

AFSC 21RX
LOGISTICS READINESS OFFICER



CFETP

CAREER FIELD EDUCATION AND TRAINING PLAN



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PART I

Preface

1. The Logistics Readiness Officer (LRO) development is informed by doctrine and executed through indispensable education, training, and experiences guided by the Logistics Human Capital Strategy (LHCS). As the character of warfare continues to evolve, LROs must contend with significant fiscal constraints, antiquated equipment, human capital shortfalls, and an increasingly uncertain geopolitical atmosphere. Despite a changing global environment, LROs will be guided by three primary objectives as outlined in the LHCS. These objectives guide long-term efforts to plan, develop, manage and conduct an efficient and effective LRO force development program, as outlined in this Career Field Education and Training Plan (CFETP).

a. Focus and **align efforts** undertaken within the **enterprise-wide** logistics human capital forums to create unity of direction and effort, agility, critical thinking, and problem-solving.

b. Provide a framework to capture and **address human capital-related gaps** that result from the Air Force Basing and Logistics Capability Development process.

c. Enable the Logistics Enterprise to **consistently communicate the goals and priorities for the workforce** to resource and posture the force for future operations.

2. Air Force LROs are Airmen first and logisticians always. As such, LROs are expected to embody the Air Force core values, and the enterprise must develop all LROs that exemplify the qualities and capabilities necessary to lead in all domains among the conflict and competition continuum. To help LROs gain the skills and competencies needed in their careers to become agile and innovative leaders, this CFETP introduces a new competency-based force development model to ensure LROs are ready and capable of enabling and sustaining the Air Force's power projection platforms. The 21R Officer Competencies should be used by all officers and their supervisors/mentors/commanders to evaluate proficiency throughout a career and guide force development efforts. Senior Non-commissioned Officers (SNCOs) and Senior Enlisted Leaders (SELs) will need to be involved to aid in evaluating proficiencies throughout an officer's career.

3. HQ USAF/A4LR will review the CFETP annually and make updates and changes as appropriate.

4. 21R officers with proficiency training completion dates annotated in previous versions of the 21R CFETP and are near completion of their 21R3 upgrade are "grandfathered" from the new upgrade requirements unless they choose to convert to the new model. All other elements of this CFETP must be followed. Additionally, each 21R officer must convert current LRO proficiencies and education, training, and experiences earned in previous iterations of the CFETP to the new competency-based methodology. This conversion will be accomplished through formal feedback and discussion with the supervisor or commander and adjudicated on an Individual Development Plan (IDP).

5. Overview of the CFETP

Part I

Section A explains what the CFETP is, along with the vision of the LRO of 2035.

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

Section C identifies the heraldry of the 21R career field badge and Air Force Officer Classification Directory (AFOCD) reference.

Part II

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

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

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

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

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

Section F describes the IDP and the ribbon chart.

Section G codifies the requirements for the 21R3 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.A.1. Career Field Education and Training Plan (CFETP)

1.A.1.1. Purpose

1.A.1.1.1. Inform and guide LROs (21RX) through career progression and competency-based force development by outlining mandatory and recommended education, training, and experiences.

1.A.1.1.2. Provide guidance to commanders, supervisors, mentors, and trainers to plan, develop, manage and conduct an efficient and effective officer force development program.

1.A.1.1.3. Each duty location will provide unique opportunities to enhance officer career development.

1.A.2. Use of the CFETP

1.A.2.1. Meant for utilization by individual LROs, supervisors, commanders, development teams, and mentors to ensure comprehensive and cohesive force development programs are available for the 21RX Air Force Specialty Code (AFSC).

1.A.2.2. The ultimate goal of the CFETP is to support the LRO Multi-path Framework lines of effort to properly develop the 21R officer corps to be agile, innovative, and ready to enable and sustain mission requirements across the full spectrum of operations.

1.A.2.3. The CFETP is a tool to focus the development of LROs to be competent and confident squadron commanders and senior logistics leaders in the Air Force and Joint arenas.

1.A.3. Force Development

1.A.3.1. A consistent and collaborative endeavor between the officer, their supervisor (and/or mentor), and the commander. Utilization of the personalized IDP and associated ribbon chart will be critical to the successful development of 21R officers.

1.A.3.2. Officers should track proficiency attained against what is expected, as defined by the 21R Officer Competencies and use the CFETP to have productive conversations about increasing proficiencies through appropriate developmental opportunities. These conversations will be facilitated by the IDP for each officer to their supervisor, commander, and/or unit training manager.

1.A.3.3. The basic 21R Officer Career Planning Diagram under 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.

1.A.3.4. 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 on their IDP and ribbon chart with consultation from their commanders, supervisors, mentors, and coaches.

1.A.4. LRO of 2035 Vision

1.A.4.1. The LRO of the future excels in developing and leading AF, Joint, and Coalition teams for the logistics community and beyond. They are in demand to serve as Group/CCs, Wing/CCs, and could grow into future MAJCOM A4s, Combatant Command J4s, and other Joint senior leaders.

1.A.4.2. Every LRO will develop to:

1.A.4.2.1. Execute Air Force, Joint and combined mission generation at home and deployed locations.

1.A.4.2.2. Plan, deploy, sustain and recover logistics and operational forces in a distributed and contested environments often with limited resources/capabilities.

1.A.4.2.3. Establish effective supply chains linking the industrial base, force providers, and warfighters.

1.A.4.2.4. Articulate resource allocation processes (authorizations, manpower, infrastructure, etc.).

1.A.4.2.5. Create innovative solutions to challenges both simple and complex.

Section B – The Why

1.B.1. Logistics Human Capital Development

1.B.1.1. Overview. The NSS and the NDS each declare access to and freedom to operate in multi-domain environments is 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. As such, the 21R officer corps must answer and anticipate Combined/Joint Logistics Enterprise (CJLE) requirements, enabling multi-domain operational resilience and Joint force readiness and lethality.

1.B.1.2. NDS Human Capital Landscape

1.B.1.2.1. Develop a lethal, agile, and resilient force posture and employment

1.B.1.2.1.1. Be adaptable to account for the uncertainty of the evolving global strategic environment.

1.B.1.2.1.2. Dynamic force employment with capacity, capability, credibility, and freedom of maneuver.

1.B.1.2.1.3. Flexibility and scalable options.

1.B.1.2.2. Cultivate workforce talent

1.B.1.2.2.1. Recruit, develop, and retain a high-quality military workforce.

1.B.1.2.2.2. Dependent upon the warfighter's ability to integrate, adapt, and change business practices to achieve mission success.

1.B.1.2.2.3. The creativity and talent of the American warfighter is an enduring strength.

1.B.1.2.3. Talent Management

1.B.1.2.3.1. The development of leaders who are competent in national-level decision-making requires broad revision of talent management practices.

1.B.1.2.3.2. Education, training, and assignments must increase an understanding of interagency decision-making processes as well as alliances and coalitions.

1.B.2. Logistics Human Capital Strategy (LHCS) Landscape

1.B.2.1. The 21R officer corps must build and lead diverse, inclusive, and high-performing teams to accomplish any mission required. LROs must be conscious 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 current LHCS can be found on the "21R / LRO - Logistics Readiness Officer" MyPers page, https://mypers.af.mil/app/answers/detail/a_id/13757.

1.B.2.2. The Persistent Logistics Concept emphasizes the importance of revisiting how LROs 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

1.C.1. The History

1.C.1.1. The 21R Career Field

1.C.1.1.1. The Logistics Readiness specialty (AFSC 21RX) encompasses the integration of logistics competencies at the basic, senior, and master levels for Logistics Planning, Supply Management, Distributions Management, and Leadership. Responsibilities include directing integrated logistics processes; accomplishing joint logistics planning for warfighting support and sustainment with the Joint Staff, Unified Commands, other military services, and agencies of the Office of the Secretary of Defense; and directing acquisition and wholesale logistics activities.

1.C.1.1.2. In 2002, Supply, Transportation, and Logistics Plans officer career fields merged to create the LRO career field. The 21R career field is focused on leadership in a myriad of evolving areas of logistics. 21Rs are expected to be team-builders, problem solvers, talent developers, strategic thinkers, and communicators.

1.C.1.1.3. The LRO badge reflects credibility and honor, as many 21Rs established this expectation through excellent service in both peace and war.

1.C.1.1.4. When worn, LROs will be recognized by fellow Airmen as having achieved an expected level of competence.

1.C.1.1.5. Proper wear of AF occupational badges can be found in AFI 36-2903, *Dress and Appearance of Air Force Personnel*.

1.C.1.2. LRO Badge Heraldry

1.C.1.2.1. The falcon at the center symbolizes the Air Force. It also symbolizes American military strength, dedication, and devotion to duty of LROs who support the generation and employment of air and space forces across the spectrum of warfare.

