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CFETP 21MX
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AFSC 21MX

MUNITIONS AND MISSILE MAINTENANCE OFFICER

CFETP

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PART I

Preface

1. The development of the Air Force Specialty Code (AFSC) 21MX, Munitions and Missile Maintenance Officer is informed by doctrine and executed through indispensable education, training, and experiences aligned with the DoD Logistics Human Capital Strategy (LHCS). This Career Field Education and Training Plan (CFETP) was developed in accordance with the requirements in DAFI 36-2670. Total Force Development. The official CFETP can be found at the Air Force E-Publishing website.

2. Given the challenges presented by an increasingly dynamic and competitive geopolitical environment, persistent fiscal and manpower constraints, and aging equipment and infrastructure, 21Ms must be developed to maximize the capability of the Air Force's munitions enterprise to meet mission requirements. 21Ms will be guided by three primary objectives as outlined in the LHCS:

1. Focus and **align efforts** undertaken within the **enterprise-wide** logistics human capital forums to create unity of direction and effort.
2. Provide a framework to capture and **address human capital-related gaps** that result from the Air Force Basing & Logistics Capability Development process.
3. Enable the Logistics Enterprise to **communicate the goals and priorities for the workforce** to resource and posture the force for future operations.

These objectives guide long-term efforts to plan, develop, manage and conduct an efficient and effective 21M force development program, as outlined within this CFETP.

3. Air Force Munitions and Missile Maintenance Officers are Airmen first and logisticians always. As such, 21Ms are expected to embody the Air Force core values. The munitions enterprise must develop 21Ms that exemplify the qualities and capabilities necessary to lead in a multi-domain, high-end fight. To help grow the skills and expertise needed to build agile and innovative leaders, this CFETP introduces a new competency-based force development model to ensure today's 21Ms are ready and capable of generating and sustaining the Air Force's power projection platforms. 21M Occupational Competencies should be used by all officers and their supervisors/mentors/ commanders to evaluate proficiency throughout a career and guide force development efforts.

4. HQ USAF/A4LW will review the CFETP annually and make updates and changes as appropriate.

5. 21Ms with proficiency training completion dates annotated in previous versions of the 21M CFETP and who are near completion of their 21M3 upgrade are "grandfathered" from the new upgrade requirements unless they opt to convert to the new model. All other elements of this CFETP must be followed. Additionally, each officer must convert current 21M proficiencies and education, training, and experiences earned in previous iterations of the CFETP to the new competency-based methodology. This will be accomplished through formal feedback and discussion with the supervisor or commander and adjudicated on an Individual Development Plan (IDP).

6. Overview of the CFETP

Part I

Section A explains the CFETP along with the 21M of 2030 vision.

Section B describes “the why” with associated alignment to the National Security Strategy (NSS) and National Defense Strategy (NDS). It also contains linkage to the LHCS.

Section C identifies the heraldry of the 21M career field badge and AFOCD reference.

Part II

Section A provides the basis of how the 21M career field will develop the force through education, training, and experience requirements.

Section B outlines the broad aspects of 21M career progression.

Section C defines competency-based training and identifies the necessary competencies that all 21Ms will target to obtain in their respective careers.

Section D outlines the approved Course Training Standards for the basic and intermediate 21M courses.

Section E identifies the training course index of vetted/approved courses to enhance 21M career progression.

Section F describes the Individual Development Plan (IDP) and the ribbon chart.

Section G codifies the requirements for the 21M3 upgrade along with the senior and master logistician badging requirements.

Part III

Section A defines the Multi-path Framework.

Section B depicts the On-the-Job-Training (OJT) playbook.

Section A - General Information

1. Career Field Education and Training Plan (CFETP)

1.1. Purpose

- Inform and guide 21Ms (21MX) through career progression and competency-based force development by outlining mandatory and recommended education, training, and experiences.
- Provide guidance to commanders, supervisors, mentors, and trainers to plan, develop, manage and conduct an effective officer force development program.
***Note:** Each duty location will provide unique opportunities to enhance officer career development.

1.2. Use of the CFETP

- Meant for utilization by individual 21Ms, supervisors, commanders, development teams (DTs), and mentors to ensure comprehensive and cohesive force development programs are available for the 21MX AFSC.
- The ultimate goal of the CFETP is to support the 21M Multi-path Framework lines of effort to properly develop the munitions officer corps to be agile, innovative, and ready to enable and sustain mission requirements across the full spectrum of operations.
- The CFETP is a tool to focus the development of 21Ms to be competent and confident squadron commanders and senior logistics leaders in the Air Force and Joint arenas.

1.3 Force Development

- A consistent and collaborative endeavor between the officer, his or her supervisor (and/or mentor), and the Commander. Utilization of the personalized IDP and associated ribbon chart are critical to the successful development of a 21M.
- Officers should track proficiency attained against what is expected, as defined by the 21M Officer Competencies, and use the CFETP to have productive conversations about increasing proficiencies through appropriate developmental opportunities.
- The basic 21M Officer Career Planning Diagram IAW the Multi-path Framework helps officers to determine appropriate levels and timing of education, training, and experiences to ensure they have every opportunity to attend professional continuing education courses, grow leadership skills, pursue professional certifications, work towards an Advanced Academic Degree, etc.
- Officers should plan realistic milestones for achieving near-term (0-5 years), mid-term (6-10 years), and long-term goals (10+ years) and communicate these goals via their IDP and ribbon chart with consultation from their commanders, supervisors, mentors, and DT members.

1.4 21M of 2030 Vision

- The 21M of the future excels in developing & leading AF, Joint, & Coalition teams for the logistics community & beyond. They are in demand to serve as Gp/CCs, Wg/CCs, & can develop into future MAJCOM A4s, CCMD J4s, & other Joint and Logistics senior leaders.
- Every 21M will develop to:
 - Execute Air Force, Joint, and combined mission generation at home station and deployed locations
 - Plan, deploy, sustain and recover logistics and operational forces in distributed and contested environments, often with limited resources/capabilities
 - Establish effective nuclear weapons, conventional munitions, Intercontinental Ballistic Missile (ICBM), Nuclear Weapons Related Materiel (NWRM) and/or support equipment maintenance practices, that link the industrial base, force providers, and the warfighter
 - Articulate resource allocation processes (authorizations, manpower, infrastructure, funding, etc.)
 - Create innovative solutions to both simple and complex challenges

Section B – The Why

2. Logistics Human Capital Development

2.1. Overview. The NSS and NDS both declare access to, and freedom to, operate in multi-domain environments being vital to US national security interests. As threats to US capabilities continue to grow in number, scope, and lethality, national security leaders are posturing the Department of Defense to gain and maintain superiority in contested multi-domain environments. The 21M officer corps must grow and develop leaders that the Combined/Joint Logistics Enterprise (CJLE) requires to enable and sustain operations through and within these multi-domain environments.

- Develop a lethal, agile, and resilient force posture and employment
 - Adapt and account for uncertainty of the evolving global strategic environment
 - Develop dynamic force employment with capacity, capability, credibility, and freedom of maneuver
 - Ensure flexibility and scalable options
- Cultivate workforce talent
 - Recruit, develop, and retain a high quality and diverse military workforce
 - Rely upon the warfighter’s ability to integrate, adapt, and change business practices to achieve mission success
 - Creativity and talent of the American warfighter is an enduring strength and a force multiplier
- Talent Management
 - Developing leaders who are competent in national-level decision-making requires broad revision of talent management practices
 - Education, training, and assignments must increase an understanding of interagency decision-making processes as well as alliances and coalitions

2.2. Logistics Human Capital Strategy (LHCS) Landscape

The 21M officer corps must be cognizant of the rapid and complex changes occurring throughout the world. The NDS outlines an increasingly complex and volatile global security environment characterized by the changing character of warfare through new technological advances, and a transformation of how the Department of Defense conducts business. The Persistent Logistics Concept emphasizes the importance of revisiting how 21Ms are recruited, trained, and engaged. The LHCS establishes a direct linkage to the priorities described in the NDS.

