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CFETP 21AX
PARTS I AND II
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21AX CFETP



AIRCRAFT MAINTENANCE OFFICER CAREER FIELD EDUCATION AND TRAINING PLAN

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PART I

Preface

1. The development of aircraft maintenance officers is executed through education, training, and experience and informed by Tactics, Techniques and Procedures (TTPs). As the character of warfare continues to evolve, aircraft maintainers must contend with significant fiscal constraints, outdated equipment, manning shortfalls, and an increasingly uncertain geopolitical atmosphere. Despite a changing global environment, Maintainers will continue to develop and lead Airmen to fight our nation's wars.
2. Aircraft maintenance officers are Airmen first and logisticians/maintainers always. As such, maintainers must embody the Air Force core values, and the enterprise must develop maintenance officers who exemplify the qualities and capabilities necessary to lead in the multi-domain fight. To help maintenance officers gain the skills and competencies needed to become agile and innovative leaders, this Career Field Education and Training Plan (CFETP) introduces a new competency based force development model to ensure maintenance officers are ready to lead our Airmen and capable of sustaining the Air Force's power projection platforms. All officers should use the 21A Occupational Competency Model (OCM), along with their supervisors, mentors, and commanders to evaluate proficiency throughout their careers and guide force development.
3. As of 1 December 2021 all 21As are required to convert to competency-based training and previous tasks may be archived in the Training Business Area (TBA). Officers who have previously upgraded to 21A3 are "grandfathered" to the basic level in all competencies. Supervisors/commanders must assess each officer to determine if they meet intermediate or higher levels based on the observable behaviors for each competency. Maintenance badges previously earned will be retained.

Section A – CFETP Overview, Uses and Responsibilities

1. **The Career Field Education and Training Plan.** The CFETP consists of two parts, including links, which are used to plan, manage, and shape education and training within the 21A career field.
 - 1.1. **Part I Overview.** Part I is divided in four sections. Section A outlines what the CFETP is, how it should be used, and responsibilities. Section B provides a career field description. Section C introduces the concept of Competency Based Learning, explains the 21A Occupational Competency Model and the proficiency levels desired through different stages in each officer's career. Section D outlines maintenance officer career progression and the earning and wearing of the occupational badges.

1.2. Part II Overview. Part II consists of four sections. Part A provides information on skill certification and maintenance badge heraldry. Part B discusses AFLOS, TTPs and introduces the 21A Course Matrix that breaks out the courses associated with the competencies and level of proficiency. It also provides a quick listing of courses by rank and position to compliment the 21A Course Matrix. Section C discusses officer professional development, developmental education, graduate education, and certifications. Section D provides information on supervising maintenance officers, to include the commander's involvement, competency assessment and documentation, officer evaluation and promotion systems, and awards. Section E provides an acronym list for reference.

2. Using the CFETP. The CFETP is a tool to provide guidance for the 21A career field to ensure continuity of training and competency throughout an officers' career. The CFETP provides a starting point for each officer to understand the competencies expected of them as they progress through their career, and a roadmap with tools they can use to achieve their highest potential. It is incumbent upon the individual to own their career progression and seek feedback.

2.1. Individual: Individuals will actively seek out opportunities to learn, develop, and refine core competencies throughout their career. The challenge of becoming a better aircraft maintenance officer does not end with the award of the maintenance badge, but is a career long pursuit to advance from basic through expert proficiency in the core competencies.

2.2. Supervisor/Director of Operations: Supervisors and Director of Operations (or equivalent) will ensure officers in training understand the fundamentals of each CFETP competency and guide them through the progression of their training and education. Recommend reviewing training status with trainees during formal feedback intervals (initial, midterm, annual) with frequent informal feedback on their progress and recommendations for improvement.

2.3. Squadron Commander: Squadron Commanders, or equivalent, are responsible for ensuring their assigned officers understand the purpose and intent of the occupational competency training model. Through deliberate mentorship and feedback, both formal and informal, they will ensure the officers in their squadron are progressing in the occupational competencies. Commanders will ensure training is properly documented in the Training Business Area (TBA) or equivalent system of record. Squadron Commanders (or next higher authority) will certify officer progression by signing the AF Form 2096 and awarding the basic and senior certifications.