1.C.1.2.2. The globe with three encircling arrows is symbolic of the extensive range of our logistics support mission and capability to sustain our forces by land, sea, air, or space.

1.C.1.2.3. The key symbolizes the security, safekeeping, and control of materiel in the old “Quartermaster Corps” tradition.

1.C.1.2.4. The lightning bolt symbolizes the integrating role of contingency operations and the capability to combine essential logistics elements into a coherent plan supporting the warfighter.

1.C.1.2.5. The olive branch surrounding the badge symbolizes the peace air and space forces provide through a professional LRO group.



1.C.1.2.6. Basic Badge

Awarded upon successful entry into the career field at the completion of the LRO Basic Course (LROC).



1.C.1.2.7. Senior Badge

Adds a star to the top of the badge (see eligibility criteria on page 21).



1.C.1.2.8. Master Badge

Indicates the final step in the occupational series and adds a wreath around the star (see eligibility criteria on page 22).

1.C.1.3. The LRO Duty Identifier Badge. 21R Officers who have earned the Basic Badge by completing the LRO Basic Course may wear the duty identifier badge on the left sleeve of the operational camouflage pattern (OCP) uniform. Reference AFI 36-2903, *Dress and Appearance of Air Force Personnel* for proper wear of duty identifier badge.



Figure 1: LRO Duty Identifier Badge

1.C.1.4. Air Force Officer Classification Directory (AFOCD)

1.C.1.4.1. 21R officers have demonstrated their ability to lead through problem-solving, critical thinking, appropriate decision-making, and integrating teams. These expectations apply to both in garrison and deployed. While technical expertise is good, officers need to integrate teams and provide vision inside the Squadron, across the base, across multiple staffs, and throughout the joint/coalition environment.

1.C.1.4.2. For a complete description and summarization of the Logistics Readiness Career Field and overarching AFSC guidance, reference the most current AFOCD found on MyPers https://mypers.af.mil/app/answers/detail/a_id/7759.

PART II

Section A – Developing the Force

2.A.1. The LRO Career Field Development Model (see figure 2)

2.A.1.1. The core of LRO development must be officership and leadership with logistics competencies foundationally aligned and expanded upon throughout a career.

2.A.1.2. Specialized additives are in high demand at the strategic level but not necessarily required at the tactical/base level.

2.A.1.3. Deliberate experience tracking and attendance at varying training opportunities will shape LROs for the future high-end fight and align with the vision of the LRO of 2035.

2.A.1.4. 21Rs are injected into each level of warfare with varying skills and expertise required:

2.A.1.4.1. Strategic: Determine national and multinational strategic security objectives and guidance followed by resourcing to achieve objectives. Advanced and expert LROs are needed to translate the NSS, NDS, and National Military Strategy (NMS) into realistic and executable operational action. Example: Headquarters Air Force - HAF/Joint staff assignment.

2.A.1.4.2. Operational: Joint campaigns and major operations are planned, conducted, and sustained to achieve strategic objectives. Fully qualified LROs are needed to ensure outcomes are being achieved and requirements being met. Example: Component Major Command - C-MAJCOM/Numbered Air Force - NAF/Depot assignment.

2.A.1.4.3. Tactical: Engagements are planned and executed to achieve military objectives assigned to tactical units or task forces. Basic and Intermediate LROs needed to perform the day-to-day logistics operations effectively and efficiently. Example: Squadron/Flight assignment.

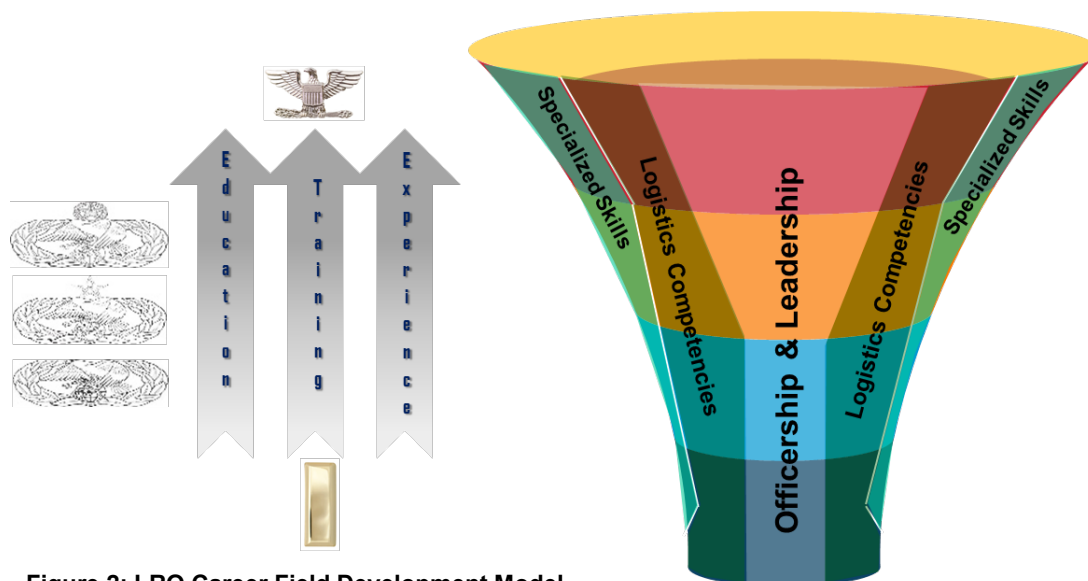


Figure 2: LRO Career Field Development Model

2.A.1.5. In addition to the logistics readiness core skills, senior-ranking LROs should be an expert in one or more of the following:

2.A.1.5.1. Linking the industrial base, alternative supply sources, distribution, storage, and parts recovery management with warfighter requirements.

2.A.1.5.2. Synchronizing Air Force, Joint, and Coalition planning blending force capabilities, flow, and demands.

2.A.1.5.3. Enterprise funding planning and execution strategies and practices.

2.A.1.5.4. Joint perspectives, decision-making processes, strategic-level programs and policies in order to employ and lead Combat Support and Combat Service Support.

Section B – Career Field Progression and Information

2.B.1. 21R Career Field Specific Information

2.B.1.1. Specialty Description. The AFOCD describes the 21RX 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.B.1.2. Foundations of a Successful Career

2.B.1.2.1. Gain leadership experience early and often. 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 core 21R Occupational Competencies. An officer should focus their development by attaining the highest level of proficiency in each competency and measure growth against what is expected throughout their career progression.

2.B.1.2.2. Performance over position. Although it is essential 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.

2.B.1.2.3. Be the leader people want to follow. A successful career will be focused on performance, not position. Performing well in an officer's current position is more important than seeking the ideal position for promotion.

2.B.1.3. LRO Career Field Education, Training, and Experience Opportunities

2.B.1.3.1. Talent Management intends to provide each 21R officer the opportunities to grow and develop as a competent and proficient logistician leader who can successfully navigate multi-domain environments with strategic relevance. This will be accomplished by optimizing the alignment of education, training, and experiences to meet the needs of the Air Force, Combatant Commanders, and the CJLE.

2.B.1.3.2. Through properly aligned education, training, experiential, and leadership opportunities, a 21R officer will gain the necessary depth and breadth in the logistics field to effectively lead in the CJLE. Figure 3 outlines many of the potential opportunities available to a 21R officer throughout a career as part of the Talent Management framework. **Note:** Figure 3 is general and not all-inclusive but represents the opportunities available to LROs.

