INSPIRE AND DEVELOP MACH-21 AIRMEN

2018 AETC STRATEGIC PLAN

AIR EDUCATION & TRAINING COMMAND

RECRUIT, TRAIN, AND EDUCATE AIRMEN TO DELIVER 21st CENTURY AIRPOWER

My Fellow Airmen,

I am truly honored and excited for the opportunity to lead our Command at this auspicious moment in Air Force history. In the face of an increasingly complex security environment, and with a spiraling growth in technological innovations that is delivering to us as many challenges as it is opportunities, our senior leaders have rediscovered a basic principle of warfare; the ultimate weapon system lies in the collective minds of our Airmen. A warrior's ability to assimilate vast quantities of information, make meaning out of that input, act decisively, and almost simultaneously evaluate effects to influence subsequent action, constitutes the intellectual warfighting acumen that has prevailed in every age and in every challenge. Our leaders know this, and it is the enhancement of this "ultimate weapon system" that is at the heart of who we are and what we do.

To achieve success, we will make our Command as agile and responsive as our Airmen need to be. To do so, I am directing foundational changes in the way we think, organize, work, and collaborate with one another to achieve mission success for AETC and our Air Force.

We are turning from an internally focused production concept to a new intellectual paradigm where AETC is foundational to USAF readiness and lethality. We do not "produce graduates" by equipping them with skills and knowledge. We mold warriors, shaping their attitudes, honing their skills, sharpening their minds, and helping them reach their full potential as individuals who have pledged their lives in the support of our USAF and nation. Our responsibilities and concerns for their success do not end with their graduation any more than a parent's responsibilities and concerns end with their children's graduation from high school and first steps toward life outside the family home. We are lifetime wingmen to the Airmen we serve, always ascertaining their learning needs and desires and working continually to exceed their expectations. They deserve it; our Service and our nation need it; and only we can do it.

To support this new paradigm, I am refocusing our Headquarters on strategy and policy and empowering the NAFs to lead mission execution. This will bring execution decision-making closer to the front-lines where our Airmen are achieving success each and every day and allow our Headquarters to focus on broader force-development responsibilities, ensuring policy and strategy are aligned both within AETC and across the entire USAF developmental enterprise.

Although this organizational structure will maximize our effectiveness, it will also pull us in multiple directions simultaneously. In the past, synchronization of our diverse mission set was achieved in part through overlapping responsibilities. We simply do not have the resources to continue that approach. Consequently, as we maximize the effectiveness of our team to pursue

our incredible breadth of mission sets, it will become even more imperative that we share information with one another – good news, bad news ... it's just news! Get the word out – about successes, failures, challenges, requirements – as quickly as you can. Don't be afraid to ask for help. It's true that "information is power," but it is only power if it is shared. I want us to move toward transparency and an openness that is the envy of the Air Force. That means we have to build trust with one another which, in turn, means we must know one another. Get out from behind your desks and meet the people who you support and support you. Visit the units where the Airmen you develop are serving. Visit other AETC units to see the incredible breadth of missions we support and the innovations we've enacted. I know this is hard for our front-line forces, so I encourage my leaders to bring their Airmen along to these exciting learning opportunities. We will create an organization where teamwork, sharing and collaboration exist at every level of every organization, across the entire Command. In this way, we will transform AETC to become more effective, more efficient, and more agile than ever before.

Such a transformation will not end here at AETC. Through our combined efforts, we are going to transform the entire USAF learning enterprise and through that, our entire Air Force. Together, we will deliver and track learning opportunities throughout Airmen's careers. We will manage, support and track force-development efforts underway across the USAF with an eye toward maximizing force agility and lethality, learning effectiveness and efficiency, and all with teamwork and collaboration as watchwords for our success.

As we move ahead toward this bright future, I ask that you be bold, take risks, and embrace change. If you see an opportunity for improvement – make the change. If you cannot achieve success on your own – ask for help. If you see a potential innovation, share it with others. Elevate your ideas to get the help and resources you need. Rely on your commanders! If you need even more help, don't hesitate to call on me. I'm proud to be on your team too!

Lastly, remember while we help the Air Force learn we must remember that learning starts with us. Make time to learn something new every day. Teach your fellow Airmen as well. We must continue to grow and learn – individually and organizationally – as we become the Air Force's premiere 21st Century learning organization!