2.4. Group Commander: Group Commanders, or equivalent, will establish a group training program to ensure the progression of all officers from O-1 through O-6. They are responsible for officer development across the group. Notify MAJCOMs of formal training shortfalls to ensure timely correction and redirection of formal training emphasis. Group Commanders (or next higher authority) will certify officer progression by signing the AF Form 2096 and awarding the master certification.

3. Coordination and Approval. The CFETP is approved and maintained by the Air Force Career Field Manager in accordance with DAFI 36-2670, “Air Force Training Program.” Coordinate changes through respective MAJCOM Development Team (DT) Chair to the Air Force Career Field Manager (CFM), HQ USAF/A4LM.

Section B – Career Field Description

1. The Aircraft Maintenance Officer Career Field. The Aircraft Maintenance specialty (AFSC 21AX), as defined by the Air Force Officer Classification Directory, leads, trains, and equips personnel supporting aerospace equipment sustainment and operations. Manages maintenance and modification of aircraft and associated equipment. Administers aircraft maintenance programs and resources. Directs aircraft maintenance production, staff activity, and related material programs. Assess unit capability and advises senior leadership.

2. For current AFSC description and information on officer professional development, access the [AF Officer Classification Directory](#) myPers page. The AFOCD takes precedence when information differs from this CFETP.

Section C – Competency Model & Proficiency Levels

1. Competency Based Learning

1.1. The Air Force defines competency as an observable, measurable pattern of behaviors, knowledge, skills, abilities and other characteristics needed to perform successfully on the job. Competency based learning is focused on the learner and includes multiple methods of training and self-paced activities. This model puts the responsibility on the learner to promote individual ownership of their education.

1.2. The method enables aircraft maintenance officers to grow and develop through on-the-job training, formal courses, online training, certifications, and other learning opportunities. Officers must be active in their quest to master each competency and be able to demonstrate individual mastery of each competency, through each proficiency level. Each officer joins the community with different skills and backgrounds. The segregated and self-paced nature of competency-based learning allows each person to build on those skills and adapt beyond the on-the-job training to augment and enhance each competency with their preferred learning style.

1.3. Competencies are not meant to be initial skills acquisition, but rather a career long pursuit of becoming better aircraft maintenance officers in each of our competencies. There is no one path to success; therefore, we utilize occupational competencies to guide individual development.

1.4. Competencies should not be confused with skills. A skill is the ability to do something, while a competency may require the use of multiple skills together. A competency is the ability to apply, transfer and combine knowledge, skills and abilities in different situations and environments to carry out required activities at the desired quality level.

1.5. For competency-based learning to be effective, each learner must demonstrate each competency. This can be evaluated through different methods. While observation and interaction are preferred, there may be other methods that are more effective for the supervisor/trainer which can be developed. Because competencies are developed from the traits of successful maintainers, mastering each one allows the career field to adjust with changing organizational structures and presentation of forces.

2. 21A Occupational Competency Model

2.1. AFPD 36-26, Total Force Development and Management, states occupational competencies are a set of competencies required of all Airmen within a specific workforce category. They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to perform that function's mission successfully.

2.2. To define the competencies valued by the Aircraft Maintenance career field, a study was conducted with HQ AETC/A3JO and subject matter experts from each Major Command to develop the 21A Occupational Competency Model (OCM). The model was validated through field surveys of O-1s through O-5s, with final validation from the career field O-6s. These competencies then shaped the curriculum for initial technical training at the Air Force Logistics Officer School (AFLOS) and is the basis for our Career Field Education and Training Plan (CFETP). More information on the study can be found in the 21A Occupational Competency Report on the [21A myPers](#) page.

2.3. Five competencies define the 21A career field. Each competency is further broken down into sub-competencies (see 21A OCM below) that refine the skills required for an aircraft maintenance officer. While each commander and supervisor may have their own process for evaluating and determining that the officers under them have achieved the desired level of expertise in each competency, observable behaviors for each sub-competency at each level of proficiency have been provided in the 21A Course Matrix and as a separated document titled 21A OCM Rubric, both located on the [21A myPers](#) page.