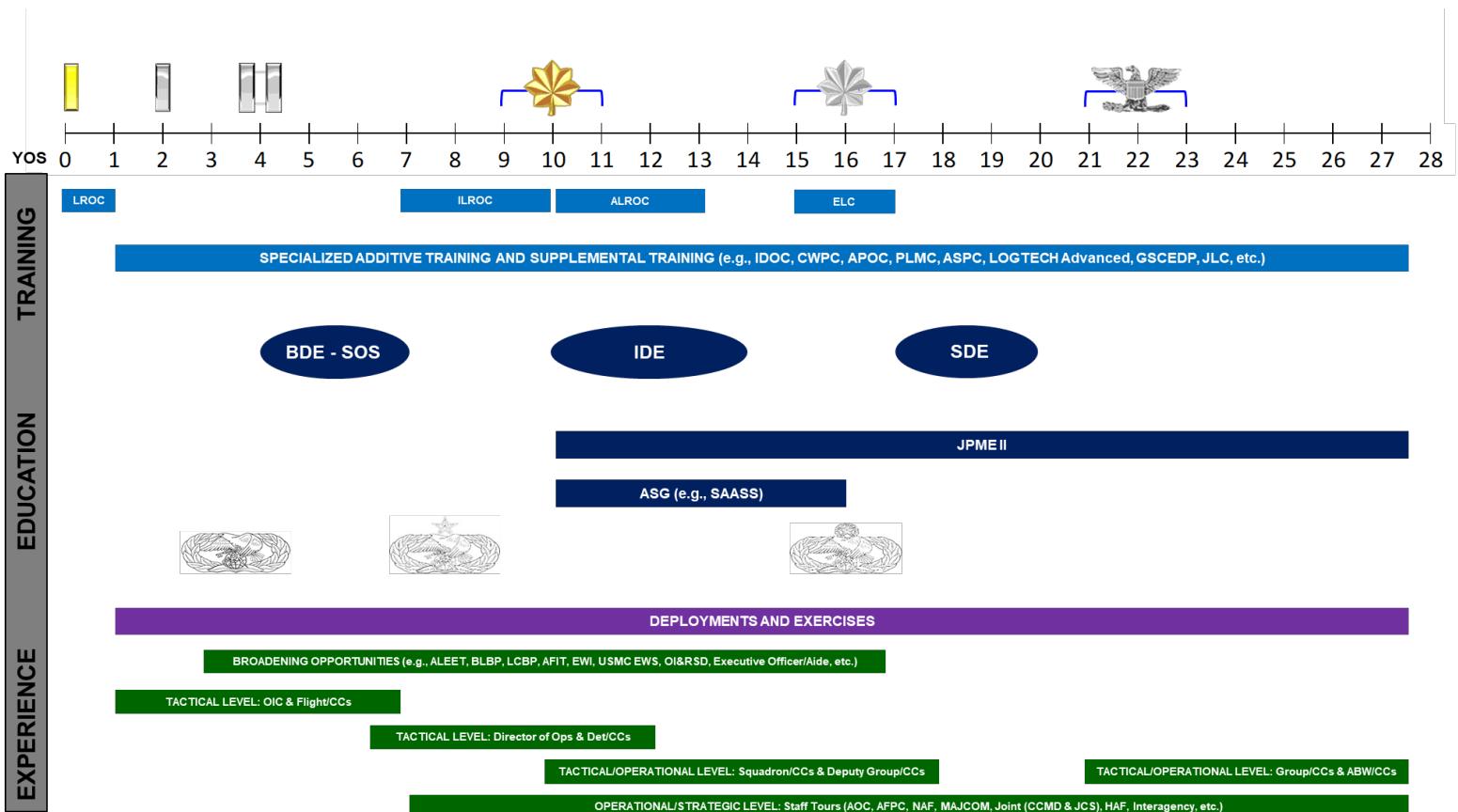


Figure 3: LRO Career Field Education, Training, and Experience Opportunities

2.B.1.4. LRO Career Planning

2.B.1.4.1. There is no “one path” to success in a 21R officer’s military career. While not every LRO’s path is the same, most officers should put themselves on a course to compete for squadron command and then move onto strategic-level staff roles.

2.B.1.4.2. 21R officers in their first ten years are generally expected to:

2.B.1.4.2.1. Serve in two or more “core” unit-level tactical assignments to develop proficiency in squadron operations--at least one unit-level assignment should be in a “traditional” logistics squadron (e.g., Logistics Readiness Squadron - LRS),

2.B.1.4.2.2. (Optional) Participate in career-broadening or developmental assignments (e.g., Logistics Career Broadening Program - LCBP, Education with Industry - EWI, etc.),

2.B.1.4.2.3. Serve at a remote short-tour location,

2.B.1.4.2.4. Deploy, as needed, to gain increased responsibilities and experience, especially in Joint force operations, and

2.B.1.4.2.5. Serve on staff assignments, although not all officers will do this in the first ten years.

2.B.1.4.3. After gaining basic and intermediate level proficiency, LROs should then focus on building more depth and understanding of the 21R competencies at the advanced and expert level by taking on different roles within the Squadron and eventually moving to greater levels of

operational and strategic responsibility with staff-level positions.

2.B.1.4.4. Professional Military Education (PME) courses are mandatory to progress in rank.

2.B.1.4.5. Advanced Academic Degree (AAD) and professional credentialing are highly encouraged in an officer's career.

2.B.1.4.6. Career broadening opportunities are prevalent in the 21R career field and are typically available between 4-8 years of commissioned service and after the 21R3 qualification has been achieved. These opportunities are codified annually in the AAD/Special Experience Exchange Duties (SPEED) Guide, along with targeted developmental requirements found on MyPers https://mypers.af.mil/app/answers/detail/a_id/14396/kw/AAD%20Speed. Each Active Component 21R officer should routinely check MyPers for newly released Personnel Services Delivery Memorandums (PSDMs) https://mypers.af.mil/app/answers/detail/a_id/12973 to stay abreast of the latest education, training, experiential, and leadership prospects available.

2.B.1.4.7. LRO Officer Assignment (Experience) opportunities and actions are managed and publicized in MyVector's Talent Marketplace (<https://myvector.us.af.mil/myvector/Talentmarketplace/Home/Index/10>).

2.B.1.4.8. Deployments in support of ongoing operations (i.e., counter-violent extremist organizations, humanitarian relief operations, etc.) play a significant role in a 21R officer's career. Additionally, deployments can offer a great deal of experience in a compressed period of time. LROs should continually seek opportunities to participate and lead in deployment environments.

2.B.1.5. Duty Titles

2.B.1.5.1. LROs and their supervisors must set their duty title via the AF Form 2096, *Classification/On-The-Job-Training Action* upon arriving at a duty station.

2.B.1.5.2. All duty titles are approved at AFPC before being updated in the officer's official record.

2.B.1.5.3. The standardized duty title listing in Appendix I is intended to determine the proper duty title aligned with critical experience mapping in MyVector.

2.B.1.6. Total Force Officers

2.B.1.6.1. The 21R career field includes logisticians from the Active Component and the Air Reserve Component (i.e., Air Force Reserve and Air National Guard).

2.B.1.6.2. Officers from each component should familiarize themselves with the others' capabilities and expect to interface with them throughout their careers.

2.B.1.7. Officer Professional Development (OPD)

2.B.1.7.1. OPD continues throughout an individual career and consists of developmental education, graduate education, professional continuing education, professional registration and credentialing, and less formal engagement with mentors and coaches.

2.B.1.7.2. Officers should engage with their supervisors and commanders to plug in with the OPD program running in their respective units.

2.B.1.8. Developmental Education (DE)

2.B.1.8.1. DE is categorized into Primary (PDE), Intermediate (IDE), and Senior Developmental Education (SDE); it is collectively referred to as PME.

2.B.1.8.2. 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.

2.B.1.8.3. DE should be completed at the officer's earliest opportunity to further their doctrinal development and remain competitive for future leadership opportunities.

2.B.1.8.4. Officers should routinely check the Officer DE and Special Programs MyPers site to stay informed on available programs, eligibility requirements, etc.:

https://mypers.af.mil/app/answers/detail/a_id/13091/kw/developmental%20education/p/9.

2.B.1.9. 21R Development Team (DT)

2.B.1.9.1. The DT is chartered to meet twice per year to provide human capital development, guidance, and direction to 21R officers.

2.B.1.9.2. DTs are responsible for vectoring the right logistician to the right type of job at the right time, mutually benefitting the Air Force and the individual officer.

2.B.1.9.3. For a complete description of the DT, see AFI 36-2670, *Total Force Development*.

2.B.1.10. Mentorship

2.B.1.10.1. The Air Force broadly defines mentorship as a type of professional relationship. A person with greater experience and wisdom guides another person's development to ultimately achieve mission success and personal goals. A mentorship program only succeeds and produces well-rounded and competent future leaders if the organization truly values it as an integral cornerstone of human capital development.

2.B.1.10.2. The LRO career field will ensure mentorship is available for all officers across each rank, with a people-first approach centered on integrity and driven by artful human connection. The three connected goals of mentorship are to cultivate officer well-being, master core occupational competencies, and develop shared understanding through career field cohesion and pride.

2.B.1.11. Strategic Communications. The "21R / LRO - Logistics Readiness Officer" MyPers page, https://mypers.af.mil/app/answers/detail/a_id/13757 provides the latest LRO strategic communications, publications, and messaging.

Section C – Competency-based Training

2.C.1. Introduction

2.C.1.1. Specialty Training Standards for LROs are translated through the 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."

2.C.1.2. Competencies enable Airmen to critically think, enabling effective decision-making versus task-based and time-bound work activities. The competency methodology enhances logistics proficiencies, which will ultimately contribute to the overall success of the Air Force.

