Instruction (AFI) 33-322, *Records Management and Information Governance Program*, and are disposed in accordance with the Air Force Records Disposition Schedule, which is located in the Air Force Records Information Management System. Refer recommended changes and questions about this publication to the office of primary responsibility (OPR) using the DAF Form 847, *Recommendation for Change of Publication*; route DAF Form 847 from the field through the appropriate functional chain of command. This publication may not be supplemented.

SUMMARY OF CHANGES

This change updates references and deletes implementation of: DoDD 1304.21, *Policy on Enlistment Bonuses, Accession Bonuses for New Officers in Critical Skills, Selective Reenlistment Bonuses, and Critical Skills Retention Bonuses for Active Members*; DoDD 1322.16, *Montgomery GI Bill (MGIB) Program*; DoDI 1304.31, *Enlisted Bonus Program*; DoDI 1304.29, *Administration of Enlistment Bonuses, Accession Bonuses for New Officers in Critical Skills, Selective Reenlistment Bonuses, and Critical Skills Retention Bonuses for Active Members*; and DoDM 1145.02, *Military Entrance Processing Station (MEPS)*. It adds implementation of: DoDI 1320.14, DoDI 1322.10, DoDI 1322.33, DoDI 1342.28, DoDI 1336.08, DoDI 1215.22, and DoDI 1430.16.

1. Policy. Developing and retaining quality personnel is a top priority in educating, training, organizing, and equipping the total force to deliver airpower and space capabilities to the joint force in defense of the nation, and in support of the United States' national security and military objectives. The DAF will:

1.1. Design and maintain a comprehensive retention and force development program that is agile and solicits feedback and produces members prepared to accomplish the mission in a rapidly evolving global environment, while meeting personal and professional needs.

1.1.1. Develop all members through a deliberate, career-long process based on valid requirements and priorities identified by the DAF two-letter/digit organizations, major commands, field commands, and those specified through higher headquarters policy and guidance.

1.1.2. Synchronize components of force development to develop and deliver the right members at the right time with the right competencies through ancillary, expeditionary, combative, and experiential training.

1.1.3. Provide all members an opportunity to participate in developmental programs, balancing depth and breadth of experiences, which broaden their professional knowledge and increase functional skills.

1.2. Establish developmental programs that satisfy tactical, operational, and strategic needs; use the most efficient methods possible; and integrate the array of training methodologies and cutting-edge technologies to achieve a total force with agile and adaptive capabilities.

1.2.1. Include the appropriate mix of training, education, and experiential programs that capitalize on complementary technology.

1.2.2. Provide necessary resources (i.e., people, funding, and infrastructure to include physical, technical, and organizational) to successfully develop, deploy, and sustain operationally proficient members to rapidly respond to worldwide contingencies.

1.2.3. Share information and training resources to the maximum extent possible except where limited by law, policy, or security classification. Develop a shared architecture and common standards for training technology.

1.3. Utilize competency-based development methods for producing desired organizational goals.

1.3.1. To the extent possible use DoD common dictionaries, lexicons, models, or wordlists to identify important competencies required for successful performance throughout the DoD and DAF to the maximum extent possible except where limited by service-specific missions and occupations.

1.3.2. Develop or acquire appropriate tools to solicit feedback on force development programs; measure effectiveness using performance-based criteria; and close identified development gaps.

1.4. Enable a consistent and creative approach to personnel development based on foundational and occupational competencies. Provide the DAF, major command and field command commanders, functional managers, career field managers, and others with:

1.4.1. The ability to develop strategies to shape the total force.

1.4.2. A workforce-planning tool to capture information-matching competencies with mission requirements.

1.4.3. Access to clearly defined career paths, associated training, and developmental assignments.

1.4.4. A process and tool to assess and document a member's competencies.

1.5. Establish a learning capability that is agile and robust enough to satisfy mission-generated training and mission-rehearsal requirements across service, joint, interagency, intergovernmental, and multinational operations. Training must be capabilities-based or outcome-based and dynamic in responding to the changing strategic environment, as well as, to opportunities and challenges posed by technological transformation.

