

# FORCE DEVELOPMENT CONCEPT of OPERATIONS



October 2011



## Force Development CONOPS



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### I. ANG FORCE DEVELOPMENT OBJECTIVES

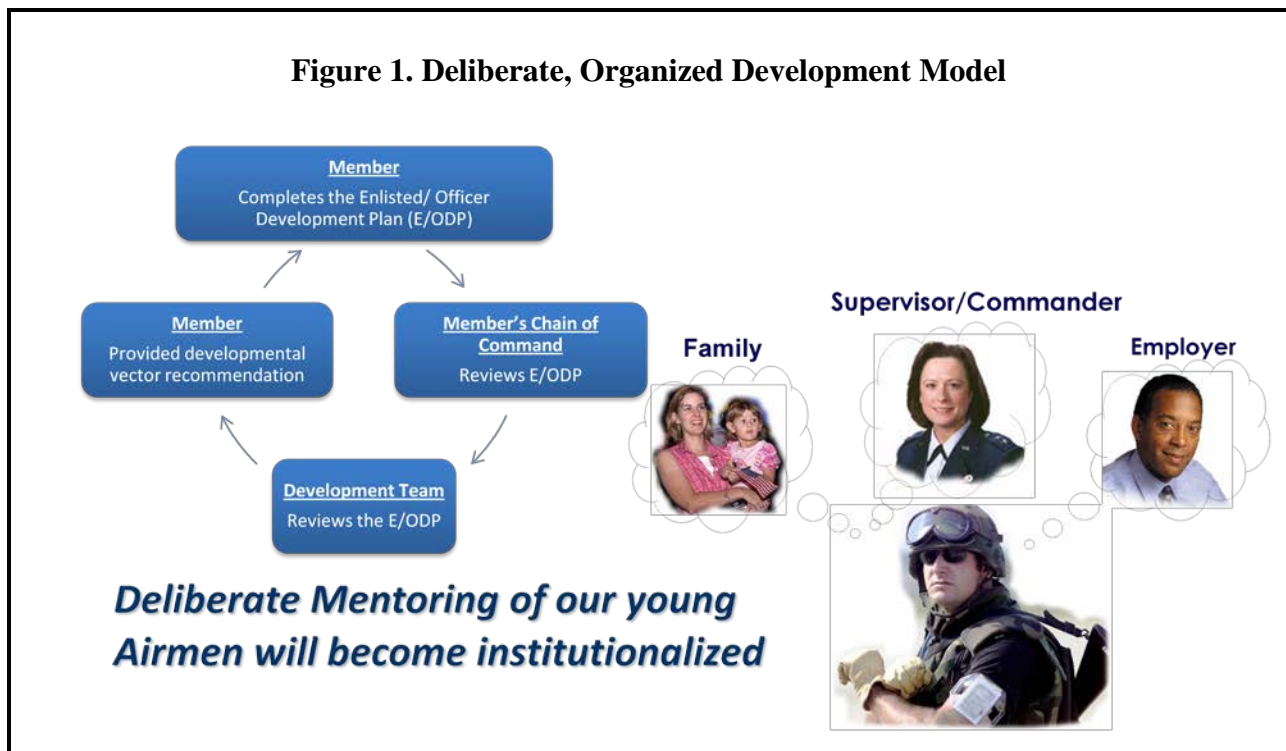
The **vision** for ANG Force Development (FD) is to create an ANG which is responsive to local, state / territory / District, and AF requirements while simultaneously expanding our pool of future leaders. In doing so, we must not lose sight of the fact that we are predominantly a traditional, drill-status force and we must respect the fact that we share our ANG men and women with their civilian employers and families.

The overall **goal** of ANG FD is to provide *deliberate and organized professional development, tailored to meet ANG and AF needs, within the context and culture of the ANG*. We will do so by developing Airmen with the required skills, knowledge and experience to lead and execute current and future mission capabilities. The ANG Strategic Planning System (SPS) Priority One effort has identified the need to provide individuals with Joint experiences, higher headquarters level opportunities, AEF deployments, special duty assignments, and additional supervisory experiences. The ANG FD CONOPS and State Force Development Toolkit available at [www.ang.af.mil/careers/forcedevelopment](http://www.ang.af.mil/careers/forcedevelopment) provide **basic elements** and **options** for **each state / territory / District to tailor** and execute Force Development to offer their Airmen educational and developmental opportunities to meet this need.

While FD is not a “one size fits all template,” the ANG FD goal is similar to the active duty, in that both are working towards preparing Airmen for the challenges of the 21<sup>st</sup> century through a deliberate development process. The road we take to get there may differ slightly as we model development methods to ensure they are conducive to the Citizen Airman’s schedule and unique civilian, non-military experiences.

This CONOPS supports the AF Strategic Personnel Plan and the AF Core Competency, *Develop the Force*, and integrates AFDD 1-1, *Leadership and Force Development*; AFD 36-26, *Total Force Development*; and AFI 36-2640, *Executing Total Force Development*.

Simply put, FD is the series of experiences and challenges, combined with education and training opportunities, which develop Airmen as leaders. The foundational doctrine for FD is based on *what* we want our people to know, *when* we want them to know it and how to best apply their education, training, and experience. **People** are our most valuable resource and the most important investment we can make is their continued **education, training, and development.**



## II. FORCE DEVELOPMENT EXECUTION AND PROGRAM MANAGEMENT

This CONOPS was developed to assist the 54 states / territories / District to execute force development for all ANG members. The ANG Force Development Program Manager for all national level initiatives is NGB/HR unless otherwise specified in this document. The CONOPS



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and the model construct were designed to provide a complete set of interrelated efforts and tools the field can use to achieve all of the stated objectives. Successful execution requires:

- Well-defined requirements at all levels
- Defined roles and responsibilities for policy and execution of ANG FD
- Active career field management across ANG programs
- Proactive mentoring through direct communication with the member
- Deliberate development of institutional and occupational competencies via career managed education, training, and assignments
- Supervisor, commander, command chief, and member involvement
- Recognition of civilian, non-military skills and life experiences

Each state / territory / District and the Statutory Tour program should have both a Force Development process and a Career Management process to evaluate and mentor their officer and enlisted corps. State / territory / District participation is absolutely VITAL to success because the ANG does not have a centralized assignment process. To achieve our stated vision we must enhance the methodology for providing career opportunities and assignments for ANG members. Superior Force Management requires deliberate planning and must be designed to meet AF and ANG needs, while better accommodating an individual's goals and objectives.

Each state / territory / District should have a process to identify positions and opportunities that can afford their members avenues to achieve the necessary competencies to become strategic leaders. The work of identifying these positions across the various programs in the ANG and establishing detailed management processes is the challenge of each state / territory / District JFHQ and Wing. Similarly, the Director of the ANG has instructed NGB/HR to create a national level program to provide opportunities for all ANG members to complete an ANG



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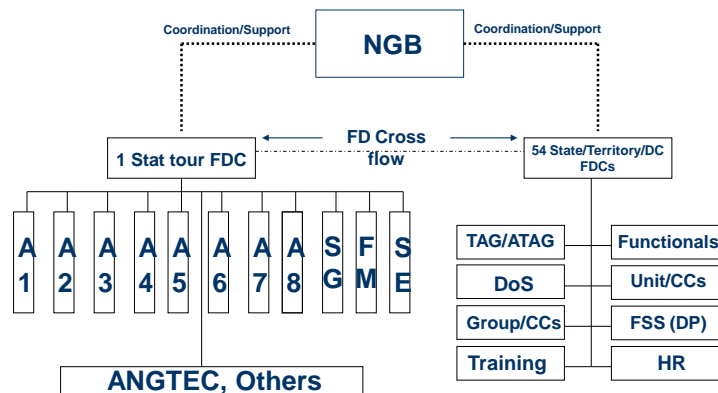
Headquarters / MAJCOM assignment (see Section V). State / territory / District selection processes are needed to validate candidates for this national level program and indicate recommended follow-on assignments.

The proposed force development construct includes a.) centralized management within each state / territory / District and the statutory tour program; b.) development teams focused on competency development within an organizational unit or functional group; and c.) direct communication with individual ANG members. Each of these components is described below along with examples of available support tools.

### **a. Centralized Management**

To implement force development each state / territory / District should have a central body to account for all the opportunities and resources under its control. The equivalent force development organization for the Statutory Tour Program is the **Force Development Council** (FDC). (Figure 2) This central body has overarching visibility of the organization, knowledge of the organization's strategic vision, and awareness of the organization's impending needs. To institute an ANG Force Development program each state / territory / District should establish a FDC, or equivalent, located at, or managed from, their respective JFHQ.