2.C.2. Competency Structure: There are four core competencies that are further defined by sub-competencies. Refer to Table 1, *LRO Occupational Competencies*.

Competency	Sub-Competency
Logistics Planning	Deployments
	Plans and Support Programs
Supply Management	Life Cycle Logistics
	Consumable Commodities
	Reparable Commodities
Distribution Management	Transportation Management
	Surface Transportation
	Air Transportation
Leadership	Unit Readiness
	Inspection
	Budget
	Training
	Organizational Management

Table 1: LRO Occupational Competencies

2.C.3. Proficiency Levels:

2.C.3.1. An officer develops increasing proficiency levels through a combination of education, training, and experience throughout career progression. To earn a level of proficiency for one of the four competencies, each sub-competency must be achieved at that level (e.g., to earn Distribution Management competency at the basic level, observable behaviors must be adjudicated for transportation management, surface transportation, and air transportation).

2.C.3.2. Proficiency is measured in four levels: Basic, Intermediate, Advanced, and Expert. The criteria below are used to determine the level of proficiency attained for each competency through observable behaviors, knowledge, skills, and abilities.

2.C.3.2.1. Basic: The officer comprehends and performs the basic order of LRO requirements but requires guidance and supervision to minimize errors and ensure successful accomplishment. The skills learned at this proficiency are at a foundational knowledge level. Impacts at the tactical level (i.e., Flight/Work Center).

2.C.3.2.2. Intermediate: The officer exercises and applies the foundational logistics knowledge and demonstrates the ability to perform most LRO requirements with limited guidance and supervision. The officer has increased effectiveness in a dynamic work environment. Impacts at the tactical and operational level (i.e., Squadron).

2.C.3.2.3. Advanced: The officer has the requisite understanding of logistics and combat support to enable mission effectiveness. The officer requires minimal oversight and produces sound CJLE decision-making. Impacts at the operational and strategic level (i.e., Group/Wing/Numbered Air Force - NAF/Major Command - MAJCOM/Joint).

2.C.3.2.4. Expert: The officer consistently and efficiently performs in the logistics arena with no oversight or guidance. At this level, the LRO can create and synthesize solutions for logistics readiness requirements beyond the basic, intermediate, and advanced levels. This is often achieved with breadth and depth of experience throughout a career. Impacts at the strategic level (i.e., Headquarters Air Force - HAF/Joint).

2.C.4. Responsibilities

2.C.4.1. General: 21R officers use occupational competencies to deliver logistics capabilities. Deliberate development of LROs 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 developing 21R officers to meet Air Force operational needs.

2.C.4.2. 21R Officers should use the 21R occupational competencies to assess their level of proficiency for each competency and pursue education, training, and experiences throughout their career to attain the highest level of proficiency possible. This assessment will be captured through observable and measurable behaviors. Any gaps between expected and actual proficiency levels should be used as a discussion tool with supervisors and mentors to target growth and development opportunities.

2.C.4.3. Supervisors will ensure 21R officers are focused on individual development plans to attain the highest level of proficiency possible in each competency. Given different career paths and job opportunities, many officers will develop competencies faster or slower than expected. Mentorship and advice should focus on growing competencies essential to the current assignment, followed by competencies crucial to the next developmental assignment.

2.C.4.4. Commanders and raters will ensure officers track their development through an IDP. Commanders and supervisors will adjudicate observable behaviors for each competency at their discretion. An adaptable template to evaluate OJT Performance/Discussion associated with observable behaviors and competencies can be found on the 21R MyPers site (not required to use, just an additional resource for commanders and supervisors to utilize when evaluating LRO observable behaviors).

2.C.5. Using the 21R Officer Occupational Competencies

2.C.5.1. Through individual assessment of each 21R competency and sub-competency, an officer should determine the required skills they need 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 capture the observable behavior for adjudication. An officer can look at the 21R competencies, proficiency levels, and associated observable behaviors and determine if they lack in any of the overall areas. If an officer determines they lack proficiency in a particular area, many steps can be taken to rectify it. For example, a base-level officer with no experience in *Leadership: Budget* could take an AFIT Budgeting Basics course and then seek a responsibility in the Squadron to become proficient in the competency.

2.C.5.2. The competency list and associated observable behaviors will reside on the “21R / LRO – Logistics Readiness Officer” MyPers site: https://mypers.af.mil/app/answers/detail/a_id/13757. Having these competency-based training documents live externally of the CFETP will allow for flexibility and agility in making changes, improvements, and enhancements to the overall behaviors and proficiency requirements.

2.C.5.3. The competency list and associated observable behaviors are the 21R training tools for supervisors and commanders to develop their officers properly. Commanders and supervisors have intimate knowledge of specific jobs and opportunities that officers will need to meet the observable behavior requirements by proficiency level. These discussions may include the timing of particular courses or opportunities.

2.C.5.4. Adjudication of observable behaviors is a supervisor or commander's responsibility. Supervisors or commanders must follow 21R career field guidelines and parameters when adjudicating observable behaviors in line with an LRO's developmental progress. 21R occupational competencies cannot be verified or validated without appropriate confirmation of achieved observable behaviors. It is recommended for supervisors or commanders to utilize a standard approach to measure if their LROs have earned a particular occupational competency through an observable behavior. A standardized template has been developed and published on the “21R / LRO – Logistics Readiness Officer” MyPers site: https://mypers.af.mil/app/answers/detail/a_id/13757.

Section D – Course Training Standard (CTS)

2.D.1. CTS elements

2.D.1.1. The CTS elements outline and define tasks in accordance with 21R occupational competencies that will be taught at the Basic and Intermediate courses at the Air Force Logistics Officer School (AFLOS).

2.D.1.2. References to these documents are available on the “21R / LRO – Logistics Readiness Officer” MyPers site: https://mypers.af.mil/app/answers/detail/a_id/13757.

Section E - Training Course Index

2.E.1. Formal Education and Training Courses

2.E.1.1. The courses listed in Table 2, *LRO Education and Training*, are recommended for LROs to take or attend at the appropriate levels annotated.

2.E.1.2. Due to funding limitations, some courses may not be available every year. Additionally, this list is not all-inclusive. The individual LRO and the supervisor or commander can seek additional education and training opportunities to achieve proficiency levels for the 21R occupational competencies.

2.E.1.3. Refer to AFIT's School of Systems and Logistics web page, <https://www.afit.edu/ls/catalog.cfm> for additional competency-focused courses.

2.E.1.4. These courses should be taken at the earliest opportunity to attain higher proficiency levels in the 21R occupational competencies.

Course for New 21R Officers	
Mandatory LROC	Air Force LRO Basic Course (Tactical)
Recommended Courses for 21R Officers (Job Specific)	
IDOC	Installation Deployment Officer Course (Tactical)
APOC	Aerial Port Operations Course (Tactical)
PLMC	Petroleum Logistics Management Course (Tactical)
LOG 099	Fundamentals of Logistics (Tactical)
LOG 199	Introduction to Air Force Logistics (Tactical)
ASPC	Aircraft Sortie Production Course (Tactical)
DAS 101	Introduction to Data Analytics (Tactical)
CWPC	Contingency Wartime Planners Course (Tactical/Operational)
PATM	Principles of Air Transportation Management (Tactical/Operational)
ILROC	Intermediate Logistics Readiness Officer 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)
ALROC	Advanced Logistics Readiness Officer Course (Operational/Strategic)
JAOPC	Joint Air Operations Planning Course (Operational/Strategic)
LOGTECH Advanced	LOGTECH Advanced Program in Logistics and Technology (Strategic)
LOG 399	Strategic Logistics Management (Strategic)
ELC	Enterprise Logistics Course (Strategic)
LRO Squadron Commander (21R SQ/CC)	
Mandatory LRO Sq/CC	LRO Commander Prep Course (Tactical/Operational)
Mandatory	MAJCOM Sq/CC Orientation (Tactical/Operational)
LDC	Leader Development Course (Tactical/Operational)

Table 2: LRO Education and Training Courses

2.E.2. Air Force LRO Basic Course (LROC): Students will complete one of two pre-requisite/Logistics Officer Orientation Program (LOOP) courses before entrance into the resident LROC course at Sheppard AFB. **Option 1)** 60-day Distance Learning pre-requisite conducted TDY-in-place (Active Component required; Air Reserve Component optional) or **option 2)** 10-training day pre-requisite conducted at Sheppard AFB (Air Reserve Component; International officers). Both pre-requisite courses accomplish 21R orientation and build a basic understanding and foundation of home unit processes and supported missions which will be leveraged in the residence course.