1.6. Develop education, training, and experiential learning programs using instructional system development processes.

1.7. Establish multiple avenues of developmental education for personnel to include professional military education, advanced academic degree education, professional continuing education, and ancillary, expeditionary, combative, and experiential training. Those members with the highest qualifications are designated for resident developmental education.

1.8. Provide quality voluntary educational opportunities, both military and civilian tuition assistance (as applicable), counseling, coaching, mentoring, testing programs, and vehicles for self-development designed to complement the professional development of military members and civilians and serve as recruiting and retention incentives.

1.9. Offer and award job-related associate in applied science degrees and civilian degree programs through DAF-approved university programs that enhance mission readiness, contribute to recruiting, assist in retention, and support the career transitions of enlisted and civilian members.

1.10. Maintain DAF-wide mentoring and coaching programs that complement the DAF's force development constructs. The programs will allow DAF to capitalize on leadership, professionalism, and technical expertise.

1.11. Establish and maintain a comprehensive program that develops new and experienced supervisors, managers, and senior leaders. Ensure supervisors, managers and senior leaders receive on-going professional continuing education and training.

1.12. Ensure all force development programs are administered without unlawful discrimination against or harassment of any member based on race, color, religion, sex, national origin, age, disability, reprisal, genetic information, marital status, sexual orientation, political affiliation, or any other non-merit factors prohibited by statute, regulation, or executive order.

1.13. Implement and maintain incentive programs to support end strength goals and ensure mission readiness.

1.14. Implement a DAF personnel assessment program that:

1.14.1. Establishes processes to apply scientific analysis and technology in support of recognized best practices to support personnel assessment. The goal of the DAF Personnel Assessment Program is to support effective force management by ensuring the right individuals possessing the right aptitudes, characteristics, skills, and abilities are identified and accessed into the DAF; and are properly trained; and are optimally utilized to support the missions of the USAF and USSF.

1.14.2. Includes, but is not limited to, selection and classification, promotion, and proficiency assessment; and survey capability for assessing attitudes and opinions, job performance, and skill requirements and characteristics. The DAF will use:

1.14.2.1. Tests to aid in making selection, classification, utilization, proficiency, and promotion decisions.

1.14.2.2. Attitudinal surveys to evaluate personnel and training policies, courses, and programs and to suggest areas for improvement.

1.14.2.3. Occupational surveys to determine requirements for Department of the Air Force specialty codes to support Department of the Air Force specialty code structure, training, testing, and classification decisions.

1.14.2.4. The DAF personnel assessment program to ensure scientific methods are used in personnel development and personnel selection, classification, and utilization programs.

1.15. Establish enlisted retention goals based on guidance and the needs of the DAF. The enlisted retention goal will sustain proper rank structure to manage the force most effectively. Additionally, it is necessary to retain highly qualified individuals with the proper skills to provide commanders trained and adaptable members.

1.16. Provide support and services for eligible organizations and activities outside the Department of Defense that have a civil-military component.

1.16.1. Includes and comprises innovative readiness training, which utilizes units and individuals of the total force to assist civilian efforts in addressing civic and community needs of the United States, territories, and possessions.

1.16.2. Support and assistance provided by members is directly related to unit training or will be in direct relation to the occupational specialty of the member.

2. Roles and Responsibilities.

2.1. The Assistant Secretary of the Air Force, Manpower and Reserve Affairs (SAF/MR) is responsible for policy oversight and advocacy of all DAF's education and development programs and for interfacing with the Office of the Secretary of Defense staff concerning development of DoD policy and legislative initiatives as delegated by the Secretary of the Air Force.