**Figure 2. Force Development Centralized Management Model  
Utilizing Force Development Councils (FDCs)**



**Immediate Goal:** Force Development process established in each state / territory / District to evaluate and mentor the officer and enlisted corps within the state / territory / District mission requirements and force structure.

**Future Goal:** Cross flow between the Statutory Tour Program and the 54 states / territories / District to improve availability of developmental opportunities and increase breadth / depth of experience at all levels (i.e. field, NGB, etc.)

An FDC has the authority to centrally manage the development of ANG Airmen under its control. An FDC identifies education or assignment vectors for Airmen utilizing structured criteria such as career gates, prior education/assignments, and developmental potential. A detailed description of the ANG Statutory Tour Force Development structure and process is provided in Attachment 4.





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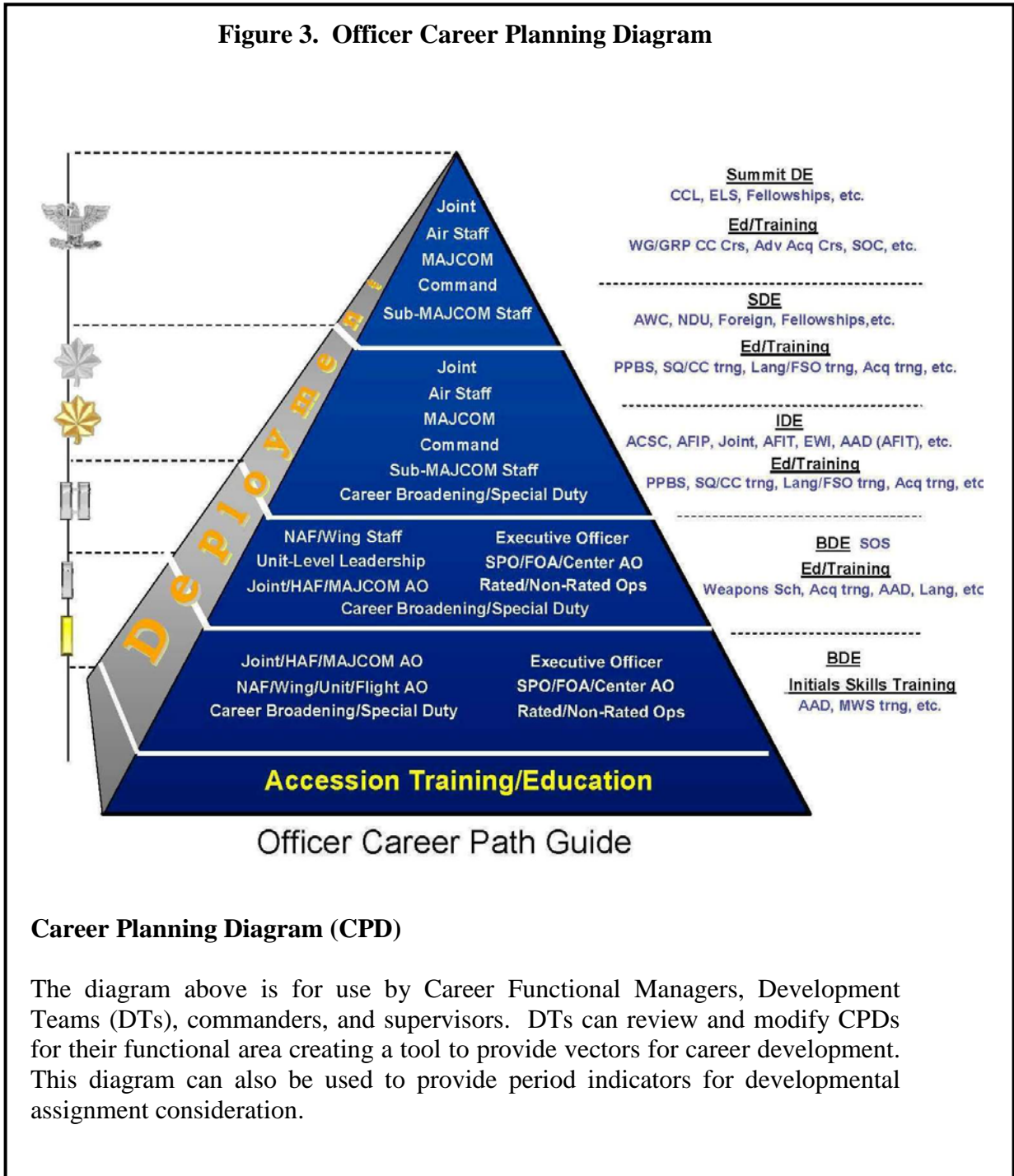
### **b. Competency Development**

Each state / territory / District Force Development Council may also be supported by **Force Development Teams** focused on the development of a sub-set of ANG members. The sub-set may be defined by organization/command structure (i.e., a wing or a group) or by function/classification (i.e., rated officers, enlisted maintainers, medical specialty, Company Grade Officers, Junior NCOs). Development Teams (DTs) can be established at each Wing, GSU, or wherever necessary to provide individuals with developmental vectors.

DTs composed of supervisors/commanders, collectively review individual development plans and provide developmental vectors to the Airmen under review. The developmental opportunities available to members within a specific functional area or command structure will vary from team to team. These opportunities include attending professional education courses, broadening or special duty assignments, deployments, or any number of possibilities. The focus of the DT is to assess each member's potential and deliberately plan a vector to promote and develop competencies to make the member an effective commissioned or non-commissioned officer and future ANG leader.

DTs also become a forum to identify the strengths, competencies, and transferrable skill-sets a member brings from non-military, civilian experiences. As an organization, we have often acknowledged the strength of the skill set our traditional members bring to the organization. The establishment of DTs allows visibility into those talents at a local level where the knowledge can be used to enhance the organization and further develop the member.

**Figure 3. Officer Career Planning Diagram**





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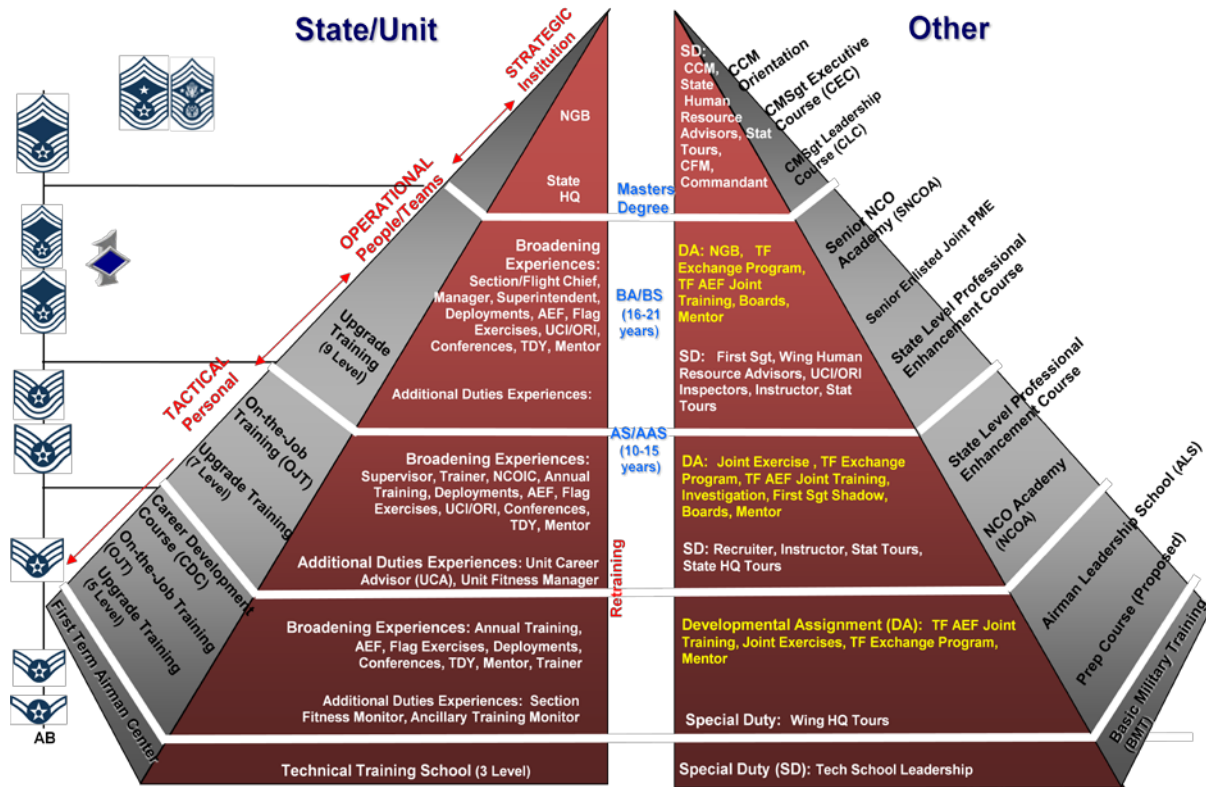
Unlike a Force Development Council which will likely focus on a small number of members; Force Development Teams ensure that every member in the organization is aware of and able to participate in force development from the beginning to the end of his/her career. Tools, like the Career Planning Diagrams (CPDs) in Figures 3 and 4, are available to Development Teams to facilitate the necessary one on one communication required. CPDs lay out a potential career development path and can be used by Development Teams, commanders or supervisors to provide development vectors. Establishing Development Teams is one of the first and most powerful steps an organization can take to create the culture change necessary to enact force development.