LHCS Vision

Able to deliberately, repeatedly, and affordably deliver integrated, resilient total force logisticians, with the right competencies, at the right place, at the right time, to provide persistent logistics in support of multi-domain operations

Section C – Heraldry

3. Heritage and Insignia

3.1. The 21M Career Field

- The purpose of the Munitions and Missile Maintenance Officer is to lead Airmen in sustaining and generating the munitions and weapons systems that provide the strategic deterrence and lethal effects necessary to enable a spectrum of conditions ranging from upholding American Grand Strategy to Combatant Commander war plans and base-level readiness requirements.
- As maintenance leaders, effective 21Ms foster unit culture that instills and enforces the principles of maintenance discipline, audit-ready accountability, uncompromising safety, effective resourcing, and mission-oriented training.
- As logisticians, munitions and missile maintenance officers develop joint competencies while mastering specialized skills within the munitions enterprise. They hold the critical responsibility to formulate and implement policies, plans, and procedures to ensure our arsenals and forces are effectively postured, accounted for, highly functional, and ready for deployment.
- In the year 2000, due to the lack of munitions expertise in the Air Force, Aircraft Maintenance Officers with conventional munitions or nuclear weapons experience and Missile and Space Maintainers were combined to create the 21M career field. The merging of the conventional munitions, nuclear weapons, and ICBM positions into one career field facilitated career field sustainment, expertise management, and career progression.
- **The 21M AFSC badges reflect credibility and honor, as multitudes of past 21Ms established this expectation through excellent service in both peace and war.**
- The badge confers upon 21Ms a recognition by fellow Airmen of having achieved a expected high level of competence in an exceptionally challenging career field.
- Proper wear of AF occupational badges can be found in DAFI 36-2903, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*.
- Specialty requires routine access to Top Secret material or similar environment. 21Ms will maintain this clearance via a Single Scope Background Investigation (SSBI) according to applicable security instructions.

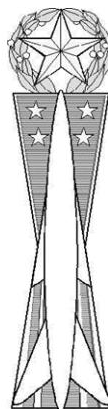
3.2 21M Occupational Badge Heraldry



Air Force Maintenance Badge Heraldry

The design of the falcon is a replica of the maintenance falcon located in the National Cathedral at Washington DC. The falcon symbolizes the airborne strength by the Air Force and made possible by the maintenance of aircraft, munitions, and communications-electronics equipment. In its talons, the falcon is holding a bomb and a generic 21st century aircraft. They are crossed to show the interrelationship of the career fields. The three levels of the award are signified by the addition of a star centered above the falcon for the senior level and the star surrounded by an olive wreath for the master level.

The aircraft, streamlined to depict a 21st century aircraft, is symbolic of all aircraft maintained by the personnel who will wear the badge into the 21st century. The aircraft has three leading edges, which represent the three enlisted maintenance specialties: aircraft, munitions, and communications-electronics. The personnel, like the leading edges of the aircraft, work together to support the flying mission. The bomb, streamlined to depict a modern munition, symbolizes the primary mission of the Air Force maintainer to make sure they put the bombs on target. The field is without obstruction and depicts a free sky and the olive wreath surrounding the badge symbolizes peace, which we defend through professional maintenance.



Missile Badge Heraldry

The original design of the Missile Badge was prepared by the United States Army Heraldic Division at Arlington, Virginia. There are four significant elements of the badge. The use of the generic missile is intentional so as to resemble no particular missile in the inventory. The badge was given an hourglass shape to signify the timeliness of the weapon systems' response capabilities. The four stars, two on either side of the missile, represent the operational domain of the missile systems, the total aerospace environment. Finally, two vertical bands beneath the missile represent a residual vapor trail left by a missile in flight.

The first distinctive missile badge was established May 23, 1958, to recognize those within the Air Force who had a direct role in the development, maintenance or operation of guided missiles. The badge was first called the Guided Missile Insignia and was authorized for those who performed duty in or were associated with the Snark, Atlas, Goose, Thor, Jupiter, Matador, Mace, Bomarc, Titan and Minuteman missile systems. In 1963, the name was changed to the Missileman Badge and three levels of expertise were established: Basic, Senior, and Master Missileman. The honor of wearing the badge went to those who completed specialized missile training. In April 1979, the name of the Missileman Badge was once again changed, this time to the Missile Badge, deleting any reference to gender. In 1988, with the approval of the "Missile Operations Designator," a wreath encircling the Missile Badge, the original Missile Badge became a badge awarded exclusively to missile maintainers. The Missile Badge is now awarded to maintenance personnel working with ICBM, cruise missile, air-to-ground or air-to-air weapon systems.



Munitions Badge Heraldry

The badge includes the heraldic shield, which also represents the United States' advanced conventional stockpile acting as a deterrent to forestall enemy attacks. The shell and flame, of which is synonymous with this great profession, is traced back as far as 1802 with the Spanish artillery. The shell and flame is a reminder that we are custodians of the USAF arsenal, readied and made available at all times, for national defense. The olive wreath surrounding the shield symbolizes the peace provided by defending the United States in performing this unique profession. The insignia includes three variations for the basic, senior, and master level echelons for 2W0 enlisted service members and for 21Ms.

The shell and flame insignia signified Ordnance Corps members, dating back to 1832, and is one of the oldest branch insignias of the U.S. Army. In 1835, members of the Ordnance Corps wore a shell and flame button. In 1903, ordnance sergeants adopted a silver ordnance insignia in a large guild wreath, with the design evolving into different items worn today on uniforms of the other three services. In the U.S. Marine Corps, Chief Warrant Officers serving as "Infantry Weapons Officers" replace the rank insignia on the left collar with a "bursting bomb." The U.S. Navy has used the shell and flame insignia for its Aviation Ordnancemen since 1926. During World War II, Woman Ordnance Workers (WOW) employed in munitions factories all over America produced weapons and ammunition in support of the war effort. Part of their uniform was a bright red bandana with white flaming bombs -- the distinctive WOW trademark.

3.3 The 21M Duty Identifier Patch

- 21Ms are encouraged to wear the duty identifier patch that best represents their assigned mission. If worn, 21Ms will wear the duty identifier patch in accordance with DAFI 36-2903, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*.



3.4 The Air Force Officer Classification Directory (AFOCD)

- 21Ms have demonstrated their ability to lead through problem solving, critical thinking, appropriate decision-making, and integrating teams. These expectations apply equally while in garrison and deployed. While technical expertise is good, officers need to be able to integrate teams and provide vision inside the squadron, across the base, across multiple staffs, and the throughout the joint/coalition environment.
- For a full description and summarization of the Munitions and Missile Maintenance Career Field and overarching AFSC guidance, reference the most current AFOCD found on MyPers at https://mypers.af.mil/app/answers/detail/a_id/50972

PART II

Section A – Developing the Force

1. The 21M Development Model

- The focus of 21M development **MUST** be officership and leadership with core competencies foundationally aligned and expanded upon throughout a career.
- Specialized additives are in high demand at the strategic level but are not necessarily required at the tactical/base level.
- Deliberate experience tracking and attendance at varying training opportunities will shape 21Ms for the future high-end fight and in line with the vision of the 21M of 2030.
- 21Ms are injected into each level of warfare with varying skills and expertise required:
 - **Strategic:** Determine national and multinational strategic security objectives and guidance followed by resourcing to achieve objectives. Advanced and expert 21Ms are needed to translate the NSS, NDS, and NMS into realistic and executable operational action.
 - **Operational:** Joint campaigns and major operations are planned, conducted, and sustained to achieve strategic objectives. Fully qualified 21Ms are needed to ensure outcomes are being achieved and requirements being met.
 - **Tactical:** Engagements are planned and executed to achieve military objectives assigned to tactical units or task forces. Basic and Intermediate 21Ms needed to execute the day-to-day logistics operations effectively and efficiently.