21A Occupational Competency Model (OCM)		
Competency	Sub-Competency	Sub-Competency Description
Leadership	Leading People	Influencing personnel to meet or exceed mission requirements
	Process Mgmt	Oversight and integration of process across functions and organizations to execute mission requirements
	Organizational Improvement	Leading the unit to the next level of success
	Training	Preparing and posturing the current and future mission to meet the AF mission parameters
Communication	Communication	Clearly and effectively articulates, presents, and promotes ideas/challenges/issues within wide range audience
Institutional Structural Organization	Institutional Structural Organization	Support Air Force organization, Total Force Integration, and Joint Functions
Mission Execution	Mission Generation	Preparing for and executing the unit's primary mission
	Safety and Risk Mgmt	Appropriately assesses and manages operational risks
	Combat Support/Combat Service Support	Activities and influences to ensure operations management
	Scheduling	Organizing time-base activities to achieve the unit's mission
	Planning	Creating future state standards and expectations for mission execution
	Quality Assurance	Assess and influence the standard of mission practices
	Data Analysis	Utilization of data to improve operations and decision making
Resource Management	Programs	Organizational functions that provide structure, control, and guidance
	Life Cycle Mgmt	Directed-funded effort that provides a new, improved, or continuing material weapon or information system; or service capability in response to an approved need
	Equipment Mgmt	Effective oversight of the unit's physical assets
	Budget	Allocating resources and funding to build credible/defensible/executable budget contributes to the cost effective mission execution; effective oversight of the unit's financial assets

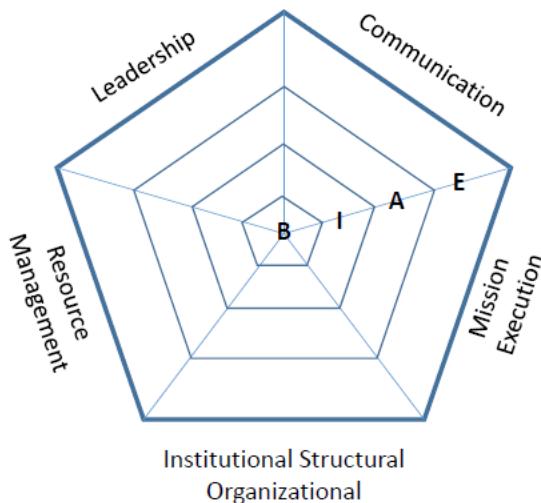
2.4. Competency Proficiency Levels. 21A subject matter experts defined the sub-competencies and determined the behaviors for the four proficiency levels: Basic, Intermediate, Advanced, and Expert. The observable behaviors for each competency/sub-competency can be found in the 21A Course Matrix and in the 21A OCM Rubric on the [21A myPers](#) page. The rank and timelines for each level are estimated windows, not prescriptive.

Basic – Defined by showing proficiency within their assigned area of responsibility. Their reach of influence is at the individual and the flight or unit level. Able to operate within the defined bounds of their workplace and demonstrate sustained application of competency over time. Second/First Lieutenants with 0 to 4 years time in maintenance.

Intermediate – Defined by increased influence at the squadron and group or equivalent levels. Able to operate outside of the bounds of their immediate work center with cross functional teams to integrate their area of concern with the larger mission. Demonstrate sustained application of competency over time and in a variety of situations to include those without established procedures. Captains with 4 to 7 years time in maintenance.

Advanced – Defined by influence at the group and wing or equivalent levels. Able to operate without established procedures and integrate operations with organizational strategies. Demonstrate sustained application of competencies over time in complex situations. Majors with over 10 years time in maintenance.

Expert – Defined by influence at Major Command and Headquarters Air Force levels. Able to operate in environments that require development of innovative procedures. Formulates strategy for execution at MAJCOM and HAF levels. Lieutenant Colonels and Colonels.



Section D – Career Progression

1. Maintenance Officer Career Progression. Department of the Air Force Instruction 21-101, “Aircraft and Equipment Maintenance Management” outlines and defines the roles and responsibilities assigned to each flight and position within a typical maintenance group. The current version of DAFI 21-101 can be found on the [Air Force E-Publishing](#) website.

