

## **2025 Airman Development Command Focus Areas**

As Air Education and Training Command (AETC) transitions to Airman Development Command (ADC), with new authorities and responsibilities, the command will focus on four main lines of effort. First is an enduring concern, the need to improve family readiness and quality-of-life across the ADC enterprise. Second, is the transition of AETC to ADC to posture the command for full mission capability in the fall of 2025. Third, is the need to deliver and operate from a digital architecture using digital competencies to optimize ADC's expanded mission of Force Development, Institutional Training, and Leadership Development. Fourth, ADC will build the foundation of the CSAF's "One Air Force" through a focus on building and developing warrior minded leaders of character grounded in a common culture of standards and the profession of arms capable of adapting at relevant speed in a great power competition, high-end fight.

### **Commander's Focus Areas**

LOE 1: Family Readiness and Quality of Life. Airmen are the USAF's premier advantage in a great power competition high-end fight. While ADC is the first command for all Airmen, officer, enlisted, and in many cases DAF civil servants, fiscal and policy decisions over the last twenty years have degraded ADC's ability to support Airmen as they enter service and complete initial skills training. Improvements must be made on family readiness and resilience, housing quality, morale and welfare options, spousal employment, and access to medical care across the ADC enterprise.

Objective 1.1. Airmen and their families' access to childcare, education, spouse employment, and financial planning is established across the command.

Objective 1.2. Airmen and their families' access to housing that is affordable (IAW BAH), structurally and environmentally safe, and secure from criminal and other threats.

Objective 1.3. Airmen and their families' access to sufficient medical care is established across the command.

Objective 1.4. Conditions to optimize Airmen flourishing (CAF+) are established across the command to optimize Airmen and family flourishing.

Objective 1.5 Ensure high family readiness and resilience for the GPC operational environment.

LOE 2: Transition AETC to ADC: Airman Development Command assumes its formal role as the Lead Command for USAF Force Development, incorporating the expanded and new command roles, responsibilities, and authorities IAW Air Force Mission Directive-3 Airman Development Command.

Objective 2.1: ADC has enterprise processes in place (internal and external) to develop the force IAW the SECAF and CSAF strategic guidance and incorporating the Component and Institutional Commands', and Functional Authorities' institutional readiness and training priorities.

Objective 2.2: ADC has enterprise processes in place (internal and external) for succession planning and execution IAW the SECAF and CSAF strategic guidance and incorporating the Component and Institutional Commands', and Functional Authorities' institutional readiness and training priorities.

Objective 2.3: ADC staff structure and battle rhythm is optimized for synchronized and integrated force development and succession planning.

Objective 2.4: Employ Data, Machine Learning and Artificial Intelligence to leverage and maximize effective capability to Perceive, Orient, Predict, Decide, Operationalize and Communicate on all essential elements of ADC mission performance and outcomes

Objective 2.5: ADC executes persistent and proactive strategic communications and interactions to ensure collaboration and alignment across the DAF.

LOE 3. ADC Enterprise Learning Ecosystem Optimization. The DAF Learning Ecosystem is designed to be flexible, adaptable, and responsive to the changing needs of the Air Force. It is continuously updated and improved to ensure that it remains relevant and effective in supporting and executing DAF personnel institutional training and education. To optimize force development and succession planning, ADC requires the ability to harness data's insight at all levels of decision making, through planning, programing, budgeting, and execution (PPBE), to anticipate shifting resources or trainees across training pipelines in a time and speed of operational relevance. To accomplish this mission, a digital architecture with clear learning management system standards and capability to understand requirements and production system performance and outcomes is needed to move ADC beyond industrial-age production models to building Airmen at the speed of need.

Objective 3.1: Formal training programs, online and mobile learning programs, and collaborative learning platforms are optimized for learning engineering, incorporating human performance standards.

Objective 3.2.: AI is leveraged the enhance formal training programs, online and mobile learning programs, collaborative learning platforms, and performance support (tools including job aids, checklists, and quick reference guides that help Airmen to perform their duties effectively).

Objective 3.3: Access to learning resources is ubiquitous, enabling Airmen the flexibility to learn at their own pace and on their own schedule. Mobile applications enable airmen and officers to access learning content on their mobile devices.

Objective 3.4: Continuous faculty and staff development (digital upskilling and learning engineering) is incorporated across the command.

Objective 3.5: Learning data standards established and a governance process is in place.

LOE 4. Build the Foundation for "One Air Force:" To retain viability in a great power competition fight, airmen must return to the profession of arms grounding principles of maintaining a warrior ethos and warrior mindset (AFTTP 3-4 Airman's Manual). ADC will incorporate these principles at each level of training and education to build a common frame of reference for uniformed airmen, no matter their specialty code, mission set, or rank.

Objective 1: Build Warrior Minded Leaders of Character grounded in the elements of a warrior ethos and warrior mindset (AFTTP 3-4.1.7-9).

Objective 2: Operationalize the Foundational Competencies through the incorporation of common objectives and lexicon into all accessions, officer and enlisted.

Objective 3: Integrate pre-commissioning standards between the United States Air Force Academy, USAF Reserve Officer Training Corps, and Officer Training School (IAW AFMD 3 Airman Development Command).

Objective 4: Incorporate Warrior Minded Leaders of Character principles into Initial Skills Training and Professional Military Education objectives as appropriate to the level of training and/or education.

Objective 5: Determine and incorporate “Common Core tasks” which personnel should be trained to while in IST or pre-commissioning officer training to indoctrinate Mission Ready Airmen more rapidly in the force.

## NOTES:

Codify and institutionalize a comprehensive definition of morale and unit cohesion

--Morale – “The prevailing mood and spirit conducive to willing dependable performance, steady self-control, and courageous, determined conduct, despite danger and privations, based upon a conviction of being in the right, on the way to success, and on faith in the cause or program and in the leadership”...high morale– a “confident, aggressive, often buoyant spirit of whole-hearted cooperation in a common effort, often attended particularly by zeal, self-sacrifice, or indomitableness.”

– Paul Fussell (Wartime, pg. 144)

-- Unit Cohesion – the bond between members of a unit or team and a commitment to the unit’s mission. Characteristics include shared identity, mutual support, shared understanding of purpose, task, situation/conditions, and objectives; commitment to high standards and discipline; and ability to quickly task-organize (opposed to functionally organize). It is inextricably linked to morale and its presence enhances warfighting effectiveness and reduces combat inhibitors (stress, fear, isolation). Lack of unit cohesion leads to insubordination, self-interest, and distress, especially when confronted with adversity.

There are several elements that contribute to unit cohesion:

1. Shared goals and values: Members of a group that share common goals and values are more likely to feel a sense of unity and work together effectively.
2. Interdependence: When group members rely on each other to achieve their goals, they are more likely to feel a sense of cohesion and work together effectively.
3. Communication: Effective communication within a group is essential for building and maintaining unit cohesion. This includes both verbal and nonverbal communication, as well as the ability to listen and understand others.
4. Trust: Trust is a crucial element of unit cohesion, as it allows group members to rely on each other and work together effectively. Trust can be built through shared experiences, open communication, and a willingness to be vulnerable with one another.
5. Social support: Providing social support to group members can help to build unit cohesion by fostering a sense of belonging and mutual support. This can include things like offering emotional support, helping with tasks, and providing encouragement.
6. Group norms: Group norms, or the unwritten rules and expectations that govern behavior within a group, can also contribute to unit cohesion. When group members understand and follow the norms, it can help to create a sense of cohesion and unity.