2.1.1. SAF/MR develops policy for total force human resource management in collaboration with the Deputy Chief of Space Operations for Human Capital (SF/S1), Chief of the Air Force Reserve (AF/RE), Director of the Air National Guard, and Deputy Chief of Staff for Manpower, Personnel and Services (AF/A1).

2.1.2. SAF/MR is responsible for personnel policy matters of total force development and management as described in Headquarters Air Force Mission Directive (HAFMD) 1-24, *Assistant Secretary of the Air Force (Manpower and Reserve Affairs)*.

2.1.3. SAF/MR is responsible for the policy development, oversight and execution of the Department's civilian senior executive education and development program.

2.2. The Air Reserve Forces Policy Committee, whose members are appointed by the Secretary of the Air Force or SAF/MR, is responsible for reviewing and commenting upon major total force development and management matters directly affecting the reserve components and the mobilization preparedness of the DAF.

2.3. The Deputy Chief of Staff for Manpower, Personnel and Services (AF/A1), in collaboration with the Deputy Chief of Space Operations for Human Capital (SF/S1); Director of Personnel, Office of Air Force Reserve (AF/REP); and Air National Guard Director, Manpower, Personnel and Services (NGB/A1) develops policy for total force development and retention. Responsibilities include:

2.3.1. Providing the Secretary of the Air Force, Chief of Staff of the Air Force, Chief Master Sergeant of the Air Force and SAF/MR required periodic reports to monitor the implementation of the force development and retention programs.

2.3.2. Serving as the focal point for developing policy, managing, executing, and overseeing implementation of foundational and occupational competencies, civilian training programs, and the senior leader development program (excludes senior civilian

executive education and development). Programs must be based on valid requirements and priorities. Resources must be allocated to meet priority requirements.

2.3.3. Overseeing the implementation of the Air Force Education Requirements Board. The Air Force Education Requirements Board provides corporate oversight of advanced academic degree and Professional Continuing Education requirements, provides policy guidance and resource management, develops implementation priorities, and approves resources.

2.3.4. Executing total force development policy through development and implementation of DAF guidance on total force development.

2.3.5. Providing education and training resources for coaching and mentoring.

2.3.6. Designing processes to support coaching, mentors and mentees in building development plans.

2.3.7. Utilizing the appropriate corporate governance body in resourcing and executing force development strategy, policy, and guidance.

2.3.8. Developing, coordinating, and executing personnel policy and essential procedural guidance for reenlistment, retention, and incentive payment goals to satisfy the needs of the Department of the Air Force.

2.3.9. Providing policy and guidance for integrating and vetting new and emerging competencies, education and training requirements or learning outcomes (i.e., qualitative and quantitative requirements into accessions, professional military education, professional continuing education and ancillary training programs.

2.4. The Deputy Chief of Space Operations for Human Capital (SF/S1), in collaboration with the AF/A1 develops policy for Space Force development and retention. Responsibilities include:

2.4.1. Providing the Secretary of the Air Force, Chief of Space Operations, Chief Master Sergeant of the Space Force, and SAF/MR required periodic reports to monitor the implementation of the force development and retention programs.

2.4.2. Serving as the focal point for developing, managing, and overseeing implementation of foundational and occupational competencies, civilian training programs, and the senior leader development program (excludes senior civilian executive education and development). Programs must be based on valid requirements and priorities. Resources must be allocated to meet priority requirements.

2.4.3. Providing education and training resources for coaching and mentoring.

2.4.4. Designing processes to support coaching and mentoring in building development plans.

2.4.5. Developing, coordinating, and executing personnel policy and essential procedural guidance for reenlistment, retention and incentive payment goals to satisfy the needs of the DAF.

2.4.6. Providing policy and guidance for integrating and vetting new and emerging competencies, education, and training requirements. This includes but is not limited to

establishing learning outcomes (e.g., qualitative and quantitative requirements) into accessions/entry-level training; initial, advanced, and supplemental technical training; initial skills flight training; professional military education; professional continuing education; and ancillary training program.