1.1. Career Development Brief (CDB). Generated by our functional community leaders and coordinated with each MAJCOM, the CDB provides the most current information for officer career development and planning. It serves as a reference to educate mentors, hiring authorities, and promotion boards about the career field and what it values. It includes typical career milestones, developmental guidance, and career broadening expectations. The current CDB can be found on the [Officer Career Development Briefs](#) page on myPers.

1.2. Prior to Major. 21As are expected to develop Basic Level, achieve at least Intermediate Level, and begin progress toward Advanced Level of proficiency in the 21A competencies. They must expand upon their basic leadership and professional skills while increasing their tactical competence over the course of 2-3 wing-level assignments as Flight Commanders/Assistant AMU OIC, AMU OIC, and Director of Operations (or equivalents) and become a fully qualified 21A3. They are expected to develop and exhibit sound leadership, judgement, critical thinking, conflict management, and analytical skills through increasingly complex spans of control and responsibility. 21A CGOs will often lead large organizations of upwards of 200-400 personnel. Career broadening typically occurs prior to Major and these opportunities are highly valued within the community. 21As will often spend one assignment out of their core AFSC before Major.

1.3. Prior to Lieutenant Colonel. 21As are expected to achieve at least Advanced Level of proficiency in the 21A competencies prior to Lieutenant Colonel. They must demonstrate strong leadership, operational and strategic competence, strong planning and communication skills, and show sustained superior performance as Director of Operations (or equivalent) and Squadron Commanders.

1.4. Prior to Colonel. 21As are expected to progress from Advanced Level toward Expert Level of proficiency in the 21A competencies prior to Lieutenant Colonel. They must effectively lead organizations and think strategically, while applying significant tactical depth, as Squadron Commanders and Deputy Group Commanders or equivalent, as well as in Wing Staff, sustainment enterprise, and headquarters roles (i.e. Air Logistics Complex, NAF, MAJCOM, and Air Staff). Squadron command at least once at the FGO level is typical and many will command multiple times. Prior to O-6, 21As should have completed at least one short tour or deployment. Career progression should enable officers to become strong Maintenance Group Commanders, or equivalent, who will also produce results at the wing, MAJCOM, and Air Force level. 21As will typically spend two assignments out of their core AFSC before Colonel.

1.5. Career Broadening Expectations. Selective programs for 21As include the Logistics Career Broadening Program (LCBP), Base Level Broadening Program (BLBP), Education with Industry (EWI), Acquisition and Logistics Experience Exchange Tour (ALEET), Advanced Maintenance and Munitions Operations School (AMMOS), and AFIT advanced academic degree programs. Formal instructor or recruiting special duty are valued assignments for personal development and enterprise perspective – usually after four commissioned years of service. Officers are encouraged to seek these broadening and leadership development opportunities outside of their core AFSC.

PART III

Section A – Skill Certification & Badge Heraldry

1. 21AX Skill Certification

1.1. Basic Certification. The Air Force Officer Classification Directory (AFOCD) requires a minimum of 24 months assigned to a 21A position for basic upgrade to 21A3. Additionally, the following criteria is required:

- Achievement of Basic Level of proficiency in the 21A competencies
- Complete Aircraft Maintenance Officer Course or equivalent. Note: Maintenance occupational badge is awarded upon completion of AMOC

1.2. Senior Certification. Officers become eligible for Senior Certification upgrade after completion of 6-8 years of 21A experience, at the discretion of the Squadron Commander, provided the following criteria is accomplished:

- Achievement of Intermediate Level of proficiency in the 21A competencies
- Complete Maintenance Officer Intermediate Course
- Accomplishment of key 21A positions:
 - Successful completion of 12 months as an AMU OIC or equivalent, Note: some Flight Commander positions of complex flights may satisfy this requirement, contingent on MXG/CC approval
 - Successful completion of 12 months as a maintenance Director of Operations or equivalent
 - If a full 12 months of AMU OIC or equivalent, or DO or equivalent time is not possible, the MXG/CC or equivalent may waive the requirement at their discretion to facilitate certification by the SQ/CC

1.3. Master Certification. Officers become eligible for the Master Certification after 10-12 years of coded 21A experience, at the discretion of the Group Commander or equivalent, provided the following criteria is accomplished:

- Achievement of Advanced Level of proficiency in the 21A competencies
- Successful completion of a squadron command tour (note: waiver option for ARC at AFRC and NGB 21A CFM level)

1.4. Prior-Enlisted Maintenance Officers. In accordance with DAFI 36-2903, “Dress and Appearance,” prior-enlisted officers who held senior/master maintenance badges may continue to wear awarded badges. However, these officers are required to meet all CFETP training requirements for maintenance officer career progression.