2.E.3. Continuous Learning Points (CLPs): Regular participation in ongoing learning activities and programs enhances the skills and competencies of the 21R officer corps, which ultimately affords each officer opportunities for professional growth and improves the quality of logistics readiness support. The intent is for the 21R officer corps ever to be growing as officers and leaders through education. Additionally, CLPs are required to earn the senior and master LRO

badges (see page 21 and 22 respectively). A 21R officer should discuss training and education opportunities with their supervisor or commander to ensure it meets the intent of CLP accumulation in accordance with 21R occupational competencies.

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

2.F.1. The IDP

2.F.1.1. An IDP is the foundation of the career partnership between the 21R officer 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 21R occupational competencies. It is a framework to identify the strengths and developmental needs of an officer and align them with the organization's goals. It is an individually tailored action plan that outlines developmental objectives with the activities to achieve agreed-upon objectives. The IDP allows both the 21R officer and the supervisor to set objectives that will assist the LRO 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 21R officer can provide information and receive feedback so that realistic goals and competency tracking can be established.

The table is titled "21R Individual Development Plan Format Example". It includes fields for Officer Name, Organization, Grade, DAFSC, Current Position, and Date Assigned Current Position. Below these is a table with 8 columns: Desired Competency, Developmental Activity (Observable Behavior), Training Method(s), Proficiency Level, Start Date, Estimated Completion Date, Actual Completion Date, and Performance Outcomes. An example row is provided for Logistics Planning, showing a goal to successfully execute the installation Deployment Plan through an IDO, with a start date of 05/01/21 and an estimated completion date of 11/01/21. The performance outcome is a positive assessment from the commander and an award of Logistics Planning competency.

Desired Competency	Developmental Activity (Observable Behavior)	Training Method(s)	Proficiency Level	Start Date	Estimated Completion Date	Actual Completion Date	Performance Outcomes
Example (1): Logistics Planning (Solo competency Deployments)	Leads the installation to successfully execute the Installation Deployment Plan	OJT -Attend IDOC -Perform duties as an IDO through a Phase I deployment exercise	Basic	05/01/21	11/01/21		Positive assessment from commander Observable behavior adjudicated to garner eventual award of Logistics Planning competency

Figure 4: LRO IDP Example

2.F.1.2. The purpose of the IDP is to foster job and career goal and progression discussions between the 21R officer and the supervisor or commander and ensure LRO education, training, and career development efforts are strategically aligned with the 21R occupational competencies. All 21Rs will create, utilize, and keep an up-to-date, supervisor-approved IDP.

2.F.1.3. An IDP is not a binding contract. While every effort should be made by both the 21R officer and the supervisor or commander to adhere to the plan, circumstances may require periodic modifications. Unexpected situations can cause some planned training and development efforts to be updated or canceled. Completing an IDP does not imply that a 21R officer will receive career advancement; it is intended to facilitate employee growth in their current position while preparing them for future opportunities.

2.F.1.4. The IDP Planning Process

2.F.1.4.1. The IDP involves a seven-step process that requires continuous two-way communication between the 21R officer and the supervisor or commander.

2.F.1.4.1.1. 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 imply some work and challenge, but they should not be set so high that they are practically unattainable. In preparing goal statements, be as specific as possible.

2.F.1.4.1.2. Step Two: Identify required 21R occupational competencies and associated observable behaviors. All required training and development must be included on the IDP.

2.F.1.4.1.3. Step Three: Determine developmental opportunities and objectives. Developmental opportunities can be defined as (1) Critical 21R occupational competencies needed to be developed to improve work performance. (2) Talents that the 21R officer would like to use more and that the unit or organization needs for effective performance. (3) Competencies the 21R officer needs to develop to reach their short and long-term career goals.

2.F.1.4.1.4. 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 possibilities.

2.F.1.4.1.5. Step Five: Develop/review IDP with the supervisor or commander. Preparing an IDP is the foundation of a career development partnership between the 21R officer and the supervisor or commander. The 21R officer will complete the IDP and then schedule formal development discussions with their supervisor or commander.

2.F.1.4.1.6. Step Six: Take action. Once the 21R officer and supervisor or commander agree on the IDP content, they now have established the foundation for the LRO's development. The 21R officer and the supervisor or commander will take action and complete the activities agreed upon to adjudicate observable behaviors in accordance with 21R competency requirements or provide opportunities to achieve 21R officer goals.

2.F.1.4.1.7. Step Seven: Monitor progress. The IDP process is an ongoing, never-ending process of growth and development. The 21R officer and the supervisor or commander will need to periodically reevaluate where the LRO is developmentally. The IDP should be reviewed/revised whenever the 21R officer's duties or responsibilities change due to reassignment or promotion.

2.F.1.5. The 21R IDP Format

2.F.1.5.1. The 21R IDP example document with preferred formatting is located on the "21R / LRO – Logistics Readiness Officer" MyPers site at the following link:
https://mypers.af.mil/app/answers/detail/a_id/13757.

2.F.1.5.2. It is not mandatory to utilize this version, as it is up to each 21R officer to develop their own plan in accordance with the process outlined in the CFETP. **Note:** The IDP will eventually reside on MyVector once fully developed on the web application.

2.F.2. The Ribbon Chart

2.F.2.1. A ribbon chart is a visual tool that allows 21R officers to take a proactive approach to manage their careers. The ribbon chart summarizes a personalized plan that includes a chronological view of assignment preferences, promotion eligibility windows, developmental milestones, and other critical information allowing individuals to piece together their desired career plans following functional plans and personal desires. The Ribbon Chart presents one’s career progression in a logical, meaningful way to facilitate mentorship and coaching.

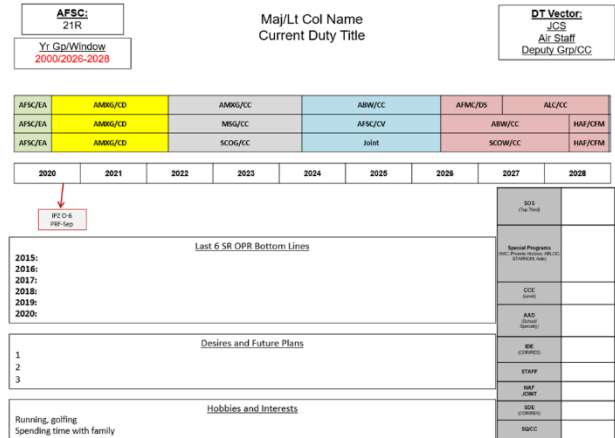


Figure 5: LRO Ribbon Chart Example

2.F.2.2. The ribbon chart should capture preferred and recommended opportunities, including professional and personal circumstances, events, and conditions to help create a cohesive plan outlining specific intentions for development. The ribbon chart should be utilized as a supplemental document to the IDP and the 21R officer's overall record of performance.

2.F.2.3. The 21R Ribbon Chart Format

2.F.2.3.1. The 21R ribbon chart example document with preferred formatting is located on the “21R / LRO – Logistics Readiness Officer” MyPers site: https://mypers.af.mil/app/answers/detail/a_id/13757.

2.F.2.3.2. It is not mandatory to utilize this version, as it is up to each 21R officer to develop their ribbon chart to tell their story. **Note:** The Ribbon Chart will eventually reside on MyVector once fully developed on the web application.

Section G – 21R3 Qualification and Senior/Master Badge Requirements

2.G.1. The 21R3 Certification.

2.G.1.1. In accordance with the AFOCD, the following are mandatory for 21R3 upgrade and certification:

2.G.1.1.1. Attend and graduate from the LRO Basic Course (LROC)

2.G.1.1.2. 36-48 months experience. Concurrent earning of the Logistics Planning, Supply Management, and Distribution Management is prohibited. The only competency that can be achieved concurrently with the others is the Leadership competency (**Note:** if filling a non-21R position at base level, the only competency that is possible to achieve is the Leadership competency).

2.G.1.1.3. Three of four 21R occupational competencies must be achieved at the Basic proficiency level (**Note:** the Leadership competency is mandatory of the three selected). To earn a competency, each sub-competency must be achieved at the appropriate proficiency level. Exceptions may be allowed depending on the type of unit and roles and responsibilities of an officer (i.e., Deployment and Distribution Flight Commander, who also acts as the Installation

Deployment Officer). The 21R Force Development office must clear these exceptions.

2.G.1.2. Caveats and additional considerations:

2.G.1.2.1. If a new 21R officer is gained to a SCOS, APS, or an AMS, it is highly encouraged to local Permanent Change of Assignment (PCA) at or near the halfway point of the first assignment to other local Logistics Readiness units to enable additional competency development. These local PCA actions must be approved at the Sq/CC level with AFPC's 21R Talent Management Team (TMT) oversight.

2.G.1.2.2. If a member is pulled from traditional 21R duties in their first duty assignment, the Sq/CC should request an additional year at the first duty assignment through the AFPC 21R TMT.