2.5. Department of the Air Force and Air National Guard two-letter/digit organizations will:

2.5.1. Oversee the management of and policies for functional training, training devices, and system training plans within their organizational purview. As such, Headquarters Air Force will implement enterprise-wide changes to ensure organizational structure, processes, and procedures effectively support its strategic direction.

2.5.2. Appoint career field managers to ensure development, implementation, and maintenance of training and education for USAF and USSF specialties and occupational series. **Note:** The major command functional managers are the career field managers for Air Force Reserve enlisted career fields. Appointment authority may be delegated to the functional manager.

2.6. Air Education and Training Command (AETC), as the USAF Force Development Command, establishes academic and procedural guidance for foundational and occupational education and training activities, opportunities, and services, which includes but is not limited to competency modeling, accessions/entry-level training, initial, advanced and supplemental technical training, initial skills flight training, and professional educational programs to implement professional military education, advanced academic degree and professional continuing education. While SF/S1, in concert with Space Training and Readiness Command (STARCOM) and the Enterprise Talent Management Office (ETMO), provides this force development capability for USSF talent management, education, training, and development programs. AETC and/or STARCOM and ETMO will on behalf of USAF, USSF, or both:

2.6.1. Provide execution oversight, integration, and management guidance in support of force development (e.g., myLearning) for the total force.

2.6.2. In concert with AF/A1 and SF/S1, leverage state-of-the-art technologies to provide the highest quality training, anywhere, anytime, in an efficient and cost-effective manner. The system must support force development by enhancing the delivery of quality training, education, and experience across the total force.

2.6.3. Ensure efficient and effective use of instructional technology resources through planning and programming.

2.6.4. Provide occupational analysis to collect, measure, analyze, interpret, and report occupational survey data used for the design of deliberate, capabilities-based training.

2.6.5. Use an outcome-based learning approach for all joint professional military education. This approach may be incorporated in other training and educational programs.

2.7. Organizations responsible for providing and facilitating foundational competency development, and by extension executing force development, include the Air Force Academy, Air Reserve components, United States Air Force major commands, United States Space Force field commands, and functional management structure.

3. Force Development and Retention Goals: AF/A1; SF/S1; Director, Air National Guard (NGB/CF); Chief, Air Force Reserve (AF/RE); and the Air Education and Training Command in its role as Force Development Command will execute policy affecting force development and retention goals to achieve the following results.

- 3.1. Produce workforce capabilities needed to accomplish the needs of their specific components.
- 3.2. Create force development strategies and guidance and secure resources necessary to continuously assess the ability of force development programs and opportunities to meet joint and combatant command needs, close significant workforce capability gaps, and deliberately develop Airmen and Guardians.
- 3.3. Synchronize and integrate planning, programming, budgeting, legislative, and policy development activities within a corporate structure and through force development plans that are executed to maximize return on the investment in members.
- 3.4. Use the DAF strategy and long-range strategic planning processes to forecast force development requirements and retention goals (both qualitative and quantitative).
- 3.5. Establish effective training, mentoring, coaching, and professional development that provide tools for personnel to navigate career progression.

FRANK KENDALL
Secretary of the Air Force

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

DoDD 1322.08E, *Voluntary Education Programs for Military Personnel*, 3 January 2005

DoDD 1322.18, *Military Training*, 3 October 2019

DoDD 1332.41, *Boards for Correction of Military Records (BCMRs) and Discharge Review Boards (DRBs)*, 8 March 2004

DoDI 1025.02, *National Security Education Program (NSEP) and NSEP Service Agreement*, 3 January 2017

DoDI 1100.13, *DoD Surveys*, 15 January 2015

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HAFMD 1-24, *Assistant Secretary of the Air Force (Manpower and Reserve Affairs)*, 28 January 2019

AFI 33-322, *Records Management and Information Governance Program*, 23 March 2020