2. Maintenance Badge Heraldry. The design of the falcon is a replica of the maintenance falcon located at the National Cathedral in Washington D.C. The falcon symbolizes the airborne strength of the Air Force made possible by maintainers. In its talons, the falcon is holding a bomb and a generic 21st century aircraft. They are crossed to show the interrelationship of the career fields. The aircraft is symbolic of all aircraft maintained by the personnel who wear the badge. The bomb symbolizes the primary mission of the Air Force maintainer to make sure they put the bombs on target. The field is without obstruction and depicts a free sky. The olive wreath surrounding the badge, symbolizes the peace which we defend through professional maintenance.



2.1. Basic Badge. Awarded upon successful entry into the career field at the completion of the Aircraft Maintenance Officer Course (AMOC)



2.2. Senior Badge. Adds a star to the top of the badge (see Senior Certification eligibility criteria in Part II, Section A)



2.3. Master Badge. Indicates the final step in the occupational series and adds a wreath around the star (see Master Certification eligibility criteria in Part II, Section A)

Section B – Training and Education Courses for Development

1. Air Force Logistics Officer School (AFLOS). AFLOS at Sheppard AFB, Texas provides competency-based, student-centered training and education for officers. The Aircraft Maintenance Officer Course (AMOC) is the basic maintenance badge awarding course and develops competencies at the basic level. The Maintenance Officer Intermediate Course (MOIC) develops competencies at the intermediate level. MOIC provides training targeted to prepare officers for AMU OIC and recommend sending 1st Lieutenants with three years commissioned time in service. Current information on the Logistics Officer Orientation Program (LOOP) prerequisite to AMOC, additional courses, and AFLOS contact info can be found on the [AFLOS myPers](#) page.

2. Tactics Techniques and Procedures (TTP). The TTPs are a great source for lessons learned, training materials, successful and unsuccessful practices, topics for further exploration, and a good place to look for guidance when faced with new situations or jobs. This can help with developing proficiency in many different competencies. The latest version of the Aircraft Maintenance TTPs

can be found on the [Air Force Combat Support TTP Repository](#) website, in the AFTTP Library.

3. 21A Course Matrix. The 21A Course Matrix is a user-friendly matrix of courses available to all 21As from a variety of sources to include AFIT, DAU, AETC, etc. The Course Matrix is organized by proficiency level and competencies. Each of the courses available is broken down and evaluated for applicability to each core competency and sub competency and to what level of proficiency it best complements. Additionally, the courses are weighted by the number of competencies they address and also indicate whether they contribute to the Professional Maintenance Certification Program (PMxCP). While no single course will provide an officer a full measure of comprehension in a core competency, each class is able to enhance understanding. Combined with supervisory feedback, officers should identify which competencies they need to develop and choose courses that will aid in personal development. The 21A Course Matrix is located on the [21A myPers](#) page.

4. Course Quick Reference. The below quick listing identifies courses at each level of expertise in line with the occupational competencies. This is not all encompassing, but does provide a roadmap of the courses to complement the 21A Course Matrix and unit training plans.

Recommended Courses for Lieutenants		
Course #	Course Name	Source
*ACQ 1010	Fundamentals of Systems Acquisition Management	DAU
*CLE 004	Intro to Lean Enterprise Concepts	DAU
*CLE 008	Six Sigma: Concepts and Processes	DAU
DAS 101	Intro to Data Analytics	AFIT
*FPM 101	Fundamentals of Project Management	AFIT
*LOG 099	Fundamentals of Logistics	AFIT
*LOG 051	Intro to Supply Chain Management	AFIT
LOG 199	Intro to Logistics	AFIT
WKSP 680	Theory of Constraints Fundamentals	AFIT
WKSP 684	Generational Communication	AFIT

* Denotes course towards PMxCP certification. Refer to 21A Course Matrix on [21A myPers page](#) for additional information.