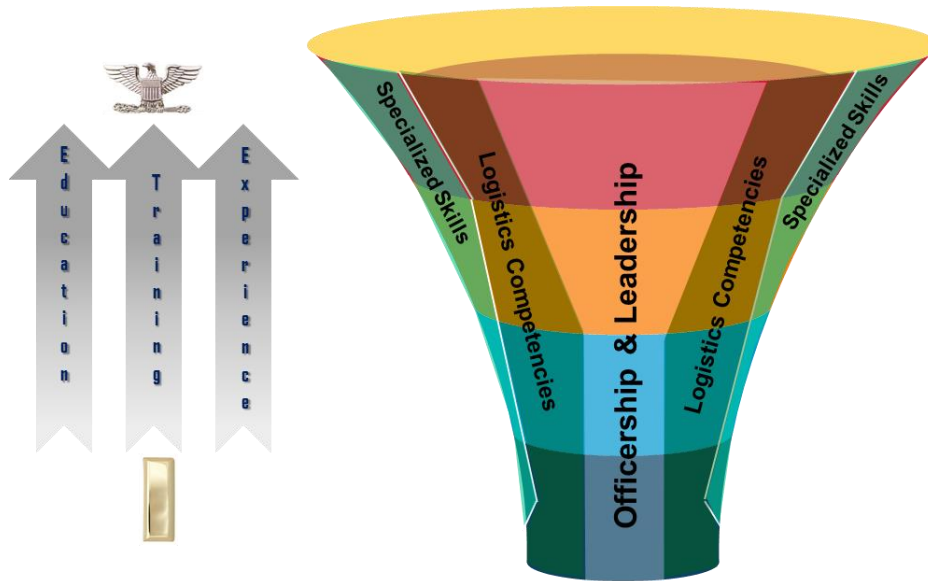


Figure 1: 21M Career Field Development Model

- In addition to the Munitions and Missile Maintenance core skills, senior-ranking 21Ms should be an expert in one or more of the following:
 - Linking the industrial base, alternative supply sources, distribution, storage, and parts recovery management with warfighter requirements.
 - Synchronizing Air Force, Joint, and Coalition planning by integrating capabilities, flow, and demands to achieve CCDR objectives.
 - Enterprise funding planning and execution strategies and practices.
 - Joint perspectives, decision-making processes, strategic-level programs and policies in order to employ and lead Combat Support and Combat Service Support in Conventional and nuclear operations.

Section B – Career Field Progression and Information

2. 21M Career Field Specific Information

2.1 Specialty Description. The AF OCD describes the 21MX officer Air Force Specialty (AFS). It is the guiding document for all AF officer classification issues and takes precedence over the CFETP in this area.

2.2 Foundations of a Successful Career

- First and foremost, the AF needs leaders. An officer's career should be focused on gaining leadership experience and building breadth and depth of technical expertise. These can be measured using the 21M Occupational Competencies (Section 3). An officer should focus his/her development by seeking the *highest level of proficiency* in each competency, measuring growth against what is expected through the multi-path model of 21M career progression.

- Although it is important to have an overall career goal, it is equally important to remember ***that the most important job to an officer's professional development is the one that the officer holds today.***
- **Grow where you are planted:** a successful career is a product of performance, not position. Performing well in one's assigned position is the singular means within the officer's control to demonstrate potential to serve in other capacities. Effectively capturing quality of performance in the officer's record directly informs the processes that provide further opportunities for development and promotion.

2.3 21M Career Field Education, Training, and Experience Opportunities

- The intent of Talent Management is to provide each officer the opportunities to grow and develop as a competent and proficient logistics leader who can successfully navigate complex environments. This will be accomplished by optimizing alignment of education, training, and experiences to meet the needs of the Air Force, Combatant Commanders, and the CJLE. Through properly aligned education, training, experiential, and leadership opportunities, a 21M will gain the necessary depth and breadth in the logistics field to effectively lead in the CJLE. Figure 2 on the following page outlines many of the potential education, training, experiential, and leadership opportunities available to a 21M throughout a career as part of the Talent Management framework. Note: Figure 2 is general in nature and **NOT** all inclusive, but representative of the multitude of opportunities available to 21Ms.

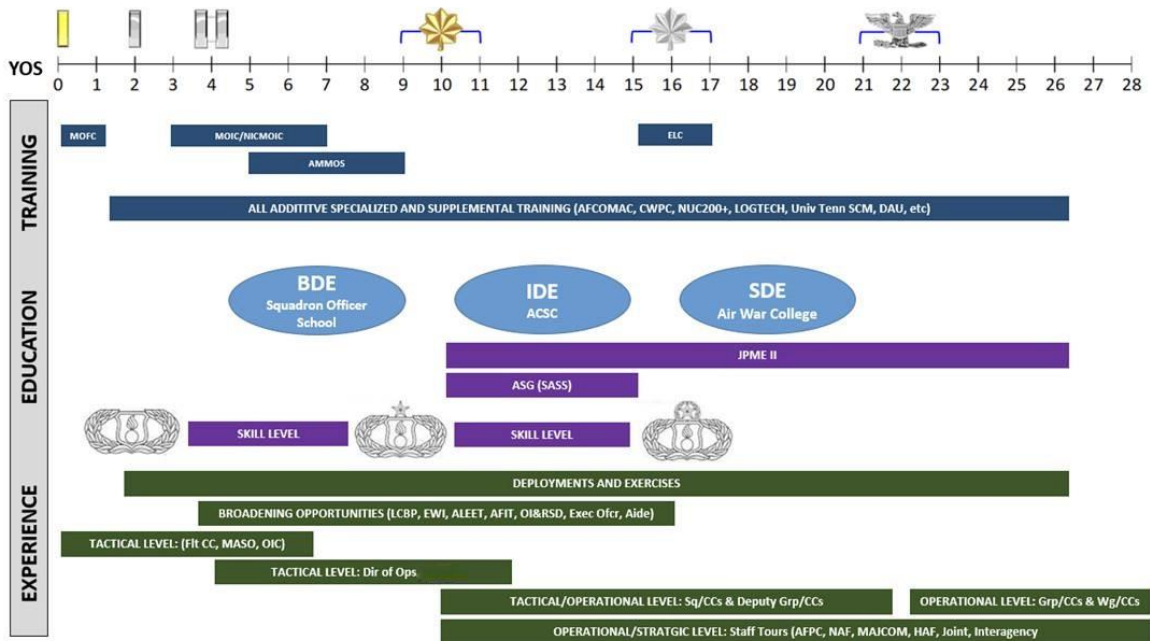


Figure 2: 21M Training, Education and Experience Progression Opportunities

2.4 21M Career Planning

- There is no “one path” to success in an officer's career. While not every 21M's path is the same, 21Ms should understand they are on a course to compete for squadron command and then ideally move on to strategic-level positions.
- Officers in their first 10 years are generally expected to:

