

**BY ORDER OF THE SECRETARY
OF THE AIR FORCE**

AIR FORCE MISSION DIRECTIVE 3

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**AIR EDUCATION
AND TRAINING COMMAND**

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This Directive states the mission, command, and responsibilities for Air Education and Training Command. Refer recommended changes and questions related to this publication to the Office of Primary Responsibility using the AF Form 847, *Recommendation for Change of Publication*. Ensure all records generated, as a result, of processes prescribed in this publication adhere to Air Force Instruction 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.

SUMMARY OF CHANGES

This document has been substantially revised and must be reviewed in its entirety. This revision modifies the mission; replaces the term “institutional competencies” with the term “foundational competencies”; and restores the contextual relationship, function, and use of the words “foundational”, “occupational”, and “competencies” throughout the document.

1. Mission. Air Education and Training Command (AETC) recruits, trains, and educates exceptional Airmen and Guardians.

2. Command.

2.1. The Commander, AETC:

2.1.1. Is responsible to the Chief of Staff of the United States Air Force for administration, training, and readiness of assigned forces.

2.1.2. Is delegated direct liaison authority (DIRLAUTH) with Department of the Air Force (DAF) functional authorities; commanders or directors of major commands (MAJCOM), field commands (FIELDCOM), field operating agencies (FOA), direct reporting units (DRU), and Air Reserve Components (ARC) within the DAF; and equivalent officials/leaders within the Department of Defense (DoD).

2.1.3. Is delegated DIRLAUTH with the leaders and/or representatives of other United States government (federal, state, and local) organizations, international partners or allies, civilian educational organizations, and commercial industries. **Note:** In accordance with 10 United States Code (USC) 10501, the National Guard Bureau (NGB) is the channel of communications between the DAF and the several states on all matters pertaining to the Air National Guard (ANG) of the United States.

2.1.4. Is responsible for force development (i.e., training and/or education) activities, opportunities, and services within and across the DAF in a manner that is consistent with the statutory, higher headquarters, and Secretary-assigned authorities and responsibilities that commanders, directors or functional authorities otherwise are required to execute within their respective mission areas or units.

2.1.5. Is responsible, as the gaining MAJCOM commander for assigned Air National Guard forces, for mobilizing/recalling these forces to active duty, as authorized by Headquarters Air Force (HAF).

2.1.6. Is responsible for supporting attached individual mobilization augmentees (IMA) and associated AF Reserve units and assisting with mobilizing or recalling these forces to active duty, as authorized by HAF.

2.2. AETC is a MAJCOM. Its primary subordinate units (PSU) include:

2.2.1. Second Air Force (2AF), whose primary mission is executing the occupational (non-flying) training and education portions of the mission.

2.2.2. Nineteenth Air Force (19AF), whose primary mission is executing the occupational (flying) training and education portions of the mission.

2.2.3. Air University (AU), whose primary mission is executing the professional education and training portions of the mission.

2.2.4. Air Force Recruiting Service (AFRS), whose primary mission is executing the Regular Air Force, Regular Space Force, and the Air Force Reserve recruiting portion of the mission.

2.2.5. The 59th Medical Wing (59 MDW), whose two primary missions are (1) executing the occupational (medical and dental) training and education portion of the mission and (2) providing medical and dental services for Joint Base San Antonio (JBSA).

2.2.6. The 502d Air Base Wing (502 ABW), whose primary mission is providing installation and mission support (I&MS) functions for Joint Base San Antonio.

2.3. Supporting Force Relationships.

2.3.1. In support of national military/security objectives, other DAF or non-DAF personnel and/or units may be required or requested by an appropriate authority or agreement to jointly execute and/or support a specified portion (e.g., recruit, train, and/or educate) of an AETC mission.

2.3.2. When personnel and/or units are executing and/or supporting a specified portion of an AETC mission, those individuals and/or units are subject to the authorities and directive issuances required to execute and/or support those specific missions.

3. Responsibilities. The Commander, AETC shall:

3.1. Organize, train, and equip the forces that execute and support the command's mission.

3.2. Create agile, collaborative, and integrated force development networks; comprised of recruiters, trainers, educators, mentors, functional authorities, and other stakeholders focused on learner needs, mission success, and sustaining an all-volunteer force.

3.3. Identify, analyze, validate, and catalog the competencies necessary to meet the strategic, operational, and tactical mission requirements of the DAF and its functional communities.

3.4. Enable DAF leaders to determine force capability (personnel trained/qualified) at an individual, organizational, or enterprise level by assessing competencies and corresponding levels of mastery in relation to current or future mission requirements.

3.5. Provide force development strategy, planning, analysis, and liaison functions integrating processes, identifying learner requirements, and advocating for the resources required to develop the total force.

3.5.1. Use systematic, data-driven approaches to guide and inform force development execution, planning, strategy, and resourcing decisions.