Recommended Courses for Captain through Major		
Course #	Course Name	Source
21X 302	Budgeting Basics for Logisticians	AFIT
21X 310	AF Weapons System Sustainment	AFIT
21X 311	Depot Maintenance Operations	AFIT
21X 324	Deployment Planning	AFIT
*CLE 007	Lean 6 Sigma for Manufacturing	DAU
DAS 201	Fundamentals of Data Analytics	AFIT
IPM 301	Intermediate Project Management Skills Course	AFIT
*LOG 209	Concepts of Industrial Maintenance Management	AFIT
LOG 299	Combat Logistics	AFIT

SYS 108	Dynamic Teaming	AFIT
WKSP 729	Theory of Constraints 201	AFIT

* Denotes course towards PMxCP certification. Refer to 21A Course Matrix on [21A myPers page](#) for additional information.

Recommended Courses for Lt Col Through Colonel

14+ Years as 21A

In line with ADVANCED and EXPERT core competencies

Course #	Course Name	Source
21X 301	Staff Level Logistics Planning	AFIT
21X 330	Topics in Production Excellence: Leading Systematically	AFIT
DAS 460	Enhancing a Data Analytics Culture	AFIT
LOG 238	Critical Chain Project Management Foundational Concepts	AFIT
LOG 262	Applied Maintenance and Logistics Management Concepts	AFIT
LOG 309	Concepts of Industrial Operations Management	AFIT
LOG 399	Strategic Logistics Management	AFIT
LOG 420	Enterprise Logistics Course	AFIT
JLC	Army Joint Logistics Courses	Army Logistics Univ

Recommended Courses Prior to Squadron Command

10+ Years as 21A

Course #	Course Name	Source
Mandatory	21A/M Squadron Command Seminar	HAF A4LM
Mandatory	AFPC Pre-Command Course	AFPC
Mandatory	MAJCOM Squadron Command Orientation	MAJCOM
Mandatory	Leader Development Course (LDC) for Squadron Command	Air University
WKSP 660	Achieving Organizational Alignment	AFIT

Recommended Courses Prior to Deputy Group Command

15+ Years as 21A

Course #	Course Name	Source
GSCEDP	Global Supply Chain Executive Development Program (UT)	HAF A4LM
LOG 420	Enterprise Logistics Course	AFIT
SYS 106	Opportunities within a Multi-Generational Workplace	AFIT
SYS 108	Dynamic Teaming	AFIT
WKSP 660	Achieving Organizational Alignment	AFIT
WKSP 672	Data Analytics Tools and Techniques	AFIT
WKSP 684	Generational Communication	AFIT
WKSP 729	Theory of Constraints 201	AFIT

Section C – Professional Development and Certifications

1. Officer Professional Development (OPD). OPD continues throughout our careers and consists of developmental education, graduate education, occupational continuing education and professional certificates, as well as less formal engagement with supervisors and mentors. Officers have ultimate responsibility for their development and education; aggressively pursuing excellence requires a lifelong dedication towards developing our skillsets and knowledge, which, when

coupled with experience yields ever increasing performance and results.

1.1. Avolve. The Avolve Aircraft Maintenance Hub is a collaborative learning environment where you can find and share training and development documents and videos. Avolve uses algorithms like YouTube and Netflix to make it easy to connect, discover, and contribute. It also has a Google search like function that will search across other hubs to find the most relevant content.

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

2.1. 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 consideration. Talk with your supervisor or commander about the current IDE and SDE selection process for your organization.

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

2.3. For more information on DE, go to myPers, Officer, Force Development, [Officer Developmental Education and Special Programs](#) page.

3. Graduate Education. Each year, there are a number of opportunities for officers to gain Air Force-sponsored masters degrees, and in limited cases, doctorate-level degrees. A portion of these degrees require follow-on commitments for the officer to fill, such as a faculty position at AFIT, USAFA or with the Defense Logistics Agency (DLA).