- Serve unit-level assignments in two or more shreds (Conventional, Nuclear, or ICBM) to develop proficiency in squadron operations. Officers should expect to move across at least two or more shreds throughout the course of their careers, and will make a deliberate effort not to remain in one shred. Additionally, two thirds of every assignment should be dedicated to core 21M competencies before broadening outside of career field (i.e. – an officer on a 3 year assignment to a conventional unit should spend 2 years in a munitions/armament or related position prior to moving to an AMU OIC, Executive Officer, or backshop position).
- Serve at a remote short-tour location
- Lead in key tactical-level organizations
- Deploy, as needed, to gain increased responsibilities and experience, especially in Joint force operations
- Serve on staff assignments, although not all officers will do this in the first 10 years.
- (Optional) Participate in career broadening, Instructor positions, or other developmental assignments (i.e. BLBP, LCBP, EWI, AFIT, SOS, ROTC, etc.)
- After gaining basic and intermediate level proficiency, 21Ms should then focus on building more depth and understanding of the 21M competencies at the advanced and expert level by taking on leadership roles within the squadron, and eventually moving to greater levels of operational and strategic responsibility with staff levels positions.
- Professional Military Education (PME) courses are mandatory to progress in rank.
- 21M Officer Assignment opportunities and actions are managed and publicized in Talent Marketplace: <https://myvector.us.af.mil/myvector/Talentmarketplace/Home>
- Advanced Academic Degrees and professional credentialing are highly encouraged.
- Career broadening opportunities are prevalent in the 21M career field and are typically available in the first 10 years of a career. These opportunities are codified annually in the AAD/Special Experience Exchange Duties (SPEED) guide along with targeted developmental requirements found on MyPers. Each active duty 21M should routinely check MyPers for newly released Personnel Services Delivery Memorandums (PSDMs) to stay aware of the latest education, training, experiential, and leadership prospects available. SPEED selections are made by the 21M DT. It is recommended that officers interested in these programs communicate this to the DT via their MAJCOM DT representative and/or via their annual Officer Performance Report (OPR).
- Deployments play a significant role in an officer's career and can offer a great deal of experience in an abbreviated time period relative to in-garrison operations. 21Ms should continually seek opportunities to participate and lead in deployment operations.

2.5 Duty Titles

- Upon arriving at a duty station, 21Ms and their supervisors must set their duty title via the AF Form 2096, *Classification/On-The-Job-Training Action*.
- All duty titles are approved at AFPC prior to being updated in the officer's official record.
- Utilization of the standardized duty title listing in Appendix 1 is intended to determine the proper duty title which is aligned with critical experience mapping in MyVector.

2.6 Officer Professional Development (OPD)

- OPD continues throughout an officer's career and consists of developmental education, graduate education, professional continuing education, professional registration and credentialing, experience gained through diverse jobs held throughout a career, as well as less formal engagement with mentors.

2.7 Developmental Education (DE)

- DE is categorized into Primary (PDE), Intermediate (IDE), and Senior Developmental Education (SDE); it is collectively referred to as PME.
- IDE and SDE in-residence are highly-selective programs; therefore, if not selected to attend DE in-residence, officers need to complete the appropriate level of DE by Distance Learning for promotion considerations.
- DE should be completed at officer's earliest opportunity to further their doctrinal development and remain competitive for future leadership opportunities.

2.8 21M Development Team (DT)

- The DT is chartered to meet twice per year to provide human capital development, guidance, and direction to 21Ms.
- DTs are responsible for vectoring the right officer to the right type of job at the right time, mutually benefitting the Air Force and the individual officer.
- For a complete description of the DT, see AFI 36-2670, *Total Force Development*.

Section C – Competency-based Training

3. Introduction:

Specialty Training Standards for 21Ms are translated through attainment of the core occupational competencies. AFH 36-2647, *Competency Modeling*, defines a competency as “an observable measurable pattern of behaviors, knowledge, skills, abilities, and other characteristics needed to perform successfully on the job.” Competencies enable Airmen to critically think, drive effective decision-making versus task-based and time-bound work activities. The competency methodology enhances logistics proficiencies, which ultimately will contribute to the overall success of the Air Force.

3.1 Competency Structure:

- There are four core competencies which are further defined by sub-competencies. Refer to Table 1, *21M Occupational Competencies Model*.

21M - Munitions and Missile Maintenance Officer Occupational Competencies Model (OCM)		
Competency	Sub-competency	Sub-Competency Description
Lead People	Culture	Influence assigned personnel to understand and fulfill mission requirements as a cohesive unit with a shared vision
	Talent Management	Acquire, develop, mentor, coach retain, and motivate a resilient and disciplined workforce to meet mission requirements
	Communication	Understand communication platforms and effectively articulate ideas, unit purpose, plans, challenges, and recommendations to the organization and senior leaders
	Training	Prepare the current and future workforce to meet mission requirements from initial skills-building through proficiency and accountability
Execute the Mission	Mission Generation	Organize, train, and equip the force for mission execution.
	Readiness	Understand source documents and mechanisms that define/inform organizational readiness (DOC statements, UCML, OPLANs, METs, METLs etc.)
	Safety and Risk Management	Effectively assess and manage operational risks. Influence transparent risk management/assumption culture within the organization
	Mission Support	Develop/Build partnerships and coordinate with external organizations to enable mission readiness
	Planning & Scheduling	Develop wing-level integrated plans and schedules to enhance readiness/lethality, maintain health of workforce, and maintain health of weapon systems
Manage Resources	Force Integration	Understand the functions and relationships between Air Force, Joint Force, and Total Force
	Programs	Administer organizational functions that provide structure, control, and guidance
	Manpower	Understand faces/spaces (UPMR/UMD), workcenter qualification/certification coverage, and roles of manpower personnel, MFM, CFM
	Infrastructure	Exercise stewardship for assigned facilities and posture the organization's infrastructure for future requirements
	Supply Chain	Effectively utilize the supply chain and repair cycle management process to enhance combat capability
	Accountability	Manage and account for the unit's physical assets (stockpiles, equipment, NWRM, etc.)
Improve the Unit	Budget and Programming	Understand allocation and effective utilization of unit finances. Advocates to secure funding that enables organizational mission, improvements, and quality of life
	Life Cycle Sustainment	Understand the function of logistics and acquisition support to warfighting capability
	Organizational Improvement	Develop a culture of innovation and enhanced quality of life for Airmen (Theory of Constraints, L6S, LEAN, Art of the Possible, etc.)
	Strategic Alignment	Include alignment of HHQ to unit mission/vision/goals and responsibility to develop unit
	Process Management	Oversee and integrate processes across functions and organizations to effectively execute mission requirements
	Commander's Inspection Prgm	Understand the 3 layers of CCIP: 1. Wing IG/WIT, 2. Self Assessment Program, and 3. High Risk Msn evaluators (e.g., QA, Stan/Eval)
	Quality Assurance	Understand and assess the organization's standards compliance trends and culture to target focus areas for improvement
	Data-Driven Decisions	Understand metrics and utilize data to influence decision-making

Table C.1: 21M Occupational Competencies Model

3.2 Proficiency Levels:

- An officer develops increasing levels of proficiency through a combination of education, training, and experience throughout career progression. Proficiency is measured in three levels: Basic, Senior, and Master. The criteria within the OCM should be used to determine the level of proficiency attained for each competency through observable behaviors, knowledge, skills, and abilities.