Prescribed Forms

None

Adopted Forms

DAF Form 847, *Recommendation for Change of Publication*

Abbreviations and Acronyms

AETC—Air Education and Training Command

AFI—Air Force Instruction

AF—Air Force

BCMR—Board for Correction of Military Records

CJCSI—Chairman of the Joint Chiefs of Staff Instruction

CJCSM—Chairman of the Joint Chiefs of Staff Manual

DAF—Department of the Air Force

DAFPD—Department of the Air Force Policy Directive

DL—Distributed Learning

DoDD—Department of Defense Directive

DoDI—Department of Defense Instruction

DRB—Discharge Review Board

IRT—Innovative Readiness Training

MEPS—Military Entrance Processing Station

MGIB—Montgomery GI Bill

MREP—Military Reserve Exchange Program

NGB—National Guard Bureau

NSEP—National Security Education Program

OPR—Office of Primary Responsibility

SAF—Secretary of the Air Force

TWI—Training-with-Industry

USAF—United States Air Force

USSF—United States Space Force

USSF/ETMO—U.S. Space Force Enterprise Talent Management Office

Office Symbols

AF/A1—Deputy Chief of Staff for Manpower, Personnel and Services

AF/A1D—Air Force Directorate of Force Development

AF/RE—Chief of the Air Force Reserve

AF/REP—Office of Air Force Reserve

NGB/A1—Air National Guard Director, Manpower, Personnel and Services

NGB/CF—Director, Air National Guard

SAF/MR—The Assistant Secretary of the Air Force, Manpower and Reserve Affairs

SF/S1—Deputy Chief of Space Operations for Human Capital

STARCOM—Space Training and Readiness Command

USSF/ETMO—US Space Force Enterprise Talent Management Office

Terms

Advanced Academic Degree (AAD)—Any graduate or post-graduate degree awarded by an accredited degree-granting institution.

Air Force Education Requirements Board (AFERB)—Provides corporate oversight of Advanced Academic Degree and Professional Continuing Education requirements, provides policy guidance and resource management, develops implementation priorities, and approves resources.

Career Field Manager (CFM)—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.

Career Field Team—Functionally-oriented teams that execute Force Development (FD) policy and programs for civilians.

Competency—A combination of knowledge, skills, abilities and other characteristics manifesting in observable and measurable pattern of behaviors required for mission success.

Education—Academic and experiential learning focused on general bodies of knowledge, principles within a given discipline, and habits of the mind. This type of learning is applicable to a broad spectrum of foundational and/or occupational competencies.

Experienced Managers—Civilian and military Airmen and Guardians who have been in the role of manager for one or more years and have completed the Manager’s Supervisory Course and remain compliant.

Experienced Supervisors—Civilian and military Airmen and Guardians who have completed the Experienced Supervisor course and remain compliant.

Experiential Learning—Formal and informal experiences (e.g., field exercises, internships, or simulations), which enhance and expand an individual’s competencies. This type of learning activity provides challenging environments, broadens perspectives, encourages reflective thinking, introduces new or enhances existing competencies, and allows for the observation of a learner’s real-time actions.

Force Development—The deliberate effort to maximize force readiness through a variety of recruiting, educational, training, and experiential learning activities, opportunities, and services ensuring all Airmen and Guardians possess the competencies they need to meet Department of the Air Force mission requirements.

Force Development Construct—A framework that links members development needs with defined competencies.

Force Management—The art and science of recruiting and retention of forces.

Foundational Competencies—A set of accepted and valued competencies (e.g., Airman and Guardian Foundational Competencies), which enable success across a wide-array of DAF missions, roles, functions, and duties.

Functional Authority (FA)—Senior leaders, to include Assistant Secretaries (Senior Executive Service), Deputy Chiefs of Staff (three-star), and other selected Department of the Air Force two-letter General Officer/Senior Executive-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 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 and Guardians within their functional community are equipped, developed, and sustained to provide Department of the Air Force capabilities.

Functional Manager—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 Department of the Air Force capabilities.

