DAFMAN for a New Era: Uniting Expertise to Implement Competency-Based Learning

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ABSTRACT

Developing a comprehensive Department of the Air Force Manual (DAFMAN) for competency-based learning demands a collaborative approach, integrating diverse perspectives and expertise to ensure effective implementation. This paper outlines the essential elements of this collaborative process, emphasizing partnerships, training, and faculty development crucial for success as well as the key steps in developing competency models across diverse mission sets or capability goals.

Typically, these processes take years to complete but new guidance demands speed and efficiency while not sacrificing effectiveness. To meet these goals, effective collaboration will be one of the key factors. Providing a clear vision and developing a shared understanding while engaging stakeholders across the education and training ecosystem, including instructors, curriculum developers, assessment experts, and leadership, will be paramount. How this is accomplished at the quickened pace the military is demanding will provide new hurdles yet also opportunities to foster communities that work together across multiple projects simultaneously.

Key areas of focus of this paper will be both the process of rapid policy writing but also highlight the key content points needed for competency-based training models. These processes and the content of this policy will be relevant to all services and may influence international efforts as well as the USAF intends to use this policy to inform and drive numerous training and education efforts across the Department of the Air Force which connects to our sister services and allied nations. Accordingly, this paper provides a roadmap for collaborative DAFMAN development, highlighting the critical partnerships, training initiatives, and faculty development programs necessary to foster a culture of competency-based learning within the Air Force.

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INTRODUCTION

Competency-based learning is becoming increasingly necessary in modern military education and training and in response, the Department of the Air Force is adapting to rapidly evolving mission requirements and emerging operational demands (Walcutt & Schatz, 2019; USAF Blueprint for Enlisted Force Development, 2022). This approach shifts the focus from time-based progression to demonstrated proficiency, ensuring Airmen and Guardians acquire the knowledge, skills, abilities, and other characteristics (KSAOs) needed to succeed in complex, high-stakes environments. By aligning learning outcomes directly with mission-relevant tasks, competency-based models enhance agility, support targeted reskilling, and provide leaders with actionable data to inform readiness and talent decisions.

To formalize and scale this approach across the Total Force, the Department of the Air Force Manual (DAFMAN) on competency-based learning will serve as a critical policy anchor. It codifies standards for model development, assessment, credentialing, and digital integration, while offering a governance structure to sustain alignment with enterprise goals. As previously outlined in AFH 36-2647, the new DAFMAN will enable consistent implementation across occupational specialties, provide guidance for leveraging learning technologies (e.g., xAPI, Learning Record Stores [LRS]), and facilitate force-wide visibility of individual capabilities through data-informed tracking.

This paper presents a roadmap for rapidly developing and operationalizing such a DAFMAN, balancing the urgency of current directives with the need for rigor and collaboration. It outlines challenges in maintaining quality and coherence across diverse mission areas, while also highlighting the opportunity to foster cross-functional engagement between stakeholders—curriculum developers, assessors, instructors, leadership, and policy experts as well as how to incorporate AI into development. The aim is to equip organizations with a scalable, repeatable model for competency policy creation that accelerates adoption without sacrificing depth, integration, or effectiveness.

Strategic Context and Demand Signal

Traditional multi-year cycles for education and training policy creation are no longer sufficient in an era defined by rapidly evolving threats, technological disruption, and the need for continual force adaptation. Competency-based approaches are being fast-tracked to ensure policies are aligned with operational realities and can drive readiness outcomes (Hawkins, 2024). This accelerated tempo requires not only streamlined development processes but also real-time coordination across multiple stakeholders and functional areas.

Accordingly, the Department of the Air Force is pushing for greater agility in education and training to better align with these shifting operational and technological landscapes. As adversaries adopt AI-driven systems, cognitive warfare tactics, and space-based capabilities, the DAF must ensure its personnel development systems are equally adaptive. Competency models offer a pathway for rapid upskilling and

targeted retraining, enabling Airmen and Guardians to meet new mission demands as they emerge. This agility is further supported by digital infrastructure—like xAPI-compliant learning ecosystems—that allow for modular updates, continuous assessment, and flexible credentialing that evolve alongside mission needs.