3.3 Responsibilities

- **General:** 21Ms use occupational competencies to deliver logistics capabilities. Deliberate development of 21Ms is essential for sustaining current and future operations. Development occurs through the combination of education, training, and experience as described in this plan. Implementation of all three elements across an entire career is key in the development of 21Ms to meet Air Force operational needs.
- **Officers** should use the 21M occupational competencies to assess their level of proficiency for each competency and pursue education, training, and experiences throughout his/her career to attain the highest level of proficiency possible. This assessment will be captured through observable and measurable behaviors. Any gaps that exist between expected and actual proficiency levels should be used as a discussion tool with supervisors and mentors to target growth and development opportunities.
- **Supervisors will** ensure 21Ms are focused on individual development plans to attain the highest level of proficiency possible in each competency. Given different career paths and opportunities, officers will develop competencies, breadth, and depth at varying rates. Mentorship and advice should be focused on growing competencies that are essential to current assignment first, followed by competencies that are essential to the next developmental assignment.
- **Commanders and raters** will encourage officers to track their own development through an IDP. Commanders and supervisors will adjudicate observable behaviors for each competency at their discretion.

3.4 Using the 21M Officer Occupational Competencies

- Through individual assessment of each 21M competency and sub-competency, an officer should be able to determine the required skills he/she needs to develop in their career. The structure of the competencies allows an officer and the supervisor to look at the overall areas that are lacking and correlate to education, training, and experience to provide the means of capturing the observable behavior for adjudication. An officer can look at the 21M competencies, proficiency levels, and associated observable behaviors and determine if they are lacking in any of the overall areas. If an officer determines they are lacking proficiency in a certain area there are a number of steps that can be taken. For example, a base-level officer with no experience in *Leadership: Budget* will want to take an AFIT course Budgeting Basics and then seek a responsibility in the squadron to become proficient in the competency.
- The competency list and associated observable behaviors will reside on the “21M – Munitions and Missile Maintenance Officer” MyPers site at the following link: https://mypers.af.mil/app/answers/detail/a_id/50972. By having these competency-based training documents live externally of the CFETP, it will allow for flexibility and agility in making changes, improvements, and enhancements to the overall behaviors and proficiency requirements.

- The competency list and associated observable behaviors are the training tools for supervisors and commanders to properly develop their officers. Commanders and supervisors have intimate knowledge of specific jobs and opportunities that officers will need in order to meet the observable behavior requirements by proficiency level. These discussions may include timing of certain courses or opportunities.
- Adjudication of the observable behaviors is a supervisor or commander's responsibility. Supervisors or commanders must follow 21M career field guidelines and parameters when adjudicating observable behaviors in line with a 21M's developmental progress. 21M occupational competencies cannot be verified or validated without appropriate confirmation of achieved observable behaviors. It is recommended for supervisors or commanders to develop a formalized standard approach to measuring if their 21Ms have earned a particular occupational competency through an observable behavior.

Section D – Course Training Standard (CTS)

4. CTS elements

- The CTS elements outline and define tasks IAW 21M occupational competencies that will be taught at the Basic and Intermediate courses at the Air Force Logistics Officer School (AFLOS).
- References to these documents are available on the “21M – Munitions and Missile Maintenance Officer” MyPers site at the following link:
https://mypers.af.mil/app/answers/detail/a_id/50972

Section E - Training Course Index

5. Formal Education and Training Courses

- The courses listed in this section are recommended for 21Ms to take or attend at the appropriate levels annotated.
- Note that due to funding limitations, some courses may not be available every year. Additionally, this list is **not** all-inclusive. The individual 21M and the supervisor or commander can seek out additional education and training opportunities that will supplement achieving proficiency levels for the 21M occupational competencies.
- Refer to AFIT's School of Systems & Logistics web page at (<https://www.afit.edu/ls/catalog.cfm>) for additional competency-focused courses.
- These courses should be taken at the earliest opportunity to attain higher levels of proficiency in the 21M occupational competencies.

Courses for New 21Ms	
Mandatory MOFC	Munitions Officer Fundamentals Course (Tactical)
Mandatory (for A Shred) CMOC	Conventional Munitions Officer Course (Tactical)
Mandatory (for N Shred) NMOC	Nuclear Munitions Officer Course (Tactical)
Mandatory (for I Shred) IMOC	Intercontinental Ballistic Missile Munitions Officer Course (Tactical)
Recommended Courses for 21Ms (Job Specific)	
AFIT	Nuclear Weapons Effects, Policy and Proliferation (Strategic)
AFIT	21X 309 Theater Logistics, a Deployed Airman's View (Operational)
AFIT	21X 310 Air Force Weapons System Sustainment (Strategic)
AFIT	Nuclear Certification Process Course (Operational)
AFIT	Nuclear Certified Equipment Users Course (Tactical)
CAPP	Combat Ammunition Planning and Production (Tactical)
NAC	Nuclear Accountability Course (Tactical)
LOG 099	Fundamentals of Logistics (Tactical)
LOG 199	Introduction to Air Force Logistics (Tactical)
ASPC	Advanced Sortie Production Course (Tactical)
CWPC	Contingency Wartime Planners Course (Tactical/Operational)
ASPC	Advanced Sortie Production Course (Tactical/Operational)
NICMOIC	Nuclear, ICBM, Conventional Munitions Officer Intermediate Course (Tactical/Operational)
MOIC	Maintenance Officer Intermediate Course (Tactical/Operational)
LOG 299	Combat Logistics (Tactical/Operational)
DAS 201	Fundamentals of Data Analytics (Tactical/Operational)
TOC 101	Theory of Constraints I (Tactical/Operational)
TOC 201	Theory of Constraints II (Tactical/Operational)
JLC	Joint Logistics Course (Operational)
GSCEDP	Global Supply Chain Executive Development Program (Operational)
JAOPC	Joint Air Operations Planning Course (Operational/Strategic)
LOGTECH	LOGTECH Advanced Program in Logistics & Technology (Strategic)
LOG 399	Strategic Logistics Management (Strategic)
ELC	Enterprise Logistics Course (Strategic)
21M Squadron Commander (21M SQ/CC)	
Mandatory 21M Sq/CC	21M Commander Prep Course (Tactical/Operational)
MAJCOM	MAJCOM Sq/CC Orientation (Tactical/Operational)
LDC	Leader Development Course (Tactical/Operational)
SAIBPC	Safety and Accident Investigation Board President Course (Operational)

Table D.2: 21M Education and Training Courses

Section F – Individual Development Plan (IDP) & Ribbon Chart

6. The IDP and Ribbon Chart

- An IDP is the foundation of the career partnership between the 21M and the supervisor or commander. It is a time-bound plan designed to meet particular short- and long-term goals for career development. The IDP is a method of planned training and experience used to develop necessary 21M occupational competencies. It is a framework to identify the strengths and developmental needs of an employee in alignment with the goals of the organization. It is an individually tailored action plan that outlines developmental objectives with the activities to achieve agreed upon objectives. The IDP gives both the officer and the supervisor the opportunity to set objectives that will assist the 21M with making job and career related progress. The IDP provides an opportunity to collaborate and document potential job and career goals and track progress, as needed. The 21M has the ability to provide information and receive feedback so that realistic goals and competency tracking can be established.
- A ribbon chart is a visual tool which allows 21Ms to take a proactive approach to managing their careers. The ribbon chart summarizes a personalized plan that includes a chronological view of information such as assignment preferences, promotion eligibility windows, developmental milestones and other critical information allowing individuals to piece together their desired career plans IAW functional plans and personal desires. The Ribbon Chart presents one's career progression in a logical, meaningful way to facilitate mentorship and coaching

6.1 The IDP Planning Process

- The IDP involves a seven-step process that requires continuous two-way communication between the 21M and the supervisor or commander.
- **Step One:** Identify short term goals (one year or less) and long term goals (two to five years). Identifying career goals is a personal decision. Goals should be realistic and attainable and should imply some work and challenge; but they should not be set so high that they are unattainable. In preparing goal statements, be as specific as possible.
- **Step Two:** Identify required 21M occupational competencies and associated observable behaviors. All training and development must be included on the IDP.
- **Step Three:** Determine developmental opportunities and objectives. Developmental opportunities can be defined as: (1) Critical 21M occupational competencies that are needed to be developed to improve work performance. (2) Talents that the 21M would like to use more and that the unit or organization needs for effective performance. (3) Competencies the 21M needs to develop to reach their short and long term career goals.
- **Step Four:** Explore developmental options and select activities. Generally, this step is easy to complete once the developmental opportunity has been identified. There are many different types of developmental activities; formal training is only one option. See Part III Section B (The OJT Playbook) for various types of developmental options.
- **Step Five:** Develop/review IDP with the supervisor or commander. Preparing an IDP is the foundation of a career development partnership between the 21M and the supervisor or commander. The 21M will complete the IDP and then schedule formal development discussions with their supervisor or commander.
- **Step Six:** Take action. Once the 21M and supervisor or commander agree on the IDP content, they now have established the foundation for the 21M's development. The 21M and the supervisor or commander will take action and complete the activities that were agreed upon to adjudicate observable behaviors IAW 21M competency requirements or to provide opportunities to achieve set goals.