### **c. Individual Communication**

The very foundation of force development is direct communication between the supervisor / commander and the Airman regarding the member's goals and aspirations. Each individual's goals and potential are unique. Therefore, the force development process needs to allow for varying paths and "on / off ramps" to account for changes in the Airman's availability to pursue a developmental opportunity. The Officer Career Development Model at Figure 5 illustrates the level and type of flexibility required to fully develop ANG members. This flexibility will also allow members to address the on-going challenges they face balancing the needs of families and employers with ANG service.

The best method for opening dialogue between the ANG member and the organization is through an individual development plan. An individual development plan documents career objectives for both the organization and the member. (Attachments 1 and 2) There are several

Figure 4. Enlisted Career Planning Diagram



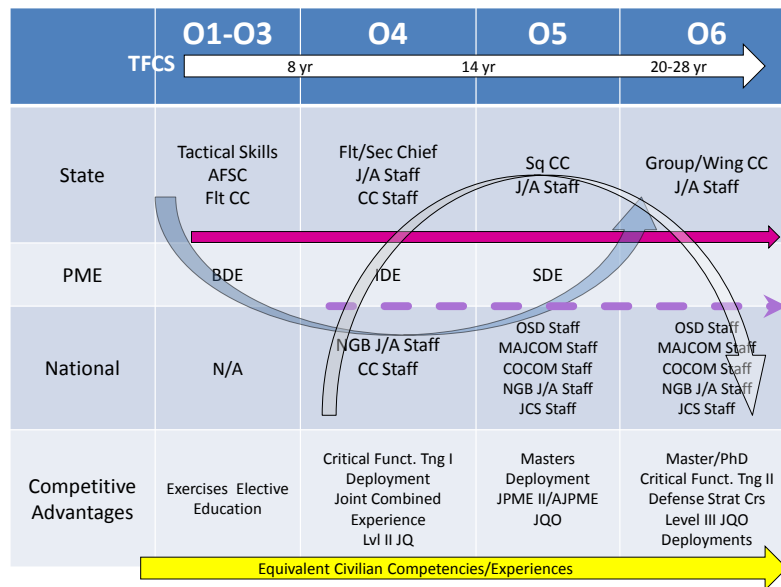
**Career Planning Diagram (CPD)**

The diagram above is for use by Career Functional Managers, Development Teams (DTs), commanders, and supervisors. DTs can review and modify CPDs for their functional area creating a tool to provide vectors for career development. This diagram can also be used to provide period indicators for developmental assignment consideration.

automated tools a state / territory / District may use as part of their Force Development Process. MyDP, accessed from the Air Force Portal, was created to assist the force in communicating the member’s educational desires as well as career aspirations with supervisors and mentors. The ANG Statutory Tour program utilizes a locally developed system to capture and review officer and enlisted development plans. A state / territory / District may also use a paper form or

electronic document (i.e., Microsoft Office Word) and e-mail to exchange information between a member and his/her chain of command/senior leadership. All of these tools can be accessed on the ANG Force Development website at [www.ang.af.mil/careers/forcedevelopment](http://www.ang.af.mil/careers/forcedevelopment).

**Figure 5. Officer Career Development Model**



**Arrows in diagram indicate potential movement between state / territory / District and National assignments. Recommended minimum assignment length is 1 year.**

Capturing and documenting a member’s past experiences and assignments is also necessary to determine what additional experiences and assignments are needed to develop and progress in a desired career path. ANG developed officer and enlisted scorecards provide a visual history and map to discuss acquired and potential developmental experiences. (Figure 6 and 7) Scorecards chart a member’s career progression and identify future



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experiences/assignments that may enable the member to reach his/her career goals. The ANG scorecards were designed to capture both military career milestones and leadership competencies acquired from non-military, civilian experiences. (Attachment 3) Force Development Councils and Teams should consider civilian competencies when assessing an individual's potential and ability to fulfill greater leadership roles.

### **d. Tools**

Development is expensive in terms of time and money; therefore, it benefits the ANG and the individual to focus development where and when needed. Beyond defining the requirement, it is vital to establish clear guidance to the ANG force on how to navigate the developmental process. Tools to assist states / territories / District establish or renew force development programs are available on the ANG Force Development web site. This same site was designed to facilitate unit to unit sharing of best practices and lessons learned.

To facilitate planning for our members, a structured timeline within the ANG FD program is essential. (Figure 8) Solicitation for nominations must be timed to coincide with availability of opportunities, whether they are educational or experiential. This timeline must also coordinate with programs outside the influence of the ANG (i.e. IDE/SDE class start/completion dates, Fiscal Year, AEF cycles, etc.). With that in mind, a calendar of events is published on the ANG Force Development site maintained by the ANG FD program manager.