Airpower starts here!

Steven L. Kwast,
Lt. Gen., USAF
Commander

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PURPOSE

The purpose of this plan is to guide Command decisions toward a shared vision and end state that benefits every Airman individually and the entire Air Force holistically. AETC must change its focus from simple compliance to a game-changing focus on innovation, and from input measures to outcomes. This strategic plan is designed to enable decisions to be made at the lowest possible echelon. Additionally, this plan aligns the Command's decisions to leverage advantages of the AETC/CC's new role as the USAF's Force Development (FD) Commander.

STRATEGIC APPROACH

This plan follows a vision → end state → strategic goals model. The vision provides an aspirational future for AETC. The end state defines the conditions necessary to realize this vision. The strategic goals define how the Command will achieve its desired end state. This guidance ensures AETC's Numbered Air Forces (NAF) and NAF-equivalents will achieve unity of action and facilitate synchronization and integration of activities throughout the Command. The guidance is intentionally broad to maximize commanders' autonomy in executing their missions. Additionally, the objectives listed in Table 1 are subordinate to the goals. Each objective will have a lead assigned, but the entire Command is integral to their success.

EXECUTION

HQ AETC, in coordination with 2 AF, 19 AF, 59 MDW, Air University (AU) and Air Force Recruiting Service (AFRS), will publish Mission Directives that codify the missions, roles, responsibilities, and relationships of the AETC NAFs/equivalents.

Using this strategic plan and their respective mission directives as starting points, each AETC NAF/equivalent, 59 MDW and HQ AETC staff will publish an Operations Plan (OPLAN) detailing the actions they will take during the next three years (2018-2020) to achieve the vision, end state, and strategic goals defined in this document.

HQ AETC will analyze subordinate unit OPLANs to identify common or complementary tasks. Additionally, HQ AETC will ensure AETC/CC critical information requirements (CCIR) and strategic measures are identified and tracked. Upon completion of this analysis, HQ AETC will publish an AETC Operations Order (OPORD) to capture this information, present an integrated and aligned set of actions, and define relationships among AETC organizations.

EMERGING TECHNOLOGIES

Technology is changing the way we live and learn, opening exceptional opportunities for those of us committed to force development. We must keep pace to bring these innovations to our Air Force and its Airmen. To achieve success in this area, we will design, manage and sustain a force development infrastructure that leverages emergent technology where and when appropriate to include: abundant computing devices, flexible classroom designs, innovative visual displays, games and simulations, collaborative tools, and mechanisms that both assess and track Airmen's learning efforts. We must also exploit the incredible innovations in artificial intelligence (AI), virtual reality (VR) and augmented reality (AR). For instance, AI is being leveraged to create intelligent tutors. The software operates in the background of a learning experience, sensing the individual's strengths and weaknesses and presenting materials accordingly. This approach allows learners to progress at their own rates even as they demonstrate measurable mastery in each new topic area presented.

GAMES AND SIMULATIONS

We must be agile and flexible in the face of emerging global threats. Whether it's in contested or uncontested environments or in training simulators, realistic training environments are vital to our future force. Simulation technologies such as image generation, visualization and interoperability must keep pace with operational training demands to maximize mission readiness.

EXPERIENTIAL LEARNING

Airmen will have dramatically expanded learning opportunities available to them – any time, any place and on any device. To enable this paradigm, AETC organizations will move to cloud-based systems that support cross-domain and multi-system learning. Schoolhouses will provide more opportunities for students to obtain "real-world skills" that are current and relevant. Additionally, in-unit collaborative projects will be established as post-course requirements for hands-on experience and observations which ensure learned skills are reinforced.

BIG-DATA ANALYTICS

The most dramatic factor shaping the future of force development is big-data analytics. As we have transitioned from analog to digital data storage, the volume and variety of data has grown exponentially. Through big-data analytic capabilities, AETC will finally be able to extract value and meaning from these enormous data sets. Big data analytics provide a targeted approach that empowers decision making based on predictive algorithms for accession, certification, attrition and future outcomes such as course-taking patterns. Armed with big-data analytics, AETC will embrace data-driven decision-making to ensure a successful transition to its Airmen-centric force development.