In addition to internal transformation, the DAF's competency-based efforts are being designed for interoperability with sister services and allied frameworks. Coordination with the Army, Navy, and Marine Corps ensures that shared mission sets—such as joint all-domain command and control (JADC2), cyber operations, and special warfare—can be supported by aligned competency structures. Moreover, these efforts provide a model that may be adopted or adapted by allied nations, enhancing coalition readiness and streamlining multinational training pipelines. The emphasis on observable, assessable competencies allows for easier translation and mutual recognition of skills across services and borders. As the U.S. collaborates more closely with international partners in exercises, deployments, and digital operations, having a common foundation in competency-based training enables force integration at scale. The DAF's approach, anchored by structured policy and advanced data systems, offers a replicable framework for building adaptable, mission-aligned personnel pipelines that are both globally relevant and strategically unified.

COLABORATION AS A FORCE MULTIPLIER

The successful development and implementation of competency-based learning within the Department of the Air Force requires a robust and well-coordinated stakeholder ecosystem. This ecosystem includes instructors, curriculum developers, assessment specialists, policy leaders, and command teams—all of whom play distinct yet interdependent roles in designing, delivering, and sustaining effective training. Instructors bring frontline insights into learner readiness and performance gaps; developers translate operational requirements into instructional content; assessors define and validate proficiency metrics; policy leaders ensure alignment with enterprise goals; and command teams enforce accountability and operational relevance. Ensuring these groups operate from a unified framework is critical to maintaining continuity across the competency lifecycle and modernized military learning space.

Establishing a shared understanding and common vision among these stakeholders is essential but often challenging given the diversity of roles, terminologies, and priorities involved. One proven method is to co-design using human centered design methods, where stakeholders collaboratively define competency constructs, behavioral indicators, and performance expectations. However, because collaboration is frequently impeded by organizational silos, differing timelines, and misaligned incentives, overcoming these barriers requires intentional design of cross-functional integration points. For example, embedding developers within operational units or placing assessors on curriculum development teams can break down silos and encourage shared accountability. However, while formal governance structures, such as functional councils or strategic review teams, have been effective in institutionalizing collaboration and surfacing disconnects early in the process, they are also time consuming. While these approaches are grounded in previous change management literature, they emphasize the importance of structural alignment and consistent communication to drive adoption of enterprise initiatives (Kotter, 1996) but at a pace that is no longer realistic.

Thus, to support speed at scale, coordination is less about creating multiple largely attended meetings and workshops. Rather, the rapid policy development process is designed to accelerate high-quality content creation by combining structured collaboration with the strategic use of generative tools. It begins by appointing one clear lead to manage the process and maintain coherence. This lead conducts interviews with diverse stakeholders to gather perspectives, priorities, and technical inputs, which are synthesized into an outline and key content points. From this foundation, a generative AI tool is used to draft a strawman version of the policy, accelerating the writing process while allowing for immediate review. Stakeholders are then invited to directly edit and annotate areas of concern or expertise, enabling faster, more precise

refinement. The draft undergoes multiple revisions based on this feedback until consensus is reached across core contributors. Finally, the completed product moves into formal coordination, ensuring enterprise alignment and readiness for implementation.

Once complete, sustaining collaboration requires continuous investment in stakeholder development and alignment mechanisms. Professional development programs need to include training on competency modeling, data-informed decision-making, and digital collaboration fluency. Routine touchpoints, such as biweekly stand-ups or quarterly governance reviews can help reinforce shared goals and adjust for evolving mission needs, however, they can also be time consuming drains on the calendar. Rather, as the Department of the Air Force continues to implement competency-based learning at scale, a high-functioning stakeholder ecosystem—enabled by clear methods, responsive structures, and integrated technologies—will be essential to achieving its vision of agile, mission-aligned force development.

THE RAPID POLICY DEVELOPMENT PROCESS

Thus, this rapid policy development process is designed to produce high-quality, mission-aligned guidance under compressed timelines by leveraging a phased and collaborative, but intentionally led, approach. It begins with clear planning and scoping to define objectives and constraints, followed by deliberate stakeholder alignment to ensure cross-functional input and shared vision. Iterative content development using generative AI allows for rapid strawman creation with continuous refinement, while structured review and revision cycles help maintain clarity and accuracy.