2.G.1.2.3. If a member is tasked with a deployment during their first duty assignment, account for contingency workload against appropriate occupational competencies and behaviors.

2.G.1.2.4. Career broadening is not authorized for 21R officers unless the 21R3 is earned.

2.G.1.2.5. Exceptions to the experience requirement of 36-48 months are approved at the Career Field Manager (CFM) level (or designated representative) and managed by 21R Force Development. Example: Prior-enlisted 2G quickly was awarded the Logistics Planning competency at the Basic Level within four months of working in the Logistics Plans shop (adjudicated by the supervisor or commander through the IDP process).

2.G.2. The Senior LRO Badge Certification.

2.G.2.1. In accordance with the AFOCD, the following are mandatory for Senior Badge upgrade and certification:

2.G.2.1.1. Fully Qualified 21R3 in accordance with paragraph 2.G.1. requirements.

2.G.2.1.2. Seven years minimum as a 21R officer in the Air Force (**Note:** time spent outside of traditional Logistics Readiness positions will count towards time as long as the officer's core ID is 21R).

2.G.2.1.3. The final competency is earned at the Basic proficiency level (four of four earned).

2.G.2.1.4. At least two competencies must be earned at the Intermediate proficiency level (21R officer and supervisor or commander can choose which to achieve).

2.G.2.1.5. A minimum of 200 CLPs must be earned.

2.G.2.1.5.1. One CLP = one hour of training/instruction/education (either in-person or online).

2.G.2.1.5.2. Training/instruction/education must be DoD-approved and aligned with 21R occupational competencies (exception: civilian training/instruction/education can count as long as it is aligned with 21R occupational competencies).

2.G.2.1.5.3. PME (i.e., SOS, ACSC, sister service-equivalents, etc.) does not count towards CLP requirements.

2.G.2.1.5.4. Individuals will track CLP completion utilizing the IDP and/or MyVector self-reporting and verified and validated by the supervisor or commander.

2.G.3. The Master LRO Badge Certification.

2.G.3.1. In accordance with the AFOCD, the following are mandatory for Master Badge upgrade and certification:

2.G.3.1.1. Fully Qualified 21R3 in accordance with paragraph 2.G.1. requirements.

2.G.3.1.2. Earned the Senior Badge.

2.G.3.1.3. 15 years minimum as a 21R officer in the Air Force (**Note:** time spent outside of traditional Logistics Readiness positions will count towards time as long as the officer's core ID is 21R).

2.G.3.1.4. At least one competency must be earned at the Advanced proficiency level (21R officer and supervisor or commander can choose which to achieve).

2.G.3.1.5. A minimum of 200 CLPs must be earned beyond the original 200 points earned for the senior badge requirement.

2.G.3.1.5.1. One CLP = one hour of training/instruction/education (either in-person or online).

2.G.3.1.5.2. Training/instruction/education must be DoD-approved and aligned with 21R occupational competencies (exception: civilian training/instruction/education can count as long as it is aligned with 21R occupational competencies).

2.G.3.1.5.3. PME (i.e., Squadron Officer School - SOS, Air Command and Staff College - ACSC, sister service-equivalents, etc.) does not count towards CLP requirements.

2.G.3.1.5.4. Individuals will track CLP completion utilizing the IDP and/or MyVector self-reporting and verified and validated by the supervisor or commander.

PART III

Section A – The Multi-path Framework

3.A.1. The 21R Multi-path Framework Concept.

3.A.1.1. To develop officers in line with the vision of the LRO of 2035, a new 21R multi-path framework (road map) has been established to identify indispensable education, training, and experience requirements at each stage and step in a career, with specialization additives incorporated to synchronize strategy and operations. The 21R Multi-path Framework harmonizes lines of effort to grow and develop impactful LROs at each officer grade for Air Force and Joint requirements.

3.A.1.2. The purpose of the 21R Multi-path Framework is to develop LRO talent by creating a human capital model that adequately captures strategic level requirements and identifies the appropriate education, training, and experiences needed to be successful and effective in those roles.

3.A.1.3. 21R Multi-path Framework = development at the right time, the right place, and the right officer to fill the requirements at the strategic level.

3.A.1.4. The 21R Multi-path Framework is depicted in Figure 6. 12 strategic-level roadmaps are provided (tied to 21R strategic level requirements), which identify crucial education, training, and experience considerations.

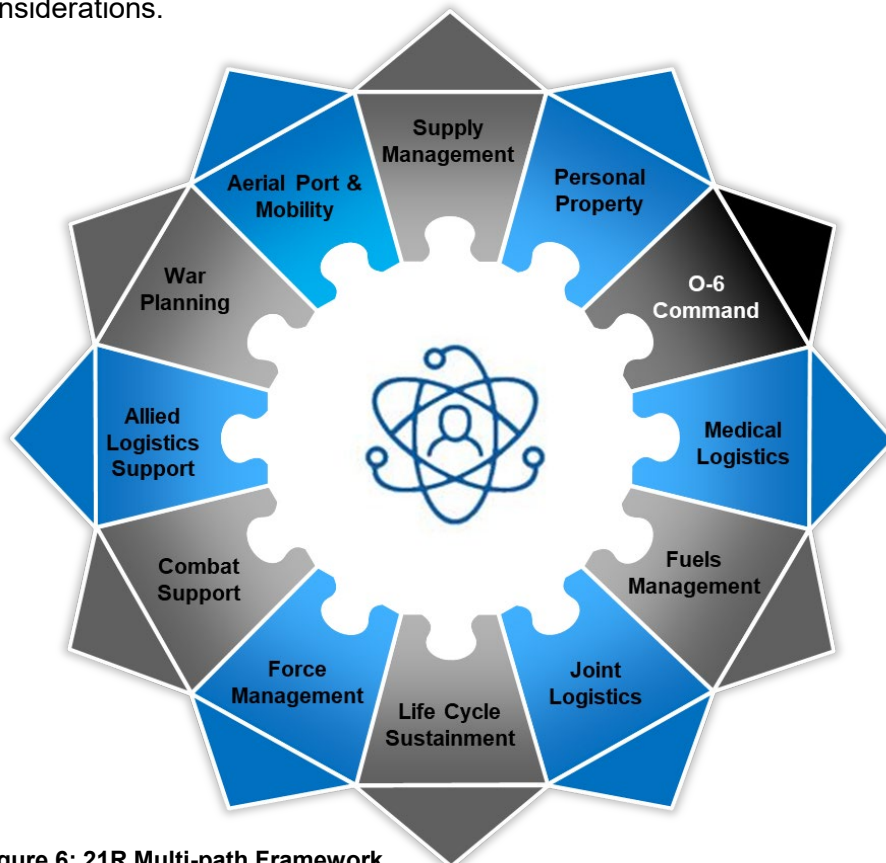


Figure 6: 21R Multi-path Framework

3.A.1.5. Along with the competency list and associated observable behaviors, the 21R Multi-path Framework will reside on the “21R / LRO – Logistics Readiness Officer” MyPers site: https://mypers.af.mil/app/answers/detail/a_id/13757. Having these 12 roadmaps live externally of the CFETP will allow for flexibility and agility in making changes, improvements, and enhancements to the overall pathways and proficiency requirements needed for LROs at the strategic level.

3.A.1.6. The desired outcome of this framework is to increase readiness and lethality through accessing and employing a skilled, competent, educated, and solution-oriented workforce. Consequently, there is no single pathway to career success. Instead, this framework aims to expand opportunities while meeting the expectations of the Air Force and the Joint Force to develop and retain high-performing logisticians.

3.A.1.7. To build these high-performing logistics leaders, the LRO community will embrace the 21R Multi-path Framework to deliberately develop talent with depth (assignments in functional competencies) and breadth (joint, cross-functional, interagency, enterprise management) of experience.

3.A.1.8. Supervisors will focus and prioritize 21R officer development to the 21R occupational competencies and correlating proficiency levels. The 21R Multi-path Framework will supplement and inject into LRO development by identifying additional education, training, and experiences needed throughout a career.

3.A.1.9. The system of record to capture and track individual 21R education, training, and experiences in accordance with the Multi-path Framework is MyVector (<https://myvector.us.af.mil/myvector/Home>).

Section B – The On-the-Job (OJT) Playbook

3.B.1. OJT Playbook Introduction

3.B.1.1. Historically, LROs best learn and remember who they are and what they do from OJT. This guide is designed to navigate individual 21R officer development with the intent to:

3.B.1.1.1. Provide Commanders/LROs a menu of options to design local OJT programs

3.B.1.1.2. Offer LROs a generalized OJT action list to guide their rotations/onboarding

3.B.1.1.3. Facilitate the evolution and speed of OJT via community-based learning

3.B.1.2. LRO OJT is defined as the focused development, or bridge, between formal instruction, competencies, and behaviors throughout the progression from basic to expert proficiency levels.