Figure 6. Officer Scorecard

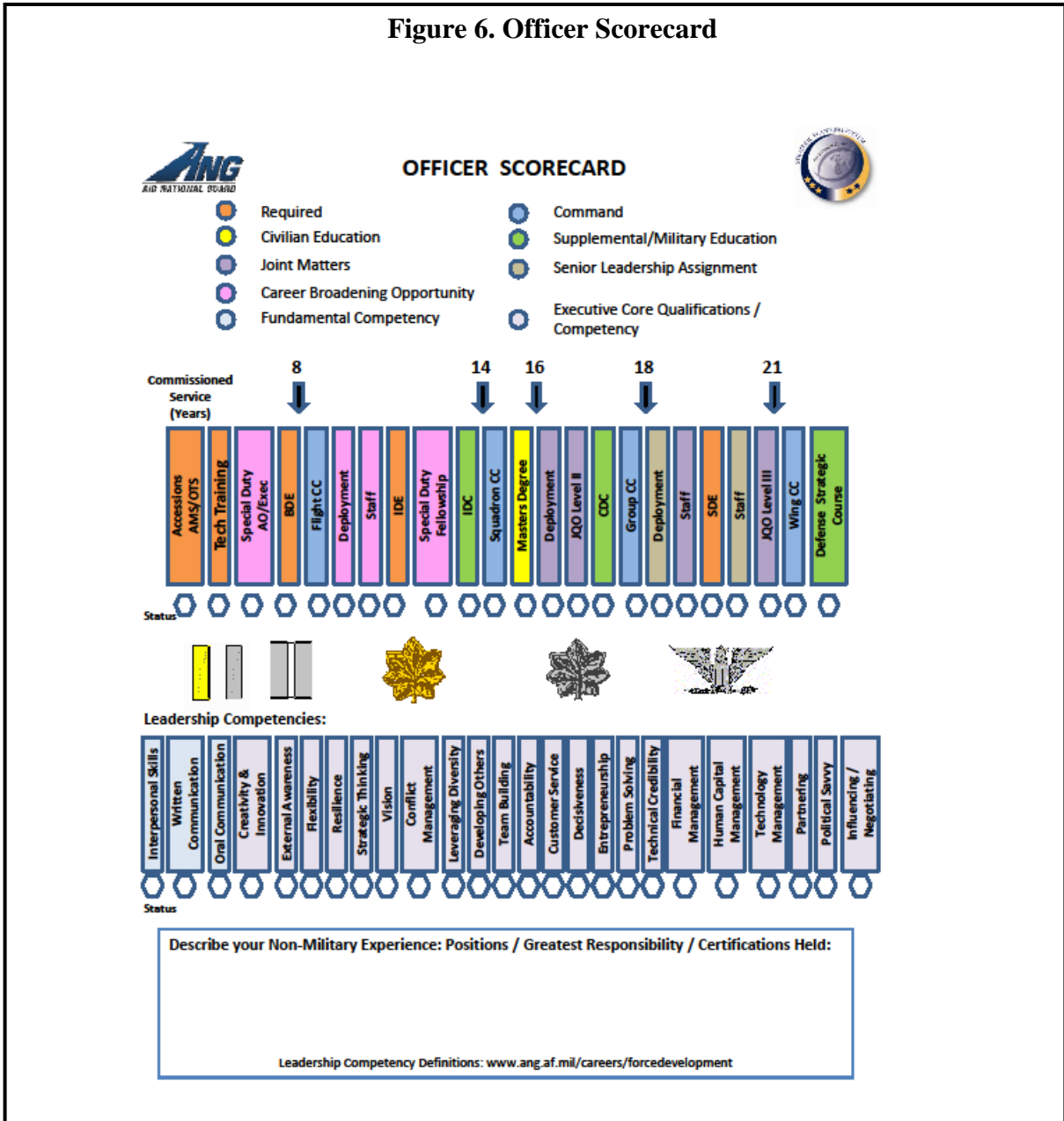
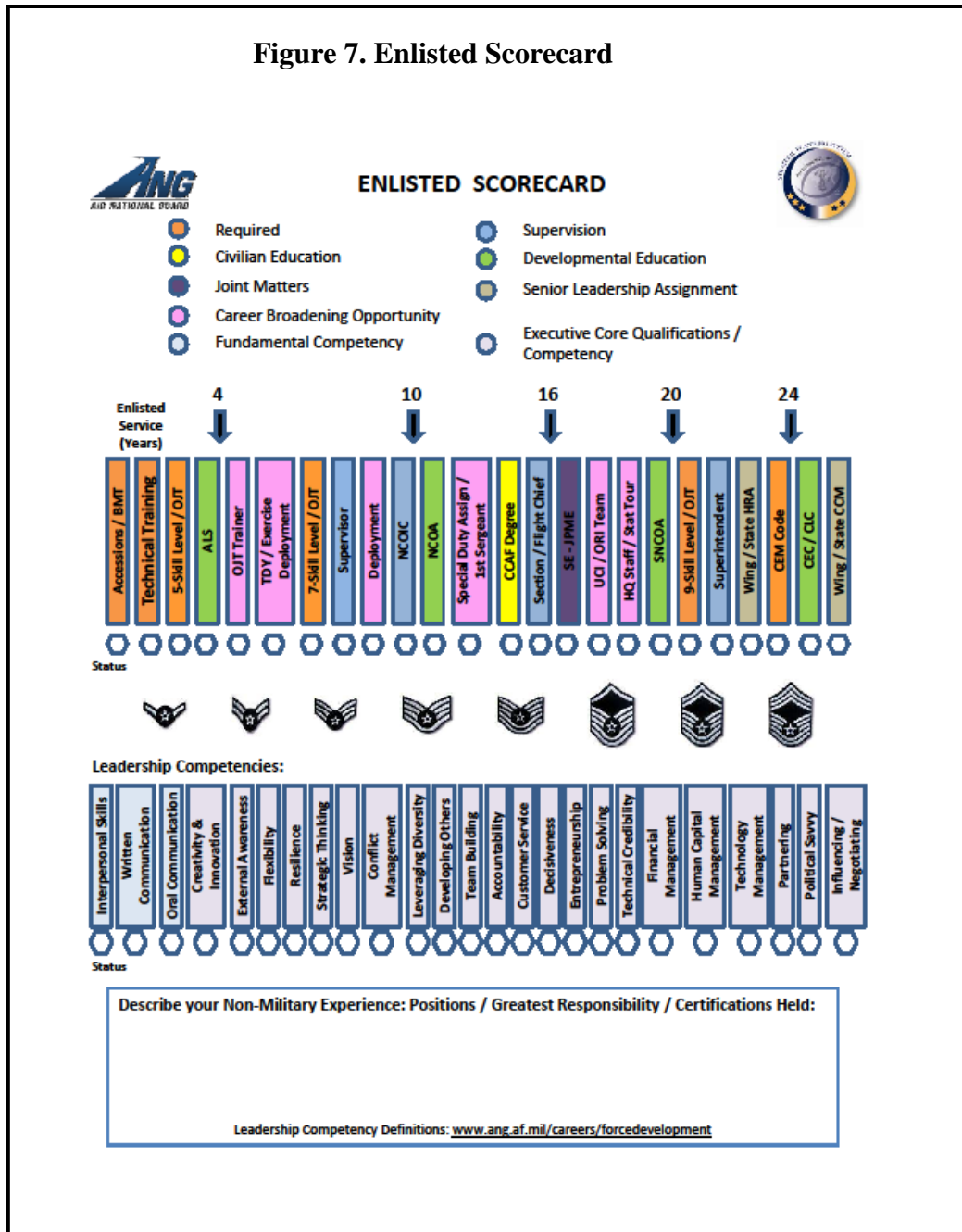


Figure 7. Enlisted Scorecard







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### e. Functions

Force Development Councils, and their subordinate Development Teams, should meet a minimum of once per year or more often based on the needs of each wing / state / territory / District. Development Council and Team members should work together to ensure proper execution of the Force Development construct as follows:

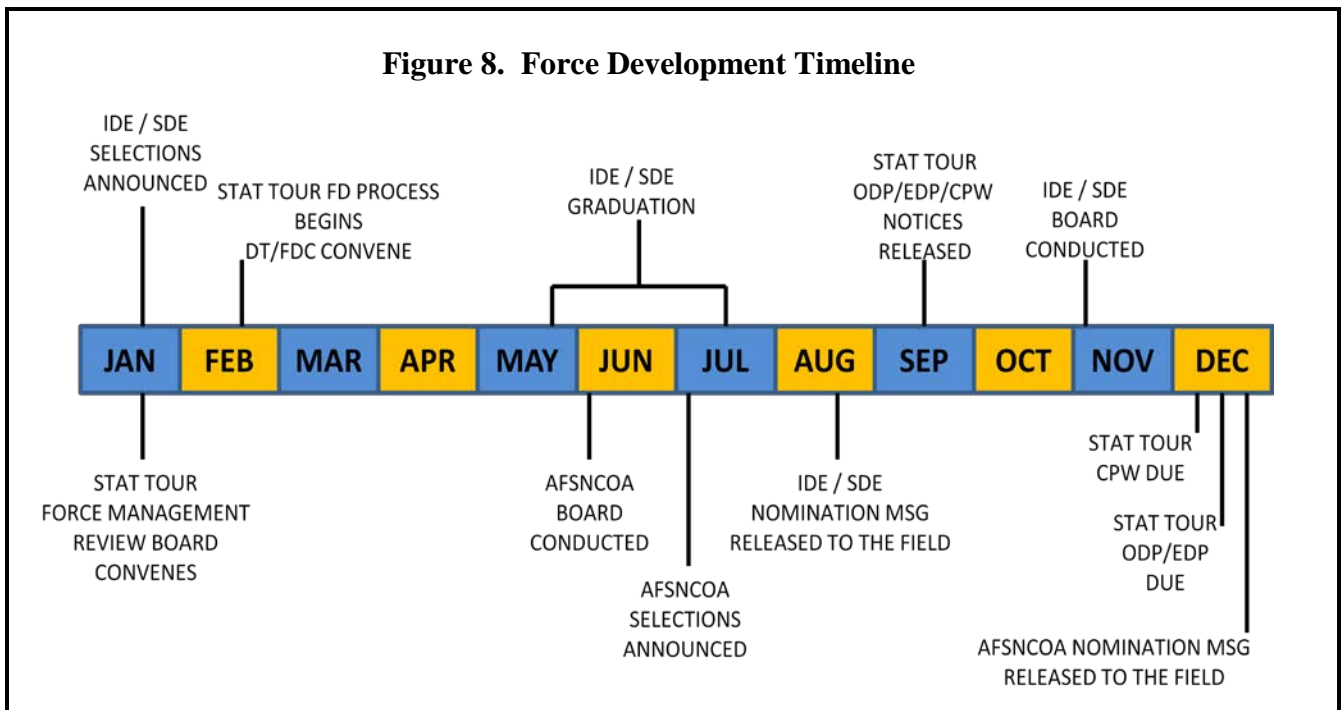
- Be aware of the AF and ANG overall mission requirements at the local, state / territory / District, and national level
- Oversee personnel development to meet functional community and broader AF and ANG institutional requirements, while balancing the desires of the individual
- Highlight civilian competencies which are transferable to ANG competencies
- Understand an individual's developmental preferences
- Balance individual desires and availability with institutional requirements
- Take into account commander/senior rater recommendations and assessments of developmental potential
- Evaluate and recommend individual Airmen for special developmental opportunities to include developmental education
- Make recommended "development vectors" for individual Airmen designed to optimize their potential skills development over time
- Provide developmental feedback to Airmen and commanders/supervisors using a Development Plan

### III. Developmental Education

This FD construct embraces the importance of Developmental Education and recognizes military education and specialized education are necessary to develop Airmen either within their career field, or to prepare them for an assignment outside of a core career field. Education is a

vital investment in our people and FD recognizes the necessity of providing the right education to the broadest possible group of Airmen, both to develop them individually and to meet ANG requirements.