- **Step Seven:** Monitor progress. The IDP process is an on-going, never-ending process of growth and development. The 21M and the supervisor or commander will need to periodically reevaluate where the 21M is developmentally. The IDP should be reviewed/revised whenever the 21M’s duties or responsibilities change as a result of a reassignment or promotion.

6.2 The 21M IDP Format

- The 21M IDP example document is located on the “21M – Munitions and Missile Maintenance Officer” MyPers site at the following link:
https://mypers.af.mil/app/answers/detail/a_id/50972.

*Note: It is not mandatory to utilize this version.



21M Individual Development Plan
Format Example

Richard Winters	718 MUNS	O-1/2nd Lt
Officer Name	Organization	Grade
21M3A	Armament Flight Commander	1 May 2022
DAFSC	Current Position	Date Assigned Current Position

Desired Competency	Developmental Activity (Observable Behavior)	Training Method(s)	Proficiency Level	Start Date	Estimated Completion Date	Actual Completion Date	Performance Outcomes
Example (1): Lead People (Sub-competency: Talent Management)	Understand officer career progression and development for the 21M career field	- OJT - Read the 21M CFETP - Draft a ribbon chart	Basic	05/01/22	11/01/22		- Articulate key developmental steps leading to Sq/CC - Completed initial ribbon chart

Table F.1: IDP Example

6.4 The 21M Ribbon Chart Format and Example

- The 21M ribbon chart example document is located on the “21M – Munitions and Missile Maintenance Officer” MyPers site: https://mypers.af.mil/app/answers/detail/a_id/50972. It is recommended that an officer’s ribbon chart be updated upon every PCS or PCA.
**Note: It is not mandatory to utilize this version. There are several formats for ribbon charts that aid in career/personal planning. A ribbon chart that works for you is best.*

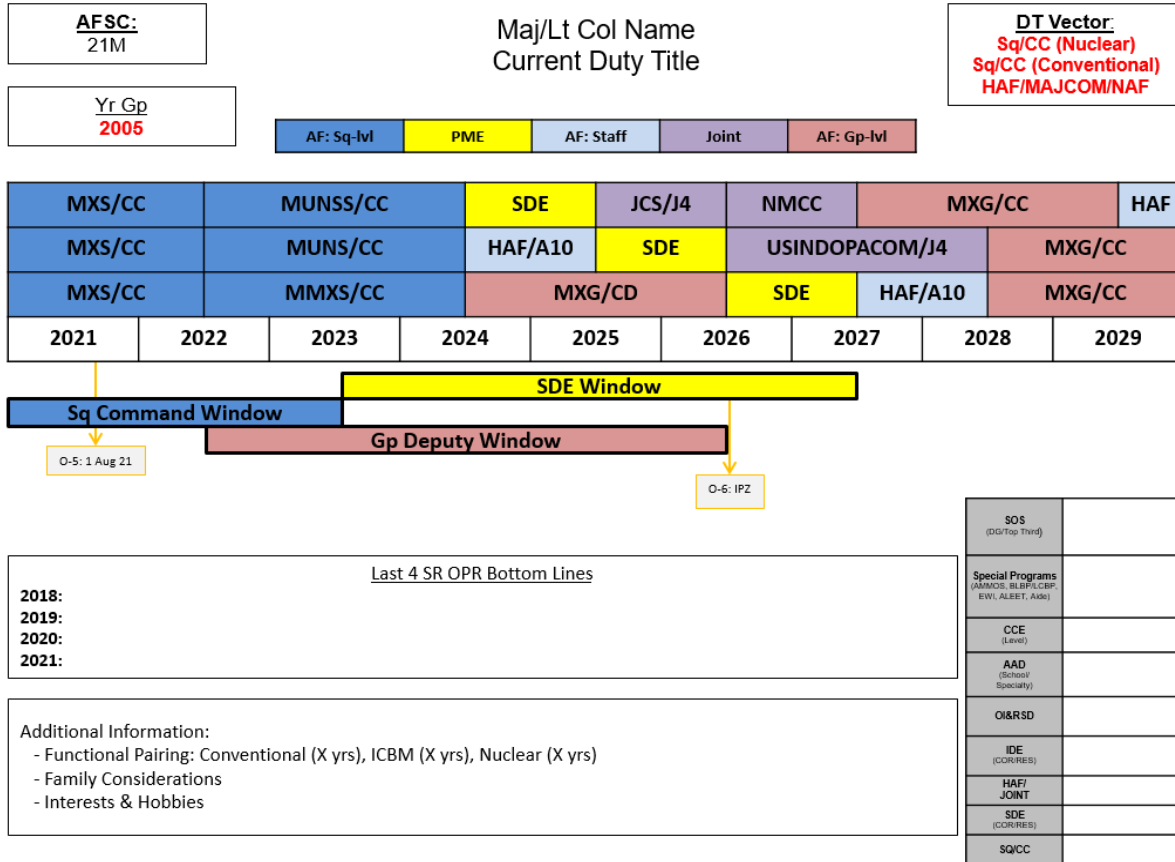


Table F.2: Ribbon Chart Example

Section G – 21M3 Qualification & Senior/Master Badge Requirements

7.1 Entry Level.

- IAW AFI 36-2201, Air Force Training Program, Initial Skills Training (IST) must be completed within 6 months of entering active duty unless restricted by lack of security clearance or other extenuating circumstances. Upon successful completion of MOFC and the appropriate AFSC awarding follow-on course, graduates will be awarded the entry level “21M1” AFSC with the appropriate “A”, “I” or “N” shred. Initial assignments provide opportunities to establish and build depth and technical expertise within this munitions and missile maintenance discipline. Commanders will expose new officers to the entire mission of the unit.
- The maintenance badge is the occupational badge awarded to a 21M upon completion of the fundamentals and follow-on shred-out (e.g., CMOC, IMOC, or NMOC) courses.
- The missile badge will be awarded to 21Ms that complete IMOC and/or have 12 months directly supervising 2M/2W personnel in guided missile or missile system maintenance, loading and unloading.
- The munitions badge will be awarded to 21Ms that complete CMOC and have 12 months directly supervising conventional munitions activities.