"As we head into the future, here is your battle cry First Command Airmen: I want you to teach Airmen to be humble, noble, courageous and compassionate. Airmen who can outthink, outlearn and out innovate any adversary on planet earth."

-Lt. Gen. Steven Kwast
Commander, Air Education and Training Command

VISION: Inspire & Develop MACH-21 Airmen

AETC will revolutionize its force development paradigm to meet the needs of a more challenging and dynamic national security environment. We will identify and employ opportunities presented by innovation proactively and collaboratively so the Command remains aware of the opportunities.

MISSION: Recruit, Train & Educate Airmen to Deliver 21st Century Airpower

END STATE

1. An integrated network of recruiters, trainers, educators and stakeholders that are focused on revolutionizing force development so our Airmen remain the world's most dominant warfighters.

2. A command full of learning experts who collaborate with operational units and individual Airmen to maximize their institutional and lifelong learning needs.

3. An agile and flexible force development construct that exists to monitor and adjust Airmen's knowledge and skills to fulfill current and future USAF requirements.

STRATEGIC GOALS

The following Strategic Goals are mid-term (2-5 years) efforts necessary to achieve the AETC vision and end state. The combined effect of these goals allow AETC to reach its desired end state.

1. Implement a competency-based construct that quantifies and captures learning from education, training and experience, and is the force development foundation.

2. Capture, validate and analyze force development data to guide and inform Continuum of Learning (CoL) and resource decisions.

3. Grow the human and technological capacity needed to support, enhance and accelerate force development across the Total Force.

These three Strategic goals are mutually supportive. The new Air Force Learning Services Ecosystem (AFLSE) coupled with the Competency-Based Learning (CBL) construct will have positive ramifications across AETC's mission set and across the entire USAF. The tools we bring to our enhanced flying and technical training will enhance what we do in education as the lessons in learning science are applicable across our mission sets. These innovations will be valuable in alerting US citizens to the opportunities and capabilities that exist within the USAF, thus better connecting the Air Force to the citizenry.

Table 1: These Strategic Goals and Objectives will be used to create OPLANs. Each Objective will have a lead assigned, but all NAFs/equivalents, 59 MDW and HQ AETC staff will have a role in their accomplishment:

Strategic Goals	Objectives
1. Implement a competency-based construct that quantifies and captures learning from education, training and experience, and is the force development foundation.	1.1. Develop and assess institutional competencies
	1.2 Aid Career Field Managers to develop and assess occupational competencies
	1.3. Identify and track Developmental Special Experiences (DSE)
	1.4. Develop and field the Airman's Learning Record (ALR)
2. Capture, validate and analyze force development data to guide and inform Continuum of Learning and resource decisions.	2.1. Partner with MAJCOMs/functionals to determine FD requirements
	2.2. Ensure FD efforts are tied directly to USAF Strategy
	2.3. Identify readiness shortfalls and solutions
	2.4. Identify FD gaps, overlaps and solutions
3. Grow the human and technological capacity needed to support, enhance and accelerate force development across the Total Force.	3.1. Develop and field the Air Force Learning Services Ecosystem
	3.2. Improve facilitator excellence and empower personal learning networks
	3.3. Redesign recruiting model based on a networked approach

The CBL construct underpins the entire redesigned Continuum of Learning– training, education and experience. It will have the added effect of aiding our recruiters in finding the right talent to meet current and future USAF needs. The CBL will allow new Airmen with mastery in specific competencies to advance more quickly through their development and shorten the time and reduce the resources required to accelerate them into their operational units. In addition, AETC is constructing a catalog of Developmental Special Experiences (DSE) that will provide immersive, experiential opportunities to enhance the speed and depth of learning.

The Airman's Learning Record (ALR) is a comprehensive record of all learning achieved during the course of an Airman's life. The ALR will provide a "one-stop-shop" to record all of an Airman's developmental endeavors and will serve as a vital tool in helping leaders understand exactly what Airmen know and can do. Additionally, data analysis from the ALR will enable the FD/CC to plan force development investments, share effective innovations, address developmental needs, and report force readiness to senior leaders. Through these efforts, the FD/CC will support decision-making that maximizes agility, effectiveness and lethality. This will help to detect gaps, redundancies, and forecast future requirements. Additionally, the FD/CC will partner with MAJCOMs/functionals to identify, validate and develop the USAF's institutional competencies.