ANG FD also recognizes there is limited time available in people’s careers to pull them out of the field to provide developmental education. ANG FD is especially sensitive to the fact that we have a predominantly traditional, drill-status force and the frequency of AEF deployments has impacted the availability of our members.



In the past, potential in-residence Developmental Education (DE) candidates have been recruited in an ad hoc manner or were predominantly self-nominated. The process did not provide deliberate career planning for the candidates that were selected. As states / territories /



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District implement Force Development, the selection process will be structured to encourage senior raters, commanders, and command chiefs to identify and nominate their best candidates who have indicated the desire to attend in-residence schools. State / territory / District JFHQ and the NGB FD councils will validate candidates and indicate recommended follow-on developmental assignments. As the ANG works through identifying DE opportunities, it will need to continue to develop distance learning opportunities for all levels of DE and recognize that all future leaders may not be able to attend traditional in-residence DE programs.

Supplemental courses, in addition to PME, have been created to provide more focused leadership guidance. These courses are presented “by the field – for the field”. The Intermediate Development Course and Commanders Development Course are ANG-unique programs intended to provide incoming and seated commanders tools to more successfully fulfill their leadership and management roles while filling the gaps between formal DE opportunities. The Contemporary Base Issues Course was established to prepare commanders and their support staff to face command/legal issues as a team. Potential students include commanders at all levels, first sergeants, personnel chiefs, Directors of Staff, public affairs representatives, Inspectors General, and Judge Advocates, as well as other personnel who commanders believe would benefit from the information and interaction. The Chiefs Executive Course provides newly promoted Chief Master Sergeants an experience similar to the Intermediate Development course for new commanders.



#### **IV. JOINT EDUCATION AND EXPERIENCE**

These critical and dangerous times require commissioned and non-commissioned officers to work in the joint environment more often than they have before. Accordingly, the ANG must fully participate in the services efforts to expand “jointness” to all appropriate levels in the Armed Forces. Joint Professional Military Education (JPME) is available for both officer and enlisted ANG members. Completion of JPME is key to producing the enlisted leaders and officers needed to meet the demands of the 21<sup>st</sup> century military and successful integration into the Total Force.

The Joint Qualified Officer (JQO) designation was established to ensure the progressive, career-long development of officers in joint matters and to ensure that officers serving as general officers have the requisite experience and education to be highly proficient in joint matters. At this time, quota allocation to the ANG is limited, so it is essential that we take a deliberate, strategic approach to candidate selection and appropriate follow-on assignment to most effectively utilize these limited resources.

The Goldwater-Nichols Department of Defense Reorganization Act (GNA) of 1986 set the criteria for joint qualification. Originally, the GNA joint officer management provisions were a time- and billet-based system that accredited officers for serving 36 months in a Joint Duty Assignment List (JDAL). Completion of JPME Phase I and II along with an assignment to one of these organizations for the requisite tour length was the standard for gaining experience in joint matters. Statutory changes in the National Defense Authorization Act 2007 enhanced GNA and have enabled the DoD to recognize a myriad of joint experiences.



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Since 01 October 2007, a new Joint Qualification System offers an additional experience-based track with a point system for recognizing joint service. The educational requirements stipulated in the act are still relevant; however, this new track allows for points to be given for joint matters experiences gained across the globe. NGB-J1 manages this program within the National Guard Bureau. Detailed guidance is provided in the Joint Qualification Handbook and the DoD Joint Officer Management Program Fact Sheet.

### **V. STATE FORCE DEVELOPMENT STATUTORY TOUR PROGRAM**

The State Force Development Statutory Tour program was designed to offer national-level opportunities to field-level members. The program, managed by NGB/HR, allows each state / territory / District to have one officer and one enlisted member assigned to a developmental statutory tour. Ultimately our goal is to have 54 officer (Maj to Lt Col) and 54 enlisted (MSgt to SMSgt) statutory tour positions filled with State Force Development candidates.

Candidates are identified by the state / territory / District for force development and screened by NGB/HR for placement against current/projected vacancies. Assignments will afford members opportunities for Major Command / Headquarters staff experience. There is no guarantee for award of joint credit or location of assignment. The state / territory / District determines the tour length (minimum of 1-year and maximum of 3-years), start date and end date. Candidates will not be required to compete through the normal statutory tour Military Vacancy Announcement (MVA) application process as outlined in ANGI 36-6 but must have an individual development plan outlining how the member will be placed when returned to the state



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/ territory / District. NGB/CF has right of refusal for any nominee. States / territories / District should plan at least six months prior to the beginning of a tour to allow for coordination and permanent change of station (PCS) as required.

Periodically throughout the year, a message soliciting nominations will be released to the field by the Director, Air National Guard. Detailed instructions for package submissions will be provided at that time. Submission information is also available, at any time, from NGB/HR. Details outlining responsibilities within this program are provided at Attachment 5.

### **VI. PROGRAM MEASUREMENT / METRICS**

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

The identification of individual member achievement of the FD indices provides an initial list of high potential or competitive Airmen within the ANG organization. The creation of state / territory / District Force Development Councils capable of vetting or endorsing high potential Airmen will enhance the value of this force development product and assist in directing resource use.

The development of state / territory / District measures of success or criteria is encouraged. Criteria may be objective or subjective as determined by the needs of the individual state / territory / District or unit. Proposed metrics are provided at Attachment 6.



## VII. COMMUNICATION AND CHANGE MANAGEMENT PLAN

The ANG FD Program Manager has implemented a robust FD communication plan to inform Airmen, commanders, and supervisors of the changes that will be brought about with the ANG FD program. The communication plan has been designed to present a coordinated, well-timed strategy for internal and external announcement of significant changes. The ANG FD message is:

- ANG leadership at all levels is committed to FD
- ANG leadership has a sincere respect for the Citizen Airman's time
- We have a clear vision for developing Airmen to become the tactical, operational and strategic leaders of tomorrow
- We understand this FD CONOPs will drive process and attitude change in the ANG
- We are prepared to implement and facilitate these changes
- We are providing a platform to allow avenues for members to balance the needs of the unit, their family and their employer

Today's ANG must be responsive to local, state / territory / District, ANG, and AF requirements. Corporately, we must accept the responsibility to provide paths for career development at the right time in our Airmen's service. At the same time, each ANG member must accept individual responsibility to participate in his/her career development. We must embrace Force Development, improving the way we develop ANG members, to best prepare ANG Airmen to meet the challenges of leadership in the 21<sup>st</sup> century.



**ATTACHMENT 1**

**ENLISTED DEVELOPMENT PLAN (EDP) TEMPLATE**

**Purpose:** To assist individuals plan his or her desired assignment and career objectives combined with the rater / commander and leadership in reviewing career goals, objectives, and developmental opportunities / assignments.

**Disclosure:** Voluntary, but failure to disclose the information requested will limit your consideration for developmental opportunities.

**SECTION I – MEMBER IDENTIFICATION DATA/SERVICE**

Name:

Rank:

Office Symbol:

PAFSC:

2AFSC:

Time-in-Position (TIP):

EDIGS (Date Entered Guard):

DOR:

DOS:

Retirement Eligible (20 year) Date:

Last PME Completed / Method:

**SECTION II – NCO's Preferences**

- *Please check your preference(s)*
- *Preferences are not a guarantee of future developmental opportunities*
- *An NCO must comply with physical fitness requirements and have no ADCON issues for force development consideration*

Will be separating within next 12 months. EDP not required.

Have served less than 3 years in current assignment, and therefore request retention in current assignment

Lateral Assignment within core AFSC to provide breadth and variety within functional area - “Skill-pairing”, i.e. cross-functional assignment, to increase breadth of experience and leadership responsibility within related family of skills; experience in a functional community outside the individual’s primary AFSC.

Request a “developmental assignment vector”. Choices: Execs, LL Assignment, JFHC J-Staff, Developmental Statutory Tour, Special Duty Assignment.