Phases of policy creation under constrained timelines

Creating policy under constrained timelines requires a disciplined, phased approach that balances speed with rigor. The first phase—planning and scoping—defines the purpose, authority, scope, and timeline of the policy effort. This includes identifying the lead authorship team, assigning responsibilities, setting milestones, and determining the governance structure for review and approval. Early clarity in scope prevents rework and ensures all contributors are aligned on the intended outcomes and boundaries of the policy. It also allows teams to map the policy to existing directives, operational needs, and strategic guidance, anchoring it in mission relevance from the outset.

The second phase—iterative development and asynchronized coordination—prioritizes parallel progress and real-time integration across contributors. Stakeholder alignment is achieved through structured touchpoints, shared revisions, and use of generative writing tools to promote a greater focus on editing over discussion. Policy language is drafted using a large language model, allowing representatives and teams to edit concurrently and incorporate feedback as it's received. Review and revision are embedded throughout, not reserved for the end, which enables faster convergence on quality. This phased model ensures that even under tight deadlines, policy can be both comprehensive and coherent, reflecting the voices of key operational, instructional, and governance stakeholders.

Planning and Scoping

The planning and scoping phase is foundational to the success of any rapid policy development effort. This phase defines the policy's purpose, intended outcomes, and alignment with higher-level directives such as connected policies and strategies both within service and at the joint level. Key actions include identifying the lead writing team, clarifying necessary elements, incorporating content experts and stakeholder representatives, defining decision authority, outlining the review and approval process, and setting realistic but aggressive deadlines. Establishing a clear scope ensures that all contributors understand the policy's

boundaries—what it will and will not address—and helps avoid scope creep, which can derail progress and dilute focus.

Early engagement with functional authorities, curriculum experts, assessors, and senior leadership helps surface potential conflicts and aligns expectations before drafting begins. Planning should also account for integration with digital systems (e.g., Learning Record Stores, xAPI requirements) and cross-functional impacts, such as links to credentialing, classification, or performance evaluation. A well-scoped foundation allows stakeholder roles to be clearly mapped.

Stakeholder Alignment

Stakeholder alignment is critical to ensuring that competency-based policy development reflects both strategic intent and operational practicality. In the Department of the Air Force, this means engaging a diverse set of contributors—functional authorities, curriculum developers, training evaluators, policy leads, and command-level decision-makers—to co-create policy language and structure. Alignment begins by establishing a shared understanding of the policy's purpose, scope, and intended impact. Small group engagements allow stakeholders to voice priorities, identify dependencies, and negotiate differences in terminology, timelines, or technical constraints before drafting begins.

To sustain alignment throughout the development process, teams must adopt coordination mechanisms that support transparency and rapid feedback. Recurring check-ins help track progress and resolve content conflicts in real time while clear ownership of the overarching intent of the policy ensures changes and improvements are made simultaneously.

Generative and Iterative Content Revision

Once clear goals, inputs, connections, and key elements have been defined by stakeholders, the use of a large language model can expedite initial writing. Too often, significant time is spent planning, discussing, and outlining that projects can be elongated by months if not years simply by an unintentional paralysis of discussion. The use of generative AI can speed up this process and bypass the labor of writing the initial strawman. That said, iterative content revision remains essential for building high-quality policy under accelerated timelines. This approach supports faster convergence on key sections, ensures that updates reflect current stakeholder input, and enables cross-functional workstreams to move simultaneously. To support this iterative process, feedback is layered throughout the drafting cycle, reducing rework at the final review stage. When structured properly, iterative content development transforms policy writing from a linear process into a responsive, adaptive cycle—one that accelerates delivery while preserving depth, accuracy, and alignment across all contributors.

Review and Revision

The final review and revision phase is where policy quality and coherence are solidified, ensuring the content meets strategic, operational, and technical standards. Unlike traditional models where interative review includes all voices, in rapid writing efforts, representatives from each stakeholder group are used as proxies to ensure key elements are included, needs are met, and goals are aligned. During the final review and revision process, this is when the refinement occurs and all interested representatives are included. The goal is not to silence any group. Rather, the goal is to focus time spent on writing, editing, and structuring to increase efficiently. Thus, designated reviewers—including functional authorities, legal advisors, training leads, and policy integrators—are engaged to provide targeted feedback and edits. This approach minimizes delays, surfaces conflicts before final coordination, and helps create consistent voice and structure across contributors.