3.B.1.3. To achieve advanced and expert proficiencies with the 21R occupational competencies, the LRO 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.

3.B.2. OJT Program Design:

3.B.2.1. 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 21R officers. Therefore, this section does not intend to produce a standardized listing

or step-by-step instructions. Instead, a menu of options is offered for consideration during OJT program creation.

3.B.2.2. An OJT program should include:

3.B.2.2.1. An IDP for each trainee to reach the desired behavior or competency.

3.B.2.2.2. A determined frequency and depth of interaction with trainees.

3.B.2.2.3. A measure for program success.

3.B.3. Leveraging the IDP:

3.B.3.1. The IDP referenced in Part 2 Section F of the CFETP is a critical and mandatory element of an individualized training plan for each LRO. The IDP will help each officer navigate and master the 21R occupational competencies and associated behaviors. Using one-on-one feedback sessions with the LRO, a commander or supervisor should address the following questions:

3.B.3.1.1. Which big picture competency should the LRO focus their training efforts toward?

3.B.3.1.2. What training topics would add the most value for that individual LRO based on their strengths, weaknesses, previous experience, and local mission needs?

3.B.3.1.3. Which training methods would best deliver those training topics?

3.B.3.1.4. Of the training topics chosen for the IDP to cover, which ones are more critical and should be given priority for the LRO to tackle first?

3.B.3.1.5. Are there any informative processes, events, or courses coming up that the LRO could observe or attend across the Air Force, within the units on base, locally in the unit's mission, or elsewhere online?

3.B.4. Training Methods and Developmental Activities:

3.B.4.1. One of the first steps of a commander or supervisor is to determine what learning method would most benefit an individual LRO's learning style. The following non-exhaustive list offers a variety of learning techniques and developmental activities that a 21R officer could/should leverage:

3.B.4.1.1. Coaching/Mentoring: The LRO works part-time under the supervision of another LRO or Flight Chief on a specific skill set. The coach or mentor provides a constructive feedback loop to the LRO and the commander or supervisor.

3.B.4.1.2. Classroom Training: Structured formal instruction presented in a classroom environment by a qualified instructor (potential for CLPs to be earned by the 21R officer).

3.B.4.1.3. Internship: The LRO 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 LRO spends time embedded in the Maintenance Group for a specified amount of time.

3.B.4.1.4. Shadow: Pair the LRO with a more seasoned LRO or Flight Chief to observe a process or event in execution.

3.B.4.1.5. eLearning: The LRO learns through online content: Avolve, AFIT, Defense Acquisition University (DAU), etc. (potential for CLPs to be earned by the 21R officer).

3.B.4.1.6. Virtual Reality: The LRO participates in a digital simulation of a tactical event (potential for CLPs to be earned by the 21R officer).

3.B.4.1.7. Reading: Recommend literature to the trainee from industry experts or point them to known resources and encourage the LRO to discover relevant literature on their own and report back lessons learned.

3.B.4.1.8. Teaching: Reinforce a topic studied by the LRO by having them teach it to others during OPD sessions.

3.B.4.1.9. Temporary Duty - TDY: Send LROs to nearby installations for round-out training of key concepts such as AMS/APS/SCOS/LRS (potential for CLPs to be earned by the 21R officer).

3.B.5. Frequency of Engagement

3.B.5.1. Several example models for leader engagement frequency are provided below to inspire a unit's OJT program. Leaders are not asked to follow these models strictly; instead, they consider the options provided and design a program that makes sense for the unique needs of their LROs and mission.

3.B.5.1.1. Example Model I: Minimalist (*Quarterly interviews with each LRO for IDP development and vectoring, and a quarterly professional development event with all LROs from the unit. Best suited for full autonomy granting or high ops tempo units*).

3.B.5.1.1.1. In this approach, OJT is discussed and practiced, but its frequency and priority are largely entrusted to the autonomy of the trainees. When the LRO 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.

3.B.5.1.1.2. 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.

3.B.5.1.2. Example Model II: Aggressive (*Weekly individual interviews between each LRO and a designated mentor, highly customized road maps, and frequent group discussions that culminate in an interactive event or field trip. Better suited for units with a large influx of direct accessions*).

3.B.5.1.2.1. 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.

3.B.5.1.2.2. A unit with many brand-new officers with little experience and few senior officers may benefit from such an approach. The model's strength comes 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 burnout or alienate LROs who are not ready to engage with logistics content at this level of intensity.

3.B.5.1.3. Example Model III: Hybrid (*Monthly discussions with each LRO individually to discuss and expound on lessons learned, review their roadmap for vectoring, and have weekly group discussions with all LROs where each member can take a turn presenting a new topic. Better suited for units with >10 LROs*).

3.B.5.1.3.1. Under this model, OJT is approached more frequently than in Model I. Interviews or group training sessions introduce specialized content. Whether in a group or individual setting, LROs are being pushed regularly to consider the principles surrounding good logisticians.

3.B.5.1.3.2. 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.

3.B.5.2. Measures of success: To know if the unit's OJT program is on the right track, these questions may help:

3.B.5.2.1. Does the unit have a program? If not, start one. It could be as easy as having lunch together periodically to catch up on each other's progress.

3.B.5.2.2. Does the program address the needs of the LROs now and into the future?

3.B.5.2.3. Is the program guiding the LROs toward mastery of the 21R occupational competencies and behaviors desired for LROs?

3.B.6. Guidance for LRO Rotations: Onboarding Tactics

3.B.6.1. This section is designed to help LROs thrive in any new position they are assigned. Without fail, LROs will find themselves frequently assigned to seemingly foreign positions as they explore new sides of the diverse and deep world of logistics. These positions often push an LRO outside their comfort zone and force them to lean heavily on subject matter experts upon arrival. A handful of ideas have been aggregated here to expedite the onboarding process of LROs arriving into any new position. These ideas are to help any LRO answer the question, "what are my first steps toward success upon entering my new job?" These tactics, categorized into three areas, may be rehearsed in every assignment until they become second nature: know your mission, know your people, and know yourself.

3.B.6.1.1. Know your mission

3.B.6.1.1.1. Map the SIPOC (Suppliers, Inputs, Processes, Outputs, and Customers) and flow for your work center.

3.B.6.1.1.2. Summarize relevant publications to your current assignment. Do you know where to go for answers?

3.B.6.1.1.3. Identify how your mission nests into that of others (think parent and/or partner organizations).

3.B.6.1.1.4. Obtain a listing of all property, assets, and funding assigned to you.

3.B.6.1.1.5. Know your no-fail mission set and the regulated baseline.

3.B.6.1.1.6. Know how your mission set supports the major graded areas.

3.B.6.1.1.6.1. Improving the Unit.

3.B.6.1.1.6.2. Leading People.

3.B.6.1.1.6.3. Executing the Mission.

3.B.6.1.1.6.4. Managing Resources.

3.B.6.1.1.7. Review inspection reports, staff assistance visit (SAV) reports, safety reports, or similar reports.

3.B.6.1.1.8. Read any job turnover notes/continuity. Your first few days in a job will be significantly improved with proper turnover from your predecessor. Likewise, set your replacement up for success and begin your continuity of lessons learned from the beginning with fresh eyes. Also, document any questions you have initially; after you've been in the position for several months or a year, you will likely not remember the questions you had when you first started.

3.B.6.1.2. Know your people

3.B.6.1.2.1. Obtain a list of all personnel assigned to you.

3.B.6.1.2.2. Meet them, learn their names, know what is important to them, and be respectfully mindful of any significant life issues affecting them.

3.B.6.1.2.3. Learn the work center's operating hours/shifts and spend time on each shift.

3.B.6.1.2.4. Analyze whether they are adequately trained and equipped?

3.B.6.1.3. Know yourself

3.B.6.1.3.1. Know your strengths and weaknesses (take some self-assessment tests if you haven't already, e.g., 16 personalities test/strengths-based leadership/five voices).

3.B.6.1.3.2. Develop/Maintain emotional intelligence.

3.B.6.1.3.3. Establish a work/life balance. Create an ops rhythm with your immediate team.

3.B.6.1.3.4. Manage your energy levels, know how to sharpen the saw, and mitigate burnout.

3.B.6.1.3.5. Promote a 360-degree feedback climate from the beginning, actively seek feedback from your leaders, peers, and subordinates.

3.B.6.1.3.6. Understand any feedback received and work towards addressing identified areas for improvement.