Preference(s):

Short Term Goals:

Long Term Goals:





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### **SECTION III – FORCE DEVELOPMENT**

As part of Force Development and overall career management processes, the rater / Group/Wing Commander, and Functional Development Team (FDT) (if applicable) will provide comments “vectoring” the NCO for future developmental opportunities.

#### **MSgts and below.**

FDTs should plan development of NCOs to obtain depth in the functional community (i.e., lateral movement within functional community to acquire functional depth). Developmental feedback is provided by FDT to NCOs and Group / Wing Commanders via the Enlisted Development Plan (EDP).

Recommendations are:

- Will be separating within next 12 months (not extended, retiring, etc). EDP not required.
- NCO does not show potential for force development at this time.
- Served less than 3 years in current assignment, and therefore recommend retention in current assignment.
- Consider for lateral assignment within core AFSC to provide breadth and variety within functional area (list preference(s)).
- Recommended for “skill-pairing”, i.e. cross-functional assignment, to increase breadth of experience and leadership responsibility within related family of skills; experience in a functional community outside the individual’s primary AFSC (list preference(s)).

#### **SMSgts and CMSgts.**

FDTs should plan development of SrNCOs to obtain leadership and career broadening development (does not include CMSgt’s assigned to key positions as the FDC plans their development). Developmental feedback is provided by FDT to NCOs and Group / Wing Commanders via the Enlisted Development Plan (EDP).

Recommendations are:

- Will be separating within next 12 months (not extended, retiring, etc). EDP not required.
- NCO does not show potential for force development at this time.
- Served less than 3 years in current assignment, and therefore recommend retention in current assignment.
- Consider for lateral assignment with core AFSC to provide breadth and variety within functional area (list preference(s)).
- Recommended for “skill-pairing”, i.e. cross-functional assignment, to increase breadth of experience and leadership responsibility within related family of skills; experience in a functional community outside the individual’s primary AFSC (list preference(s)).
- Recommended for a “developmental assignment vector”. Choices: Execs, LL Assignment, JFHC J-Staff, Developmental Statutory Tour, Special Duty Assignment (First Sergeant, etc.)
- Recommended for a “key position”. Choices: Command Chief Master Sergeant, Superintendent, Enlisted PME, Enlisted Legislative Liaison.



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**RATER / SUPERVISOR**

**RATER**

Name/Rank:

Remarks / any specific development / assignment recommendations:

Signature/Date:

**GROUP / WING COMMANDER**

Name/Rank:

Remarks / any specific development / assignment recommendations:

Signature/Date:

**FUNCTIONAL DEVELOPMENT TEAM (FDT)**

(Note: FDT comments will not be completed for non-commissioned officers assigned to key positions: Command Chief, etc.)

**FDT CHAIR**

Name/Rank:

Feedback / Assessment / Recommended Action, if any:

Signature/Date:

**FORCE DEVELOPMENT COUNCIL**

Feedback / Assessment / Recommended Action, if any:



## ATTACHMENT 2 OFFICER DEVELOPMENT PLAN (ODP) TEMPLATE

**Purpose:** To assist individuals plan his or her desired assignment and career objectives combined with the rater / commander, and leadership in reviewing career goals, objectives, and developmental opportunities / assignments.

**Disclosure:** Voluntary, but failure to disclose the information requested will limit your consideration for developmental opportunities.

### SECTION I – MEMBER IDENTIFICATION DATA/SERVICE

Name: Rank: Office Symbol:

PAFSC: 2AFSC: Mandatory Separation Date (MSD):

Time-in-Position (TIP): EDIGS (Date Entered Guard):

DOR: DOS: Retirement Eligible (20 Year) Date:

Last PME Completed / Method:

### SECTION II – OFFICER'S

- Please check your preference(s)
- Preferences are not a guarantee of future developmental opportunities
- An officer must comply with physical fitness requirements and have no ADCON issues for force development consideration

- Will be separating within next 12 months (MSD, not extended, etc). ODP not required.
- Have served less than 3 years in current assignment, and therefore request retention in current assignment
- Lateral Assignment within core AFSC to provide breadth and variety within functional area
- “Skill-pairing”, i.e. cross-functional assignment, to increase breadth of experience and leadership responsibility within related family of skills; experience in a functional community outside the individual’s primary AFSC
- Request a “developmental assignment vector”. Choices: Exec, LL Assignment, JFHC J-Staff, Command Assignment, Developmental Statutory Tour, or Special Duty Assignment. Preference(s):
- Request Developmental Education. Choices:  
Congressional Fellowship, IDE - (*Maj w/ less than 16yrs commissioned service*)  
SDE - (*LtCol or Col w/less than 25yrs commissioned service*) Preference(s):
- Request a “key assignment”. Choices: Group Command, LL, JFHQ J-Staff 2-digit. (**Col Only**) Preference(s):

Short Term Goals:

Long Term Goals:



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### **SECTION III – FORCE DEVELOPMENT**

As part of the Force Development and overall career management processes, the rater/group/wing commander, and Functional Development Team (FDT) (if applicable) will provide comments “vectoring” the officer for future developmental opportunities.

#### **Major and below.**

FDTs should plan development of officers to obtain depth in the functional community (i.e., lateral movement within functional community to acquire functional depth). Developmental feedback is provided by FDT to officers and group/wing commanders via the Officer Development Plan (ODP).

Recommendations are:

- Will be separating within next 12 months (MSD, not extended, etc). ODP not required.
- Officer does not show potential for force development at this time.
- Served less than 3 years in current assignment, and therefore recommend retention in current assignment.
- Consider for lateral assignment within core AFSC to provide breadth and variety within functional area (list preference(s)).
- Recommended for “skill-pairing”, i.e. cross-functional assignment, to increase breadth of experience and leadership responsibility within related family of skills; experience in a functional community outside the individual’s primary AFSC (list preference(s)).
- Recommended for “Developmental Education”. Congressional Fellowship or IDE in-residence (Maj w/ less than 16yrs commissioned service). (list preference)

#### **LtCol and Col.**

FDTs should plan development of officers to obtain leadership and career broadening development (does not include Colonel’s assigned to key positions, as the FDC plans their development). Developmental feedback is provided by FDT to officers and group/wing commanders via the Officer Development Plan (ODP).

Recommendations are:

- Will be separating within next 12 months (MSD, not extended, etc). ODP not required.
- Officer does not show potential for force development at this time.
- Served less than 3 years in current assignment, and therefore recommend retention in current assignment.
- Consider for lateral assignment with core AFSC to provide breadth and variety within functional area (list preference(s)).
- Recommended for “skill-pairing”, i.e. cross-functional assignment, to increase breadth of experience and leadership responsibility within related family of skills; experience in a functional community outside the individual’s primary AFSC (list preference(s)).
- Recommended for a “developmental assignment vector”. Choices: Exec, LL Assignment, JFHQ J-Staff (not 2-digits), Developmental Statutory Tour, Command Assignment, or Special Duty Assignment (list preference(s)).
- Recommended for Colonel COE for Spring or Fall Board (Designate appropriate board)
- Recommended for Developmental Education In-residence. SDE (LtCol or Col w/less than 25yrs commissioned service)
- Recommended for a “key position”. Choices: Group Command, LL, JFHQ J-Staff 2-digit. (Col Only)



## Force Development CONOPS



### **RATER/SUPERVISOR**

#### ***RATER***

Name/Rank:

Remarks/any specific development/assignment recommendations:

Signature/Date:

#### ***GROUP/WING COMMANDER***

Name/Rank:

Remarks/any specific development/assignment recommendations:

Signature/Date:

### **FUNCTIONAL DEVELOPMENT TEAM (FDT)**

**(Note: FDT comments will not be completed for officers assigned to key positions: Group/Wing Commanders)**

#### ***FDT CHAIR***

Name/Rank:

Feedback/Assessment/Recommended Action, if any:

Signature/Date:

### **FORCE DEVELOPMENT COUNCIL**

Feedback/Assessment/Recommended Action, if any:



## ATTACHMENT 3 Leadership Competency Definitions

### Fundamental Competencies

Competencies are the personal and professional attributes that are critical to successful performance in leadership roles. The fundamental competencies are the attributes that serve as the foundation for each of the Executive Core Qualifications. Experience and training that strengthen and demonstrate the competencies will enhance a candidate's overall qualifications for senior leadership roles.

These competencies are the foundation for success in each of the Executive Core Qualifications.

#### Interpersonal Skills

Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

#### Oral Communication

Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.

#### Integrity/Honesty (an Air Force Core Value)

Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.

#### Written Communication

Writes in a clear, concise, organized, and convincing manner for the intended audience.