To accelerate revision cycles, encourage changes be tracked and embedded, and that rapid holistic review occurs in near real-time. Because most importantly, revisions are not just about correcting errors—they are about aligning the policy's intent with its execution, ensuring the final product is both usable and implementable by diverse stakeholders across the force. When executed well, this phase transforms draft content into a living policy that is both strategically sound and operationally executable.

Lessons Learned

The primary lesson learned in the rapid development of competency-based policy is the value of combining generative AI with clear human structure and oversight. Using AI tools to create strawman drafts significantly accelerates early content generation, but this only succeeds when paired with single-point leadership who owns the process, maintains consistency, and manages iterative feedback cycles. That lead must balance inputs from multiple sources while preserving coherence across the document. Equally important is early engagement of content specialists—those with deep technical or doctrinal knowledge— who help ensure the draft reflects accurate language, mission relevance, and policy intent. Generative AI is most effective when grounded in structured inputs from real experts, rather than asked to interpret policy gaps on its own.

Another critical success factor is the use of stakeholder representatives or proxies who could speak on behalf of broader communities—such as assessors, developers, or operational leaders—without requiring full group coordination in every round. This streamlines feedback while still preserving inclusive perspectives. A defined coordination timeline, with clear review windows and version history, helps manage expectations and minimize rework. Ultimately, making participation easy, purposeful, and time-bound proves essential to delivering high-quality policy quickly while maintaining trust and alignment across the stakeholder ecosystem.

KEY CONTENT FOR COMPETENCY-BASED MODELS

A well-structured competency model is built on core components including clearly defined knowledge, skills, abilities, and other characteristics (KSAOs), observable performance criteria, and proficiency levels that indicate developmental progression from novice to expert. These models are not a new concept but making them align directly with a large variety of mission sets and capability goals to ensure relevance and operational impact, and then linking what is taught to what is required in the field, can be formidable task. Further, rapid technology advancements often exceed military acquisition and development timelines. But, automated assessment strategies are needed to evaluate growth against these competencies, using performance-based methods to track learner progression and identify readiness gaps. To enable real-time tracking and integration across systems, digital tools such as Experience API (xAPI) and Learning Record Stores (LRS) can be used, creating a dynamic, data-informed ecosystem that supports individualized development and enterprise-wide talent management.

Core Components of a Competency Model

The core components of a competency model then include structured frameworks that articulate the knowledge, skills, abilities, and other characteristics (KSAOs) required for mission success. Each competency is broken into sub-competencies with clear, behaviorally anchored descriptions that define what success looks like in operational settings. These sub-competencies are supported by observable performance indicators, which provide measurable evidence of developed proficiency across tiers. This tiered structure ensures that the model can be applied flexibly across career stages, allowing for alignment with both developmental milestones and functional role expectations.

To ensure reliability and mission relevance, each component of the model is developed through a rigorous process that begins with foundational and operational analyses, including job task analyses and mission capability studies. Performance indicators are validated through subject matter expert input and are designed to reflect real-world behavior in mission contexts. Importantly, the model includes defensible assessment mechanisms, enabling targeted evaluations that support both credentialing and development planning. The use of standardized components across career fields also supports interoperability and reuse, enabling a consistent, scalable approach to competency-based learning and talent management across the Total Force.

Alignment of Learning Outcomes with Mission Sets and Capability Goals

Aligning learning outcomes with mission sets and capability goals is a central principle of competency model design. Competency models must begin with a thorough foundational and operational analysis to identify the KSAOs that are essential to successful performance within specific mission contexts. This includes reviewing job responsibilities, operational needs, and strategic documents such as doctrine, capability annexes, and readiness reports. By anchoring each competency in actual mission tasks and future-state capability requirements, the Department of the Air Force ensures that training and development efforts directly support warfighting effectiveness and operational agility.