7.1 The 21M3 Basic Certification.

- In accordance with the AFOCD, the following are mandatory for 21M3 upgrade and certification:
 - 24 months experience, at minimum
 - Completion of an IDP covering the Minimum Observable Behaviors for all 21Ms and shred-out associated with the first assignment (reference the 21M – Munitions and Missile Maintenance Officer” MyPers site: https://mypers.af.mil/app/answers/detail/a_id/50972)
- *Note – All skill level upgrades will be documented using the AF Form 2096

7.2 The Senior 21M Badge Certification.

- In accordance with the AFOCD, the following are mandatory for Senior Badge upgrade and certification:
- Fully Qualified 21M3
- Completion of MOIC or ASPC
- Seven years minimum as a 21M in the USAF (note: time spent outside of traditional 21M positions will count towards time as long as the officer’s core ID is 21M)
- Has held any of the two following duty positions:
 - Quality Assurance (QA)
 - Depot Level Maintenance
 - NAF, MAJCOM, COCOM, or Air Staff
 - Director of Operations or Operations Officer
 - AETC or AMMOS Instructor

*Note – Officers from the 2015 year group and earlier will be grandfathered in under previous CFETP certification standards.

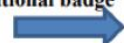





**Note – All skill level upgrades will be documented using the AF Form 2096

7.3 The Master 21M Badge Certification.






- In accordance with the AFOCD, the following are mandatory for Master Badge upgrade and certification:
- Fully Qualified 21M3
- Earned the Senior Badge
- 15 years minimum as a 21M in the USAF (note: time spent outside of traditional 21M positions will count towards time as long as the officer’s core ID is 21M)
- Has held any of the two following duty positions:
 - AETC or AMMOS Instructor
 - Squadron Commander
 - Depot Level Maintenance
 - NAF, MAJCOM, COCOM, or Air Staff
 - Acquisitions Duty
 - Joint Logistics Duty
 - Deputy/Group Commander

*Note – Officers from the 2007 year group and earlier will be grandfathered in under previous CFETP certification standards.






**Note – All skill level upgrades will be documented using the AF Form 2096

Wear maintenance occupational badge  after: 	Entry Level (21M1x) 	Basic Cert (21M3x) 	Senior Cert 	Master Cert 
	Training Completion of Initial Skills Training (IST) - MOFC and - CMOC, NMOC, or IMOC	Basic Cert (21M3x) Completion of CFETP requirements IAW Part II, Sec C, para 3.1 and para 3.2-3.4 (as applicable)	Senior Cert Completion of: - MOIC <u>or</u> - USAF AMMOS officer course	Master Cert - 15 years as a core 21M - Duty experience IAW CFETP Part II, Sec C, para 3.6
Experience		24 Months as a core 21M	- 7 years as a core 21M - Functional Pairing - Duty experience IAW CFETP Part II, Sec C, para 3.5	

To earn additional authorization for wear of missile maintenance badge:

Wear maintenance occupational badge and the following missile maintenance badge  after: 	Basic Missile Maintenance 	Senior Missile Maintenance 	Master Missile Maintenance 
	Training - Completion of MOFC <u>and</u> IMOC - <u>Or</u> experience below:	Basic Missile Maintenance 1 year as a core 21M and 12 months directly supervising 2M/2W personnel in guided missile or missile maintenance, loading or unloading	Senior Missile Maintenance 7 years as core 21M <u>and</u> 48 months cumulative direct work with guided missiles/systems

To earn additional authorization for wear of ammo badge:

Wear maintenance occupational badge and the following ammo badge  after: 	Basic Certification 	Senior Certification 	Master Certification 
	Training - Completion of CMOC - and experience below	Basic Certification 1 year as a core 21M and 12 months directly supervising conventional munitions activities	Senior Certification 7 years as core 21M <u>and</u> 48 months cumulative direct work with conventional munitions

PART III

Section A – The OJT Playbook

1. OJT Playbook Introduction

- Historically, 21Ms best learn and remember who they are and what they do from OJT. This guide is designed to navigate individual 21M development with the intent to:
 1. Provide Commanders/21Ms a menu of options to design local OJT programs
 2. Offer 21Ms a generalized OJT action list to guide their rotations/onboarding
 3. Facilitate the evolution and speed of OJT via community-based learning

- **21M OJT** is defined as the focused development, or bridge, between formal instruction, competencies, and behaviors throughout the progression from basic to expert proficiency levels.

To achieve advanced and expert proficiencies with the 21M occupational competencies, the 21M must be shaped into a life-long learner who consistently seeks to adapt and develop their whole person. Therefore the intent of the CFETP and the connected OJT promotes individualized development of logistics competencies and character attributes.

2.1 OJT Program Design:

- **Commanders own the responsibility for the administration of an OJT program within their units.** Each unit has different mission sets that will complement OJT opportunities for individual 21Ms. Although the 21M CFETP deliberately avoids a standardized task listing, all OJT programs should:
 1. At minimum, directly address the four core competencies and associated sub-competencies in the 21M OCM (Table 1)
 2. Develop an IDP for each trainee to culminate in demonstration of the desired behavior or competency
 3. Establish a training battle rhythm with trainees incorporating competency-based depth of interaction and progress checks
 4. Establish the means to measure trainees' program progress/success

2.2 Leveraging the IDP:

- The IDP referenced in Part 2 of the CFETP is a critical and mandatory element of an individualized training plan for each 21M. The IDP will help each officer navigate and master the 21M occupational competencies and associated behaviors. Using one-on-one feedback sessions with the 21M, a commander or supervisor should address the following questions:
 1. Which career development path should the 21M focus their training efforts toward?
 2. What training topics would add the most value for that individual 21M based on their strengths, weaknesses, previous experience, and the needs of the local mission?
 3. Which training methods would best deliver those training topics?
 4. Of the training topics chosen for the IDP to cover, which ones are more critical and should be given priority for the 21M to tackle first?

5. Are there any informative processes, events, or courses coming up that the 21M could observe or attend across the Air Force, within the units on base, locally in the unit's mission, or elsewhere online?

2.3 Training Methods and Developmental Activities:

One of the very first steps of a commander or supervisor is to determine what method of learning would most benefit an individual 21M's style of learning. The following non-exhaustive list offers a variety of learning styles and developmental activities that a 21M could leverage:

- **Coaching/Mentoring:** The 21M works part-time under the supervision of another 21M or Flight Chief on a specific skillset. The coach or mentor provides a constructive feedback loop to the 21M and the commander or supervisor.
- **Classroom Training:** Structured formal instruction presented in a classroom environment by a qualified instructor.
- **Internship:** The 21M acts as an observer with selective hands-on time in key areas. An example of this would be a localized Base Level Broadening Program where the 21M spends time embedded in the aircraft maintenance-related squadrons or logistics readiness squadron for a specified amount of time.
- **Shadow:** Pair the 21M with a more senior 21M or SNCO Flight Chief to observe a process or event in execution.
- **eLearning:** The 21M learns through online content: AVOLVE, AFIT, DAU, etc.
- **Virtual Reality:** The 21M participates in a digital simulation of a tactical event.
- **Reading:** Recommend literature to the trainee from industry experts or point them to known resources and encourage the 21M to discover relevant literature on their own and report on lessons learned.
- **Teaching:** Reinforce a topic studied by the 21M by having them teach it to others during OPD sessions.
- **TDYs:** Send 21Ms to nearby installations for round-out training of key concepts or to act as a member of a tiger team.

Frequency of Engagement

Several example models for leader engagement frequency are provided below for inspiration in designing a unit's OJT program. Leaders are not asked to strictly follow these models, rather consider the options provided and design a program that makes sense for the unique needs of their 21Ms and their mission.