We will leverage technologies that improve the effectiveness of learning opportunities while satisfying Airmen's specific needs. This will accelerate learning, both holistically for all Airmen and for individuals, allowing Airmen to master content as quickly as they can. Lastly, AETC will transform recruiting from a store-front approach to a networked recruiting construct. We will be able to match new Airmen with developmental opportunities before entering their accessions program, allowing them to begin their development earlier than ever before.

Leads: AFRS/CC, AU/CC, 2 AF/CC, 19 AF/CC, 59 MDW/CC and HQ AETC/DS

Tasks:

Completion Date	Task	Evaluative Mechanism
30 Mar 18	Construct a mission directive and OPLAN detailing the actions to achieve the vision, end state, strategic goals, and objectives.	Deliver completed mission directive and OPLAN to AETC/CC for evaluation and feedback. Be prepared to assist AETC/CC in briefing strategy to CORONA.
30 Apr 18	Devise and employ effective metrics to ensure mission success.	Provide AETC with metrics and establish reporting schedule.
1 Oct 18	Begin implementing new concepts force-wide using transformational OPLAN milestones and new metrics.	Provide bi-annual progress reports to AETC Corporate Structure in the following order: HQ AETC staff, AU, AFRS, 59 MDW, 2 AF & 19 AF.
30 Sep 20	Complete redesign.	Provide summary report to AETC/CC. Be prepared to assist AETC/CC in briefing strategy to CORONA.

"We teach the next generation of Airmen how to learn more rapidly than their adversaries. We teach them how to innovate more broadly … and we teach them how to network and build trust with others. This is the great promise of this command. This is why it is the First Command. This is why we are the most powerful guardians of our constitution."

-Lt. Gen. Steven Kwast
Commander, Air Education and Training Command

AFLSE   Air Force Learning Services Ecosystem provides the core learning services (e.g., content development/delivery, student management, evaluation/testing, advanced analytics, and the ALR) that are the technological foundation of the USAF Continuum of Learning. The AFLSE's cloud-based learning services are readily available to every Airman and unit, helping them create, share, and learn more effectively and more collaboratively.

ALR   Airman's Learning Record is a system capable of tracking and reporting on Airmen's individual learning efforts/achievements to enable leaders to grasp the specific skills and abilities of Airmen and progress in individual learning journeys, thus facilitating better human capital management.

CBL   Competency-Based Learning refers to systems of instruction, assessment, recording and reporting that are based on learners demonstrating the knowledge and skills they have mastered.

CoL   The Continuum of Learning, according to *Air Force Doctrine Annex 1-1, Force Development,* is a career-long process of individual development where challenging experiences are combined with education and training to produce Airmen who possess the tactical expertise, operational competence, and strategic vision to lead and execute the full spectrum of Air Force missions.

DSE   Developmental Special Experiences are immersive competency-based learning activities outside the scope of Air Force formal training that have been validated as a potential means for Airmen to obtain specific institutional, occupational, or joint competencies.

FD   Force Development**,** according to *Air Force Doctrine Annex 1-1, Force Development*, it is the deliberate process of preparing Airmen through the Continuum of Learning with the required competencies to meet the challenges of current and future operating environments.

Governance   Process to establish accountability for strategic performance and decision making.

Institutional Competencies   According to *Air Force Doctrine Annex 1-1, Force Development*, Institutional Competencies are measurable clusters of skills, knowledge, and abilities required of all Airmen and are needed to operate successfully in a constantly changing environment.

International Partners Non-US students and/or government officials involved in AETC programs.

NAF Numbered Air Force. Within AETC 2 AF and 19 AF are Numbered Air Forces; however, AFRS and AU are NAF equivalents.

Occupational Competencies According to *Air Force Doctrine Annex 1-1, Force Development*, Occupational Competencies support overarching institutional competencies and are associated with a particular function or career field; they are found in supporting directives for those functions and career fields.

Total Force The Total Force consists of Air Force officers, enlisted personnel, and civilians. It includes active, Guard, and Reserve Airmen.