Instructional System Development (ISD)—Systematic process that guides the development, implementation, management, and evaluation of training programs.

Major Command Functional Manager (MCFM)—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.

Military Education (ME)—Encompasses all PME, including Joint Professional Military Education and the entire set of education-based professional development opportunities offered by DoD and foreign military education institutions. ME can be offered in schoolhouses, online, or through other distance and blended-learning environments across the entire span of Service members' careers. It also includes specialized educational programs, research and doctrinal studies, and DoD-sponsored fellowships and graduate-level educational opportunities at civilian institutions and foreign military institutions. For officers, ME begins in pre-commissioning (Service academies, Reserve Officer Training Corps, Officer Candidate or Training School, etc.) and for enlisted personnel, it begins in basic training. ME ends at an individual's separation from the military (or in the case of civilian employees, from the DoD). Its purpose is to equip Service members, civilian employees, and international-partner participants with competencies that may result in professional certifications necessary for their professional performance or advancement. ME is distinct from training.

myLearning—Replaces the Advanced Distributed Learning Service and provides distributed learning and distance learning that emphasizes collaboration on standards-based versions of reusable objects, networks, and learning management systems, yet may include some legacy methods and media. It leverages the full power of computers, information, and communication technologies through the use of common standards in order to provide learning that can be tailored to individual needs and delivered anywhere, anytime. The platform also includes establishing an interoperable “computer-managed instruction” environment that supports the needs of developers, learners, instructors, administrators, managers, and family. The platform encompasses all the methodologies mentioned above, and in addition, includes ongoing and expected improvements in learning methods.

Occupational Competencies—Required by an individual to successfully execute a mission, role, function, job, task, or duty within a designated or specified workforce category or group of functions requiring similar work (e.g., aircraft maintenance, civil engineering, and nursing).

Outcome-Based Learning—Term outcome-based military education is defined verbatim from the American Association of School Administrators' definition of outcome-based education: “Outcome-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, instruction, and assessments to make sure this learning ultimately happens. The keys to having an outcome-based system are: 1) Developing a clear set of learning outcomes around which all of the system's components can be focused. 2) Establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes.” This term and its definition are proposed for inclusion in the next edition of the DoD Dictionary of Military and Associated Term.

Professional Continuing Education (PCE)—A unique subset of ME composed of a required system of progressive levels of ME, essential to accomplishing the mission of the DoD that prepares Service members for increasing levels of Service and joint leadership responsibilities

outside of the PME construct. It conveys the functional or career-field related body of knowledge and expertise needed to advance members' capabilities to support evolving mission sustainment roles. This does not include PME or professional development opportunity (PDO) educational and experiential, civilian-based education as outlined in DoDI 1322.35 Volume 1, *Military Education: Program Management and Administration*, but may include accredited education from other Federal Government entities.

Professional Development Opportunity (PDO)—The purposeful expansion of an individual's capabilities and understanding provided through planned opportunities external to the DoD throughout an individual's career. Includes academic or experiential programs in different organizational cultures and environments which develop skills necessary for increasingly senior roles.

Professional Military Education (PME)—A unique subset of ME and a required system of progressive levels of ME, essential to accomplishing the mission of the DoD that prepares Service members for increasing levels of Service and joint leadership responsibilities. It conveys the broad body of knowledge and develops the habits of mind essential to the military professionals' expertise in the art and science of war. PME does not include educational and experiential, civilian based education as outlined in DoDI 1322.35v1 but may include accredited education from other Federal Government entities.

Recruiting—The overall process of attracting, selecting, classifying, and enrolling qualified individuals for entry into military service.

Total Force (TF)—Includes all Airmen and Guardians (Regular Air Force, Air Force Reserve, Air National Guard, United States Space Force, and Department of the Air Force civilians).

Training—Formal and informal learning focused on proficiency development, which is the attainment and retention of skills, knowledge, and attitudes required to meet specific function or job performance requirements.