3.B.7. The LRO Body of Knowledge Learning Hub: Avolve

3.B.7.1. The Air Force-approved Avolve platform has been adopted by the 21R community with the intent of connecting Total Force 21R officers with developmental content for specific training situations to address requirements for the 21R occupational competencies. Avolve will house a growing library of digital content to promote community-based LRO development. The 21R learning hub can be found on the Avolve website: <https://avolve.apps.dso.mil>.

3.B.7.2. Creating official training content at the individual or squadron level is a paradigm shift from the traditional methods of OJT. The benefits of using a platform are the potential scalability and chance to positively affect the community at large.

3.B.7.3. Avolve is most beneficial to teams who want to develop their content and is helpful for LROs in OJT who are looking for specific assistance with problems related to their current duty section. For example, suppose the base recently went through a deployment exercise. In that case, 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 LROs to review and reference. Command teams need to develop their methods through experimentation and practice to create validated and approved content. In addition, all content must be vetted and approved by the 21R Force Development office for posting on Avolve. This promotes quality and professionalism in publishing and builds a baseline for more official content.

3.B.7.4. Avolve has a learning paths feature that is customizable to the 21R occupational competencies. Each path contains content relevant to the learning objectives associated with the 21R occupational competencies and is organized accordingly. For example, a new Captain recently assigned to the materiel management flight could open the supply management pathway and consumable commodities sub-pathway to consume the competency-based materials. The learning path model allows the learner to proceed at their own pace and in accordance with their IDP and approved developmental plan.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

//SIGNED//

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

APPENDIX

STANDARDIZED DUTY TITLES 21RX, LOGISTICS READINESS OFFICER

A1. BACKGROUND: The duty title is one of the most critical pieces of a military resume. The duty title must describe the job and level of responsibility that an officer is performing. As such, it will not mirror the AFSC specialty description title in the AFOCD (e.g., 21R = Logistics Readiness Officer). Duty titles should be clear, easily understood, and specific enough to understand the individual officer's role and responsibilities.

A1.1. KEY POINTS:

A1.1.1. Avoid over-abbreviating. Utilize the entirety of the 31 character limit MiIPDS offers (includes spacing)

A1.1.2. Spell out as much as possible in accordance with the below standardization

A1.1.3. Make the duty title something that non-logisticians can understand and comprehend

A1.1.4. Use specific duty titles instead of "Logistics Readiness Officer" / "Logistics Officer"

A1.1.5. Do not misspell words and follow-up with the MPF to correct records if any are identified

A1.1.6. Only the most commonly used duty titles are listed, so follow the [BLUE](#) font by each standardized section if a deviation is required

A1.2. STANDARDIZATION:

A1.2.1. BASE LEVEL:

- **COMMANDER**
- **DIRECTOR OF OPERATIONS or OPERATIONS OFFICER**
- **DEP DIRECTOR OF OPERATIONS or DEPUTY OPERATIONS OFFICER**
- **INSTALLATION DEPLOYMENT OFFICER**
- **ASST INSTALLATION DEPLOYMT OFCR**

- **FLT CC (RESPONSIBILITY):** *If responsibility is not listed below, proceed with a different duty title but do not deviate from the flow "FLT CC (INSERT RESPONSIBILITY)" and do not over abbreviate (31 character cap)*
 - **FLT CC FUELS MANAGEMENT**
 - **FLT CC VEHICLE MANAGEMENT**
 - **FLT CC MATERIEL MANAGEMENT**
 - **FLT CC DEPLOYMENT/DISTRIBUTION**
 - **FLT CC OPERATIONS & COMPLIANCE**
 - **FLT CC AIR TERMINAL OPERATIONS**
 - **FLT CC FLEET SERVICES**
 - **FLT CC PASSENGER OPERATIONS**
 - **FLT CC AIR FREIGHT OPERATIONS**
 - **FLT CC OPERATIONS MANAGEMENT**
 - **FLT CC READINESS & RESOURCES**
 - **FLT CC TRAFFIC MANAGEMENT**

- FLT CC COMBAT READINESS
 - FLT CC STOCK CONTROL
 - FLT CC COMBAT MOBILITY
 - FLT CC GROUND TRANSPORTATION
 - FLT CC TRANSPORTATION MANAGEMENT
 - FLT CC (INSERT PLATFORM) WPN SYS MGMT
 - (AMS UNITS) – AERIAL PORT OPERATIONS OFFICER
 - (OTHER UNITS – IE RED HORSE) FLT CC LOGISTICS READINESS
- **DEP FLT CC (RESPONSIBILITY):** If responsibility is not listed below, proceed with a different duty title but do not deviate from the flow “DEP FLT CC (INSERT RESPONSIBILITY)” and do not over abbreviate (31 character cap)
 - DEP FLT CC FUELS MANAGEMENT
 - DEP FLT CC VEHICLE MANAGEMENT
 - DEP FLT CC MATERIEL MANAGEMENT
 - DEP FLT CC DEPLOY/DISTRO MGMT
 - DEP FLT CC OPS & COMPLIANCE
 - DEP FLT CC AIR TERMINAL OPS
 - DEP FLT CC FLEET SERVICES
 - DEP FLT CC PASSENGER OPERATIONS
 - DEP FLT CC AIR FREIGHT OPS
 - DEP FLT CC OPERATIONS MGMT
 - DEP FLT CC READINESS/RESOURCES
 - DEP FLT CC TRAFFIC MANAGEMENT
 - DEP FLT CC COMBAT READINESS
 - DEP FLT CC STOCK CONTROL
 - DEP FLT CC COMBAT MOBILITY
 - DEP FLT CC GROUND TRANS
 - DEP FLT CC TRANSPORTATION MGMT
 - DEP FLT CC (INSERT PLATFORM) WPN SYS MGMT
- **OIC (RESPONSIBILITY):** If responsibility is not listed below, proceed with a different duty title but do not deviate from the flow “OIC (INSERT RESPONSIBILITY)” and do not over abbreviate (31 character cap)
 - OIC AIR FREIGHT
 - OIC AIR TERMINAL OPERATIONS
 - OIC AIRCRAFT SERVICES
 - OIC ASSET MANAGEMENT
 - OIC CUSTOMER SUPPORT
 - OIC FLEET MGMT & ANALYSIS
 - OIC FUELS OPERATIONS
 - OIC GROUND TRANSPORTATION
 - OIC LOGISTICS PLANS
 - OIC MAINTENANCE SUPPORT
 - OIC MATERIEL CONTROL
 - OIC OPERATIONS & COMPLIANCE
 - OIC PASSENGER SERVICES
 - OIC PLANS & INTEGRATION
 - OIC RAMP OPERATIONS
 - OIC LOGISTICS PLANS & PROGRAMS
 - OIC QUALITY ASSURANCE
 - OIC VEHICLE OPERATIONS
 - OIC TRANSPORTATION MANAGEMENT

- OIC COMBAT MOBILITY
 - OIC GROUND TRANSPORTATION
 - OIC WAR RESERVE MATERIEL
 - OIC SORTIE SUSTAINMENT
 - OIC MOBILITY READINESS
 - OIC CENTRAL STORAGE
 - OIC READINESS & PROGRAMS
 - OIC SPECIAL PROJECTS
 - OIC, AIRCRAFT MAINTENANCE UNIT
 - DUTY OFFICER, ATOC
- **BASE LEVEL (DEPLOYED):** If responsibility is not listed below, proceed with a different duty title but do not deviate from the flow “FLT CC (INSERT RESPONSIBILITY) – UNIT/LOCATION” and do not over abbreviate (31 character cap)
 - COMMANDER – UNIT/LOCATION (utilize if on deployed 365 Sq/CC, Gp/CC, ABW/CC tour)
 - DIRECTOR OF OPERATIONS – UNIT/LOCATION
 - FLT CC (RESPONSIBILITY) – UNIT/LOCATION
 - OIC (RESPONSIBILITY) – UNIT/LOCATION
 - EXECUTIVE OFFICER
 - EXECUTIVE OFFICER – UNIT (Note: input unit ONLY if an officer will remain on Sq books but performing exec duties at the Group or Wing level)
 - NEW ACCESSION (DURING LOOP & WHILE ATTENDING IN-RES LROC)
 - STUDENT, LOGISTICS READINESS

A1.2.2. STAFF LEVEL: Due to the copious number of positions an LRO can hold while on any level of staff, each duty will not be listed out. Utilize the below examples as the standard template 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)

A1.2.3. SPECIAL PROGRAMS:

- 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)
- PHX MOBILITY INTERN, (RESPONSIBILITY)
- PHX TORCH INTERN, (RESPONSIBILITY)
- COMMANDO EDGE INTERN, (RESPONSIBILITY)
- ALCRO STUDENT