#### Continual Learning (an Air Force Core Value: Excellence in All We Do)

Assesses and recognizes own strengths and weaknesses; pursues self-development.

#### Public (Customer) Service Motivation (an Air Force Core Value: Service Before Self)

Shows a commitment to serve the public / customer. Ensures that actions meet public / customer needs; aligns organizational objectives and practices with public / customer interests.

### *Executive Core Qualifications (ECQs)*

The Executive Core Qualifications (ECQs) define the competencies needed to build a corporate culture that drives for results, serves customers, and builds successful teams and coalitions within and outside the organization. The Executive Core Qualifications are used by many departments and agencies in selection, performance management, and leadership development for management and executive positions.



## Force Development CONOPS



### ECQ 1: Leading Change

Definition: This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.

#### **Creativity and Innovation**

Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.

#### **External Awareness**

Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.

#### **Flexibility**

Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.

#### **Resilience**

Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.

#### **Strategic Thinking**

Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

#### **Vision**

Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.

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### ECQ 2: Leading People

Definition: This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

#### **Conflict Management**

Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

#### **Leveraging Diversity**

Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.



## Force Development CONOPS



### **Developing Others**

Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

### **Team Building**

Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

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### **ECQ 3: Results Driven**

Definition: This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

#### **Accountability**

Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

#### **Customer Service**

Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.

#### **Decisiveness**

Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.

#### **Entrepreneurship**

Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

#### **Problem Solving**

Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

#### **Technical Credibility**

Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.





## Force Development CONOPS



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### ECQ 4: Business Acumen

Definition: This core qualification involves the ability to manage human, financial, and information resources strategically.

#### **Financial Management**

Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

#### **Human Capital Management**

Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.

#### **Technology Management**

Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

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### ECQ 5: Building Coalitions

Definition: This core qualification involves the ability to build coalitions internally and with Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.

#### **Partnering**

Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

#### **Political Savvy**

Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.

#### **Influencing/Negotiating**

Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.



## ATTACHMENT 4 Statutory Tour Development Teams / Council Process

**Functional Development Team (FDT) Membership and Procedures.** There will be a Functional Development Team established for each functional area identified by a Functional Manager. All proceedings will be held in a closed session. All statutory tour members being considered by the FDTs will receive fair and impartial consideration. FDT will be free from any improper command or other influences in the performance of its duties or as a result of such performance. Panel members will not communicate with anyone outside the panel membership in reference to the panel proceedings. Individuals participating on the FDT will be administered an oath. The team recorder will review all documents before the panel is convened for completeness

- **FDT Membership.**

-- **Chair:** Functional Manager

-- **Members:** Any Director/2 –Digit Equivalent or for enlisted FDTs only, a Designated Directorate representative (normally a CMSgt) who has an Airman assigned/attached with that functional PAFSC (except for NGB J-Staff and 1AF which will provide one Rep to represent all members assigned for each functional PAFSC).

-- **Advisor:** NGB/HR

- **FDT Procedures.**

-- Meets once a year or as directed by NGB/CF.

-- Reviews Development Plans (DP) for all Airman who hold a PAFSC within the respective functional area (except for Colonels and CMSgts currently assigned to a key position).

-- Force Development is deliberate management of assignment experiences, combined with education and training opportunities to develop leaders. ***Therefore, each DP/Airman is reviewed to identify any of the following developmental vectors, if appropriate:***

--- **Training recommendations:** any formal or informal training that may be required or preferred based on AFSC or current position.



## Force Development CONOPS



- **Educational Recommendations:** DE opportunities – BDE, IDE, SDE or Congressional Fellowship (officers only), and Joint PME
- **Assignment Experiences:** Identify recommended assignments, or actual lateral assignment that is recommended for further development of Airman, to include field command opportunities for officers.
- Key considerations for identifying developmental vectors:
  - Airman’s career gates: Time-in-Position (TIP) (>3 years), Rank/Time-in-grade, Years of Service, TAFMS, MSD, etc.
  - Airman’s prior assignments, training, and education.
  - Airman’s developmental preferences and Director’s/s/2-digits recommendations/assessment. Balance individual’s desires, availability, and potential with institutional requirements.
  - Airman’s development potential.
  - Remember that common to all career fields are development opportunities at the tactical, operational, and strategic levels. At the foundation, Airman will establish a solid grounding at the tactical level in a primary career field. *Some Airmen will remain at the tactical level providing depth of expertise in a particular field. Others will progress into positions with increasing levels of responsibility and leadership opportunities at the operational and strategic levels. There is no “set path” to senior leadership.*
  - ***An Airman must comply with physical fitness requirements and have no ADCON issues for force development consideration.***
- **For Majors and below and SMSgts and below.** FDT should plan development of Airman to obtain depth in the functional community (i.e. lateral movement within functional community to acquire functional depth).
- **For CMSgts, Lt Cols and Colonels (except Colonels and CMSgts assigned to key positions).** FDT should plan for development of Airman as leaders to include career broadening and skill-pairing. Determine need for “developmental assignment vectors”.



## Force Development CONOPS



### - FDT Deliverables.

#### -- For Majors and below and SMSgts and below.

--- **Feedback.** FDT provides developmental feedback to all Airmen via the Development Plan (DP).

--- **Lateral Functional Development.** Identify any Airman for functional development via lateral movement within the functional community. Coordinate these movements with affected Directors/2-digit equivalents within the FDT. Provide results to HR for execution.

--- **IDE In-residence/ Congressional Fellowship.** Identify any Captains or Majors who should be considered for in-residence IDE or Congressional Fellowship to the Force Development Council. Nominees must be rank ordered.

--- **Joint PME / Experience.** Identify any Captains or Majors who should be considered for Joint PME or experience to the Force Development Council. Nominees must be rank ordered.

--- **Field command.** Identify any Captains or Majors who should be considered for field command rotation to the Force Development Council. Nominees must be rank ordered.

#### -- For CMSgts, Lt Cols and Colonels (except Colonels and CMSgts assigned to key positions)

--- **Feedback.** FDT provides developmental feedback to all Airmen via the Development Plan (DP).

--- **Time-in-Position.** Review and identify Airman at the 3-5 year time-in-position (TIP) point. Review to evaluate the need for PCA, PCS, or force development electives.

--- **Lateral or Cross Functional Development.** Identify any Airman for functional development via lateral movement within the functional community or skill-pairing (cross-functional development). Coordinate these movements with affected Directors/2-digit equivalents within the FDT. Provide results to HR for execution.



## Force Development CONOPS



--- **SDE In-residence.** Identify any Lt Cols or Cols who should be considered for in-residence SDE to the Force Development Council. Nominees must be rank ordered.

--- **Joint PME / Experience.** Identify any Lt Cols or Cols who should be considered for Joint PME or experience to the Force Development Council. Nominees must be rank ordered.

--- **Field command.** Identify any Lt Cols or Cols who should be considered for field command rotation to the Force Development Council. Nominees must be rank ordered.

--- **“Developmental Assignment Vectors”.** Identify any Airman or who should be considered for “developmental assignment vectors.”

**Force Development Council (FDC) Membership and Procedures.** The FDC provides Statutory Tour Airman’s force development for current and future leaders of the ANG. The FDC will review all Airman forwarded by the FDTs. All proceedings will be held in a closed session. All statutory tour members being considered by the FDC will receive fair and impartial consideration. FDC will be free from any improper command or other influences in the performance of its duties or as a result of such performance. Panel members will not communicate with anyone outside the panel membership in reference to the panel proceedings. Individuals participating on the FDC will be administered an oath. The recorder will review all documents before the panel is convened for completeness

- **FDC Membership.**

-- **Members:** Deputy Director, ANG; ANGR/CC; 1AF/CC or Designated Rep; Director, Joint Staff or Designated Rep; NGB/CCM; the Director, Air National Guard may appoint up to three additional members to serve beyond the required membership.

-- **Advisor:** NGB/HR

- **FDC Procedures.**

-- Meets following the Force Development Teams (FDTs).

-- Reviews DPs for all Colonels and CMSgts. Reviews all recommendations for IDE/SDE in-residence or Congressional Fellowship, JPME/Experience, field command opportunities and Airman forwarded for a “developmental assignment vector”.



## Force Development CONOPS



-- Force Development is deliberate management of assignment experiences, combined with education and training opportunities to develop leaders. ***Therefore, each DP/Airman is reviewed to identify any of the following developmental vectors, if appropriate:***

--- ***Training recommendations:*** any formal or informal training that may be required or preferred based on AFSC or current position.

--- ***Assignment Experiences:*** Identify recommended assignments, or actual lateral assignment that is recommended for further development of Airman.