Each defined competency is then mapped to relevant roles, grade levels, and developmental pathways to ensure progression is both structured and mission-aligned. This mapping connects formal training, experiential learning, and digital credentialing with the tasks and responsibilities Airmen and Guardians are expected to perform in operational environments. As outlined in the draft policy, competencies must also inform talent management decisions—including classification, assignment, and performance evaluation—ensuring that the workforce is both prepared for current demands and adaptable to future threats. This deliberate alignment transforms learning from a generalized activity into a targeted force-multiplying strategy that directly supports strategic readiness and mission execution.

Design of Assessment Strategies and Learner Progression Mapping

Policy must outline a rigorous approach to designing assessment strategies that are both valid and defensible, ensuring that proficiency in defined competencies can be reliably measured across diverse mission environments. Competency-based assessments are structured around observable performance indicators and behavioral anchors tied to each sub-competency (Behaviorally Anchored Rating Scales [BARS], Smith & Kendall, 1963). These assessments must evaluate real-world application of knowledge and skills, often through performance-based tools such as scenario simulations, observation rubrics, or digital task logs. The assessments should be mission-relevant, meet standards for reliability and validity, and support critical decisions across the talent lifecycle—from individualized development plans to promotion and credentialing.

In support of learner progression mapping, the policy mandates that each competency model includes multiple proficiency tiers (e.g., basic, intermediate, advanced, expert), enabling clear tracking of growth over time. These tiers are not arbitrary—they are aligned with career field expectations and developmental stages, allowing Airmen and Guardians to advance through structured learning experiences tailored to their roles. Assessment data captured through xAPI-enabled systems feeds into Learning Record Stores (LRS), providing real-time insight into learner progression and enabling adaptive development pathways. This framework allows for both individualized learning and enterprise-level analysis, ensuring that the Department of the Air Force can continuously align development efforts with operational needs and force readiness objectives.

Integration of Digital Tools for Data-driven Tracking and Learning Records

Thus the policy must establish clear guidance for the integration of digital tools—such as Experience API (xAPI) and Learning Record Stores (LRS)—to support data-driven tracking of learning, development, and credentialing across the Department of the Air Force. All competency models must be designed to interface with these systems, enabling the real-time capture of individual and group learning events across diverse environments, including formal instruction, on-the-job training, and experiential learning. This digital infrastructure ensures that evidence of performance is systematically logged and analyzed, forming the basis for adaptive development planning, targeted reskilling, and mission readiness forecasting.

Furthermore, the policy emphasizes that assessment tools must generate xAPI-compliant data objects that integrate seamlessly into the Airman Learning Record (ALR) and other enterprise systems. This interoperability allows for the automated issuance and tracking of digital credentials—such as badges and micro-credentials—tied directly to demonstrated proficiency within validated competency frameworks. These artifacts become portable, follow the individual across duty stations, and inform decisions about retraining, upskilling, and job matching. By embedding digital data strategies into the foundation of competency modeling, the Department of the Air Force is building a modern, analytics-enabled force development ecosystem that supports both individual growth and enterprise-level readiness.

FACULTY AND TRAINING DEVELOPMENT IMPLICATIONS

Successfully implementing competency-based learning across the Department of the Air Force requires a coordinated effort to prepare the instructional workforce, beginning with equipping instructors, curriculum developers, and assessors with the knowledge and tools to apply new models effectively. This includes targeted professional development on interpreting competency frameworks, using performance-based assessments, and aligning instructional delivery with mission-specific outcomes. Change management strategies are essential to shift the organizational mindset toward outcome-driven learning, emphasizing measurable performance over time-based progression. To support this transition, an accompanying handbook will provide practical resources such as implementation playbooks, reference guides, and access to professional learning communities—enabling peer support, knowledge sharing, and sustained instructional quality across the Total Force.

Preparing Instructors for Competency-based Instruction

Preparing instructors for competency-based instruction is a foundational requirement for effective implementation of the Department of the Air Force's new learning paradigm. Instructors must understand not only the content they teach, but also how to translate competency models into meaningful, mission-aligned learning experiences. This includes interpreting sub-competencies and behavioral indicators, delivering instruction that targets specific proficiency levels, and using formative assessments to track learner progression. For the military, this is not a small shift. It is an entirely new paradigm of training management – one that measures competency over repetition as a proxy assumption for capability.