- **Example Model I: Minimalist** (*Quarterly interviews with each 21M for IDP development and vectoring, and a quarterly professional development event with all 21Ms from the unit. Best suited for full autonomy granting or high ops tempo units*)
 - In this approach OJT is discussed and practiced but its frequency and priority are largely entrusted to the autonomy of the trainees. When the 21M team is engaged they can absorb the content at their own pace. The strengths of this approach allow individuals to balance their speed while leveraging their best-known method of learning. Units can still tailor content to individuals and integrate OJT into regular OPD as they see fit. Weaknesses of this model may include individuals and commanders deprioritizing OJT over time due to its infrequency when challenged by other real-world demands. *Note: commanders/supervisors should exercise caution and carefully consider whether 21M accessions are an appropriate audience for the minimalist model.*

- **Example Model II: Aggressive** (*Weekly individual interviews between each 21M and a designated mentor, with highly customized road maps and frequent group discussions that cumulate toward an interactive event or field trip. Better suited for units with a large influx of direct accessions.*)
 - This model is the most intense of the three. Significant effort is dedicated to presenting timely and relevant learning content. Content engagement is rigorous and meticulously tracked. A unit with many brand-new officers with little experience and few senior officers may benefit from such an approach. The strength of the model coming from the time spent in focused learning, or when trainees are unsure what to focus on under new or dynamic mission demands. The weakness of this approach is the potential to burn-out or alienate 21Ms who are not ready to engage with logistics content at this level of intensity.
- **Example Model III: Hybrid** (*Monthly discussions with each 21M individually to discuss and expound on lessons learned, review their roadmap for vectoring, and have weekly group discussions with all 21Ms where each member can take a turn presenting a new topic. Better suited for units with >3 CGO 21Ms*)
 - Under this model OJT is approached more frequently than in Model I. Interviews or group training sessions introduce specialized content more often. Whether in a group or individual setting, 21Ms are being pushed regularly to consider the principles surrounding good logisticians. The strength of this approach comes from still having a level of personal autonomy for trainees like Model I, but increases the frequency of interaction and tailoring of content for the team like in Model II. Weaknesses likewise would come in moderation from both the Model I and II examples.
- Measures of success:
 - Does the unit have a codified OJT program?
 - Does the program address the needs of the 21Ms now and into the future?
 - Is the program guiding 21Ms toward mastery of the occupational competencies?

2.4 The 21M Body of Knowledge Learning Hub: Avolve

- The Air Force-approved and endorsed Avolve platform has been adopted by the 21X community with the intent of connecting logistics officers with developmental content to address requirements for the 21X occupational competencies. Avolve houses a library of digital content to promote community-based 21M development. The 21M learning hub can be found on the Avolve website application at <https://avolve.apps.dso.mil>

- Avolve is most useful to teams who want to develop their own content and useful for 21Ms in OJT who are looking for specific help with problems related to their current duty section. For example, if the base recently went through a deployment exercise, the IDO could do a short debrief video or provide slides laying out a specific mobility process and the lessons learned. This content would be posted on Avolve and available for all 21Xs to review and reference. To create validated and approved content, command teams need to develop their own methods through experimentation and practice. In addition, **ALL** content must be vetted and approved for posting on Avolve through the 21M Force Development office. This promotes quality and professionalism in publishing and builds a baseline for more official content.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

LINDA S. HURRY, Maj Gen, USAF
Director of Logistics
DCS/Logistics, Engineering and Force Protection

APPENDIX I

A1. BACKGROUND: The duty title is one of the most critical pieces of a military resume. The duty title must describe the actual job and level of responsibility that an officer is performing. As such, it will not mirror the AFSC specialty description title in the Air Force Officer Classification Directory (e.g., 21M = Munitions and Missile Maintenance Officer) – Reference AFI 36-2101. Duty titles should be clear, easily understood, and specific enough to understand the individual officer’s role and responsibilities.

A1.1. KEY POINTS:

- Do not over abbreviate! As necessary, utilize the entirety of the 31 character limit MilPDS offers (includes spacing)
- Spell out as much as possible IAW the below standardization
- Make the duty title something that non-logisticians can understand and comprehend
- **Do not use “Missile Maintenance Officer” / “Munitions Officer” as a duty title (be specific)**
- Do not misspell words and follow-up with the local MPF to correct records if any are identified
- **Only the most commonly used duty titles are listed, so follow the [BLUE](#) font by each standardized section if deviation is required**

A1.2. STANDARDIZATION:

BASE LEVEL:

- **COMMANDER**
- **DIRECTOR OF OPERATIONS**
- **DEP DIRECTOR OF OPERATIONS**
- **FLT CC [RESPONSIBILITY]** – If responsibility is not listed below, proceed with a different duty title but do not deviate from the format of “FLT CC (*INSERT RESPONSIBILITY*)” and do not over abbreviate (31 character cap)
 - **FLT CC MUNITIONS**
 - **FLT CC MISSILE MAINTENANCE**
 - **FLT CC SPECIAL WEAPONS**
 - **FLT CC MUNITIONS PRODUCTION**
 - **FLT CC MUNITIONS MATERIEL**
 - **FLT CC MUNTIONS SYSTEMS**
 - **FLT CC ARMAMENT**
- **DEP FLT CC [RESPONSIBILITY]** – If responsibility is not listed below, proceed with a different duty title but do not deviate from the format “DEP FLT CC (*INSERT RESPONSIBILITY*)” and do not over abbreviate (31 character cap)
- **MUNITIONS ACCOUNTABLE SYS OFCR**
- **WEAPONS SAFETY OFFICER**
- **EXECUTIVE OFFICER**
- **OIC [RESPONSIBILITY]** – If responsibility is not listed below, proceed with a different duty title but do not deviate from the format “OIC (*INSERT RESPONSIBILITY*)” and do not over abbreviate (31 character cap)
- **NEW ACCESSION (DURING LOOP & WHILE ATTENDING IN-RES 21MC)**

- **EXECUTIVE OFFICER – UNIT** (Note: input unit ONLY if officer will remain on Sq UPMR but performing exec duties at the Group or Wing level)

BASE LEVEL - 365 DAY DEPLOYMENT:

- **COMMANDER – UNIT/LOCATION** (deployed 365 Sq/CC, Gp/CC, ABW/CC tour)
- **DIRECTOR OF OPERATIONS – UNIT/LOCATION**
- **FLT CC (RESPONSIBILITY) – UNIT/LOCATION**
- **OIC (RESPONSIBILITY) – UNIT/LOCATION**

STAFF LEVEL:

Due to the variety of positions a 21M can hold while on any level of staff, each duty will not be listed out. Utilize the below examples as guidance and fill in the responsibility accordingly (do not over abbreviate and use the entire 31 characters)

- **CHIEF, (RESPONSIBILITY) SECTION/BRANCH/DIVISION**
- **DEP CHIEF, (RESPONSIBILITY) SECTION/BRANCH/DIVISION**
- **DIRECTOR, (RESPONSIBILITY)**
- **DEP DIRECTOR, (RESPONSIBILITY)**
- **ACTION OFFICER, (RESPONSIBILITY)**
- **TEAM LEAD, (RESPONSIBILITY)**
- **PRGM MGR, (RESPONSIBILITY)**
- **MAJCOM/COMBATANT COMMAND (RESPONSIBILITY) - (e.g., USCENTCOM CAG CHIEF)**

SPECIAL PROGRAMS:

Due to the variety of positions a 21M can hold in special programs, each duty will not be listed out. Utilize the below examples as guidance and fill in the responsibility accordingly (do not over abbreviate and use the entire 31 characters)

- **USAF LOG CAREER BROADENING OFCR**
- **BASE-LEVEL BROADENING MX OFCR**
- **EWI FELLOW, (INSERT COMPANY)**
- **AFIT MASTERS STUDENT**
- **AFIT PHD STUDENT**
- **USMC EXPED WARFARE STUDENT**
- **ALEET PRGM MGR (RESPONSIBILITY)**