3.1. Graduate Education, whether obtained via an AF-sponsored program or not, is instrumental to increasing the knowledge base that can help an officer improve their performance and contributions to their organizations and the enterprise. Although requirements for graduate education have changed throughout the years, it should still be viewed as a front-loaded investment in yourself and can be both explicitly and implicitly beneficial. Not only does it increase knowledge in the specified academic area, but also enhances communication and critical thinking skills.

3.2. More information on advanced academic degree (AAD) opportunities, go to myPers, Officer, Force Development, [Air Force PhD Management/Special Programs](#) page.

4. Occupational Continuing Education (OCE). OCE enhances technical and managerial skills by keeping us current in our jobs and the maintenance and logistics industry.

4.1. OCE can be obtained by attending courses at AFIT's School of Systems and Logistics, Defense Acquisition University (DAU), colleges or universities, and commercial training organizations. Professional organizations in the local area may also have information on the

OCE courses that are available commercially.

4.2. For a list of available OCE courses, refer to the 21A Course Matrix on the [21A myPers](#) page. For additional course information, visit the [AFIT](#) website and [DAU](#) website.

5. Professional Licensure and Credentialing. Professional licensure and certification are an option available to maintenance officers. It is not mandatory for maintenance officers to be licensed or certified, but it may enhance an officer's overall professional development and may provide the officer with additional opportunities throughout his/her career, both in and out of the military.

5.1. When balancing the desire for licensure or certification, maintenance officers should ensure it is not at the detriment of appropriate Developmental Education or job performance, as failure to meet standards in those areas may hinder chances of promotion (professional certification may not be considered by promotion boards). Furthermore, it augments rather than replace, formal development outlined in this CFETP.

5.2. Various certifications and licenses exist, including the Air Force Professional Maintenance Certification Program (PMxCP), Life Cycle Logistics Certification (LCL), Airframe and Powerplant (A&P) License, Continuous Process Improvement Green Belt, Program Management Professional (PMP), etc. Information on the PMxCP and LCL certifications can be found on the [Air Force Logistics Professional Development Program](#) website.

5.3. Note that some professional certifications require annual or biannual continuing education credits or testing to maintain currency. Professional Continuing Education courses, including those offered by AFIT and DAU, may help fulfill some of these continuing education requirements. Additionally, some certifications require a specific amount of time in certain positions (ex. acquisition coded billets) in addition to the course requirements.

Section D – Supervising Maintenance Officers

1. Commander's Involvement - Commanders and Directors have the best insight into a particular officer's talents, strengths, limitations, and Professional Development needs. Commanders and Directors *must* be involved in the *deliberate* development, education and training of *their* maintenance officers. Commanders/Directors foster a commitment to professional excellence by ensuring officers pursue completion of the requirements along the institutional and occupational continuums of learning outlined within this plan. They also lead their officers to sustained and future excellence via continual, clear, unambiguous, in-person, holistic feedback.

1.1. Commander/Director responsibilities are divided into three focuses:

- Focus I: General Airmanship development
- Focus II: General occupational development
- Focus III: Specific assignment, duty and vector guidance

1.2. Refer to AFI 1-2, “Commander’s Responsibilities” for more discussion on the enterprise’s expectations for Squadron Commanders in developing leaders.

1.3. Commanders are responsible for ensuring proper documentation of officer training in the Training Business Area (TBA) or equivalent system. To document training, use the template provided in TBA. Headers show the proficiency levels (basic, intermediate, advance, expert) and list each of the competencies for that level. Supervisors/commanders should assess their officers using the observable behaviors listed in the 21A OCM Rubric on the [21A myPers](#) page and sign them off at the appropriate proficiency level. All officers upgraded to 21A3 prior to 1 December 2021, are considered “grandfathered” and can be signed off on all competencies at the basic level. It is highly encouraged to use journal entries to communicate with subordinates regarding their strengths, areas for improvement, and recommendations. Journal entries provide continuity of training as officers move to other units and bases.

1.4. Commanders/Directors can find resources to aid in mentoring maintenance officers at the [21A myPers](#) page, as well as through official Facebook groups like the “HAF A4L 21X Officer Force Development” and “USAF Maintenance Officer Forum.”