-- Key considerations for identifying developmental vectors:

--- Airman's career gates: Time-in-Position (TIP) (>3 years), Rank/Time-in-grade, Years of Service, TAFMS, MSD, etc.

--- Airman's prior assignments, training, and education.

--- Airman's developmental preferences and Director's/2-digits recommendations/assessment. Balance individual's desires, availability, and potential with institutional requirements.

--- Airman's development potential.

--- Remember that common to all career fields are development opportunities at the tactical, operational, and strategic levels. At the foundation, Airman will establish a solid grounding at the tactical level in a primary career field. *Some Airman will remain at the tactical level providing depth of expertise in a particular field. Other will progress into positions with increasing levels of responsibility and leadership opportunities at the operational and strategic levels. There is no "set path" to senior leadership.*

--- ***An Airman must comply with physical fitness requirements and have no ADCON issues for force development consideration.***

-- Review those forwarded by the FDT for a "development assignment vector".



## Force Development CONOPS



### FDC Deliverables.

- **Time-in-Position.** Review and identify Cols and CMSgts at the 3-5 year time-in-position (TIP) point. Review to evaluate the need for PCA, PCS, or force development electives.
- **“Development Assignment Vectors”.** Review all Airman identified by each FDT for possible developmental assignments. The FDC may select Airman for developmental assignments based on projected vacancies, career broadening, and needs of the ANG. Provide results to HR for execution.
- **Key Positions.** Review all Colonels and CMSgts for development or assignment to key positions.
- **Recommendations.** Provide recommendations for assignment vectors pertaining to Colonels and Chiefs, candidates for IDE/SDE in-residence, Congressional fellowships, JPME/Experience, and command opportunities to NGB/CF for final approval.
- **Notifications.** Notification communicating the force development decisions will be prepared by NGB/HR for each Director/2-digit to brief their affected members. Each member will be required to sign a statement to acknowledge notification of FD results. Normally, notifications will be provided to each individual within 60 days following the FD process.



## ATTACHMENT 5

### State Force Development Statutory Tour Program Responsibilities

#### Unit/State responsibilities:

- Review/identify candidates through the state force development process
- Obtain TAG endorsement for submission
- Submit nomination to NGB/HR
- Identify preferred tour start/end date (members may begin and end tours at any time during the CY year)
- Identify preferred assignment recommendation
- Retain recommendation for promotion
- Retain temporary execution rights to the resource previously encumbered by the member
- Retain approval authority for nomination to resident PME upon completion of assignment
- Ensure placement of member to previous status as applicable upon completion of assignment
- Sign Memorandum of Agreement outlining conditions of members assignment
- Identify replacement candidate

#### NGB responsibilities:

- Identify funded position of assignment for nominee
- Provide support for entrance to statutory tour to include publishing of orders
- Provide PCS funding to and from statutory tour assignment
- Complete all required evaluations during the period of assignment
- Provide support for return to state at established date of separation
- Provide funding for any TDY cost associated with performing statutory duties
  - o TDYs supporting state tasking/mission are not authorized during SFD ST
- Sign Memorandum of Agreement outlining conditions of members assignment

#### Member responsibilities:

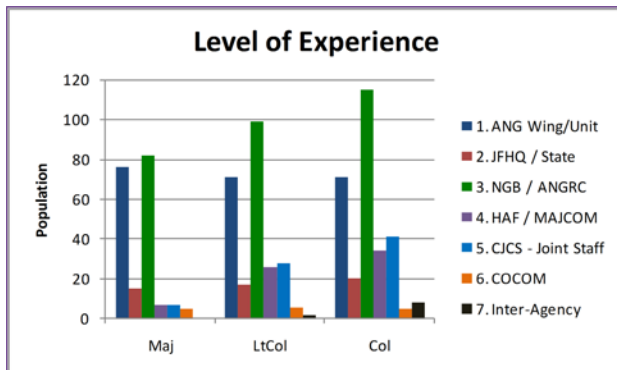
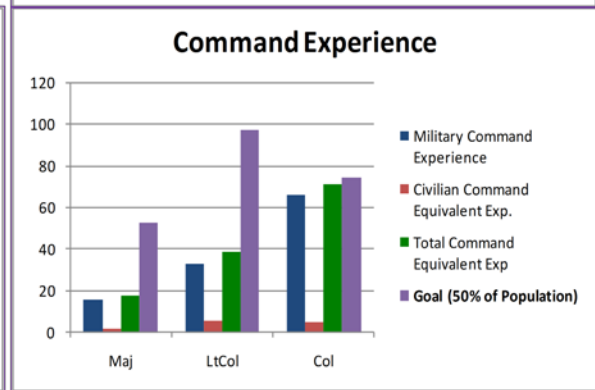
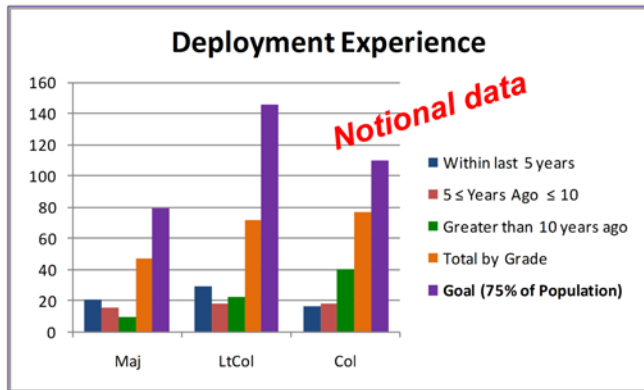
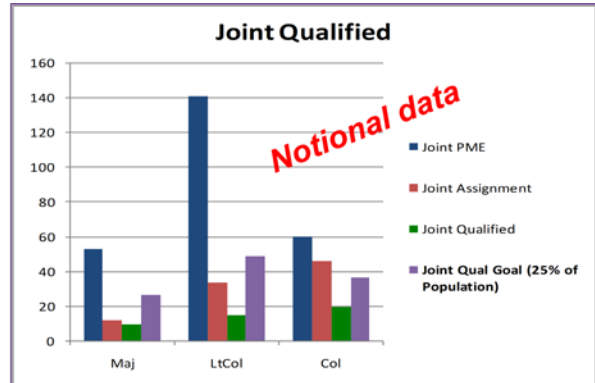
- Complete all necessary processing requirements as established by NGB/HR
- Meet all physical requirements for entrance into EAD
- Maintain qualification for worldwide duty upon return to state
- Prepare for return to state at the established date of separation
- Sign statement of understanding indicating they are subject to Uniform Code of Military Justice while assigned
- Member will receive BAH for location of assignment
- Sign Memorandum of Agreement outlining conditions of assignment



## ATTACHMENT 6 Proposed Force Development Metrics

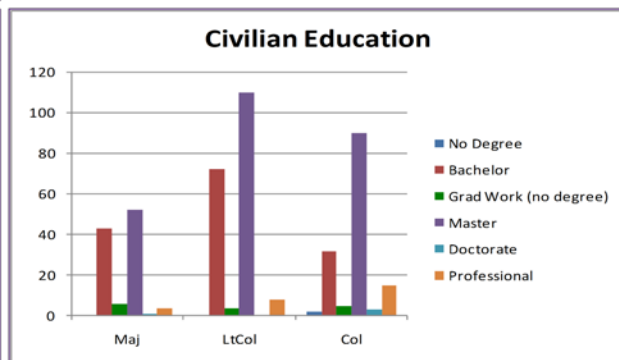
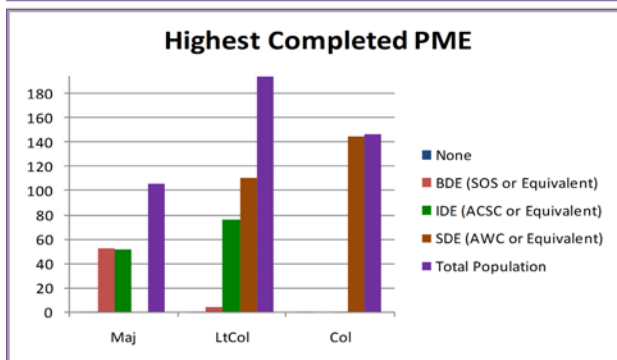
### Objective

Establish a corporate career development process to identify and qualify Guardsmen for senior leadership positions outside the State/Territory, and to leverage and broadly advertise existing opportunities for Force Development .



### Two Possible Tracks:

- TAG / State GO:
  - Combine 1, 2, and 3
- CNGB / DANG GO:
  - Combine 1, 3, 4, and 5 or 6



**\*\*Common criteria Commanders use when filling key positions**