3.5.2. Advocate for the human capital and technological (e.g., data analytics, virtual and augmented realities, artificial intelligence, emerging technologies) resources needed to enable, enhance, integrate, and support force development activities, opportunities, and services across the DAF.

3.6. Provide a DAF learning environment that encompasses air, space, cyberspace, special warfare, and joint multi-domain operations while ensuring force development activities, opportunities, and services are easily accessible enabling Airmen and Guardians to:

3.6.1. Identify, develop, and earn the foundational and occupational competencies required for mission accomplishment.

3.6.2. Assess individual readiness and develop strategies for career progression, professional development, and a successful transition to a non-military lifestyle.

3.7. Ensure force development activities, opportunities, and services produce Airmen and Guardians based on the outcomes (i.e., qualitative and quantitative requirements) and priorities identified by DAF governance structures, functional authorities, or senior leaders.

3.7.1. Recruit qualified people to serve in the Regular Air Force, Regular Space Force, and Air Force Reserve.

3.7.2. Provide force development products (e.g., activities, opportunities, and services), which introduce, enhance, or expand foundational and occupational competencies.

3.7.3. Catalog and evaluate external force development products used or recommended for use to satisfy foundational or occupational competencies.

3.8. Provide force development opportunities and/or services to non-DAF personnel in support of United States government contracts, treaties, and other such binding agreements or as directed by Secretary of the Air Force, Headquarters United States Air Force (USAF), and/or Headquarters United States Space Force (USSF).

3.9. Support the DAF expeditionary mission by providing people or equipment for contingency taskings.

DAVID W. ALLVIN, General, USAF
Vice Chief of Staff

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

10USC § 10501, *National Guard Bureau*

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

Adopted Forms

AF Form 847, *Recommendation for Change of Publication*

Abbreviations and Acronyms

AETC—Air Education and Training Command

AFR—Air Force Reserve

AFRS—Air Force Recruiting Service

ANG—Air National Guard

ARC—Air Reserve Components

AU—Air University

DAF—Department of the Air Force

DIRLAUTH—Direct Liaison Authority

DoD—Department of Defense

DRU—direct reporting unit

FIELDCOM—field commands

FOA—field operating agency

HAF—Headquarters Air Force

MAJCOM—major command

MOA—Memorandum of Agreement

MOU—Memorandum of Understanding

NGB—National Guard Bureau

PSU—Primary Subordinate Unit

TAA—Training Affiliation Agreement

USAF—United States Air Force

USC—United States Code

USSF—United States Space Force

Terms

Agreement—includes but is not limited to an Association Plan (A-Plan), Memorandum of Agreement (MOA), Memorandum of Understanding (MOU), Training Affiliation Agreement (TAA), or other such legally binding document required by statute, higher headquarters, or authority.

Air Reserve Components (ARC)—the Air Force Reserve (AFR) and the Air National Guard (ANG) of the United States.

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

Department of the Air Force (DAF)—operates under the authority, direction, and control of the Secretary of Defense; organized under the Secretary of the Air Force; and comprised of a Headquarters of the Air Force (HAF) and two distinct services, which are the United States Air Force (USAF) and the United States Space Force (USSF).

Direct Liaison Authority (DIRLAUTH)—an authority granted by a commander (any level) to a subordinate to consult or coordinate an action directly with a command or agency within or outside of the granting command. This authority carries with it the requirement of keeping the commander granting the authority informed. **Note:** This authority is not an authority through which command may be exercised.

Education—formal and informal learning focused on general bodies of knowledge, principles within a given discipline, and habits of the mind.

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 DAF mission requirements.

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

Functional authority—granted by the Secretary of the Air Force to a general officer or member of the Senior Executive Service who serves as a Deputy Chief of Staff, Deputy Chief of Space Operations, or Assistant Secretary to provide oversight and functional advisory services related to a functional (e.g., intelligence, logistics, and operations) community.

Non- Department of the Air Force (DAF)—includes but is not limited to the Department of the Army, Department of the Navy, United States Marine Corps, other United States government agencies at the federal, state, and local levels, and international partners or allies.

Occupational competencies—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).

Other characteristics—things, such as, attitudes, values, and traits, which often have an emotional or personality component. These “enabling behaviors” include work habits, ways of interacting with others, or manners of conducting oneself that contribute to effective work performance and mission success.

Professional education and training—designed to further develop and improve the standards of professional practice and behavior, and to produce agile and lethal total force professionals. Professional education and training incorporates the knowledge and values of the profession; guides individuals through the acquisition and maturation of foundational, occupational, or other competencies; and may involve the translation of learning into practical application through a programmed experience. Professional education and training activities include but are not limited to professional military education, professional continuing education, research and doctrinal studies, fellowships, or specialized technical education and training activities.

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

Total force—includes all Airmen and Guardians (Regular Air Force, Regular Space Force, Air Force Reserve, Air National Guard of the United States, and DAF 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.