1.5. Commanders/Directors should attempt to rotate officers through positions within their organization to expose them to different technical areas and leadership opportunities that best suit that particular officer and the organization.

2. Officer Evaluation System (OES)

2.1. AFI 36-2406 discusses the Officer Evaluation System (OES). This instruction includes information on the objective of the program, documenting job performance as well as dealing with Airman Comprehensive Assessments (ACAs), Officer Performance Reports (OPRs), and Promotion Recommendation Forms (PRFs).

2.2. For more information, see AFI 36-2406, “Officer and Enlisted Evaluations Systems” on the [AF E-Publishing](#) site, then click the “Publications + Forms” tab to search.

3. Officer Promotion System

3.1. AFI 36-2501, “Officer Promotions and Selective Continuation” contains information on officer promotion as well as selective continuation. Also included is detailed information on promotion opportunities, board timing, selection criteria, and selection boards. The most current information such as promotion board schedules, eligibility, and milestones can be found on myPers under [Officer Promotions](#).

3.2. For more information, see AFI 36-2501 on the [AF E-Publishing](#) site, then click the “Publications + Forms” tab to search.

4. Awards. Supervisors should properly recognize and reward subordinates for exceptional performance. AFMAN 36-2806, “Awards and Memorialization Program” contains the latest

information on the Air Force Awards Program and can be accessed via the [AF E-Publishing](#) site. Additional trophy and award info can be found on the [AFPC Special Trophies and Awards](#) site.

4.1. The Maintenance and Logistics Awards Program. Annual program designed to recognize and reward outstanding performance in a number of different categories specific to the Maintenance and Logistics enterprise. Groups and wings will pass specific guidance on each award.

4.2. Squadron/Wing/Direct Reporting Unit Recognition Programs. Local recognition programs vary by location and are often governed by either Operating Instructions, Supplements or Business Rules. Contact your unit's section commander or commander's support staff for a full listing of recognition programs available.

Section E – Acronym List

A&P – Airframe and Powerplant

AAD – Advanced Academic Degree

AAMOC – Accelerated Aircraft Maintenance Officer Course

ACA – Airman Comprehensive Assessment

AFCFM – Air Force Career Field Manager

AFCOMAC – Air Force Combat Ammunition Center

AFI – Air Force Instruction

AFIT – Air Force Institute of Technology

AFLOS – Air Force Logistics Officer School

AFMAN – Air Force Manual

AFOCD – Air Force Officer Classification Directory

AFRC – Air Force Reserve Command

AFSC – Air Force Specialty Code

ALEET – Acquisition and Logistics Experience Exchange Tour

AMMOS – Advanced Maintenance and Munitions Operations School

AMOC – Aircraft Maintenance Officer Course

ARC – Air Reserve Component

ASPC – Advanced Sortie Production Course

BDE – Basic Developmental Education

BLBP – Base Level Broadening Program

CC – Commander

CDB – Career Development Brief

CFETP – Career Field Education and Training Plan

CFM – Career Field Manager

DAFI – Department of the Air Force Instruction

DAU – Defense Acquisition University

DE – Developmental Education
DLA – Defense Logistics Agency
DT – Development Team
EWI – Education with Industry
HAF – Headquarters Air Force
IDE – Intermediate Developmental Education
LCL – Life Cycle Logistics Certification
LOOP – Logistics Officer Orientation Program
LCBP – Logistics Career Broadening Program
MAJCOM – Major Command
MOIC – Maintenance Officer Intermediate Course
MXG – Maintenance Group
NAF – Numbered Air Force
NGB – National Guard Bureau
OCD – Officer Classification Directory
OCM – Occupational Competency Model
OES – Officer Evaluation System
OPD – Officer Professional Development
OPR – Officer Performance Report
PDE – Primary Developmental Education
PME – Professional Military Education
PMP – Program Management Professional Certification
PMxCP – Air Force Professional Maintenance Certification Program
PRF – Promotion Recommendation Form
SDE – Senior Developmental Education
SQ – Squadron
TBA – Training Business Area
TPP – Tactics, Techniques, and Procedures
USAFA – U.S. Air Force Academy