To support this shift, instructor preparation must include both initial certification and ongoing professional development focused on the application of competency-based methods. Training should cover the use of performance-based rubrics, scenario-based learning techniques, and digital systems such as the Airman Learning Record (ALR) and xAPI-enabled tools. Instructors should also be given access to resources like exemplar lesson plans, playbooks, and peer-led communities of practice. When properly trained, instructors become not just training experts, but critical enablers of outcome-driven learning—able to guide, assess, and adapt instruction in ways that ensure learners acquire the precise capabilities needed for mission success.

Training Curriculum Developers and Assessors to Apply New Models

Training curriculum developers and assessors to apply competency-based models is essential for ensuring instructional content and evaluation tools are aligned with mission-critical outcomes. Curriculum developers must be equipped to deconstruct competencies into learning objectives, embed observable performance indicators into instructional materials, and align content to specific proficiency levels. This requires a shift from traditional, time-based design to modular, outcome-driven approaches that support flexible learning pathways. Developers must also understand how to integrate xAPI data capture into course design, ensuring learning events are digitally traceable and compatible with the Airman Learning Record (ALR) and other enterprise systems.

Similarly, assessors need specialized training to evaluate learner performance against behavioral indicators tied to validated sub-competencies. This includes designing and scoring performance-based assessments, such as scenario simulations, structured observation rubrics, and digital evidence portfolios. Assessors must also be able to distinguish between levels of proficiency and ensure their evaluations meet standards of reliability, validity, and defensibility. Training programs for both developers and assessors should include real-world use cases, guided practice, and opportunities to calibrate across roles and units. When effectively trained, these professionals form the backbone of a reliable, scalable competency-based system—translating policy into tangible learning and readiness outcomes across the force.

Change Management Strategies to Build a Culture of Outcome-driven Learning

Implementing a competency-based framework across the DAF requires more than policy changes, it requires deliberate change management strategies to shift the institutional culture from time-based progression to outcome-driven learning. It requires aligning mindsets, incentives, and operational practices around performance-based outcomes. Key strategies include clearly communicating the "why" behind the change, involving stakeholders early and often, and emphasizing how the model enhances readiness and mission effectiveness. Leaders must model the behaviors they expect, reinforcing that demonstrated competence—not just completion of training—is the standard for progression and advancement.

To support the cultural shift toward outcome-driven learning, the Department of the Air Force is conduction a 9-year learning development progression (2022–2030) as a structured, strategic framework to build a lasting body of knowledge (BoK). This effort, led by Air Education and Training Command (AETC), intentionally creates space for the enterprise to convene, listen, and learn—moving from ecosystem mapping and narrative-building to full competency-based implementation and optimization. The first phase (2022–2024) focused on exploring core topics such as mapping the learning ecosystem, uncovering the learning story, and introducing competency models. The middle phase (2025–2027), using continuous process improvement (CPI) methods, dives deeper into system, policy, and practice mapping to identify barriers and enablers of transformation. Finally, from 2028 to 2030, the effort will refine metrics and life cycle practices to sustain a culture where learning becomes a strategic advantage.

This deliberate strategy reinforces change management by providing a shared vision, sustained momentum, and a cross-functional learning architecture. The 2025 symposium, themed "Mapping the Learning Ecosystem," will operationalize these ideas through AI-enhanced data gathering, stakeholder mapping, and optimization of learning and talent pipelines. Supported by executive orders on readiness, AI education, and federal workforce efficiency, and aligned with NDAA priorities, this initiative enables both policy and culture change. It transforms competency-based learning from a concept into a measurable, mission-aligned system of readiness and development across the Department of the Air Force.

CONCLUSION AND WAY AHEAD

The roadmap for collaborative and rapid DAFMAN development is built on a phased approach that enables high-quality policy creation within compressed timelines while maintaining coherence, operational relevance, and strategic alignment. This process begins with clear planning and scoping to define purpose, authority, and execution roles, followed by structured stakeholder alignment, use of generative AI, and iterative content development. The policy is drafted using a large language model and edited by representatives of key stakeholders in order to promote inclusion of ideas while also reducing drafting time and extensive meetings. A unique element of the development of this specific policy is its emphasis on inclusive, cross-functional representation. Instructors, curriculum developers, assessors, command teams, and policy leads must work together from the outset to build a shared understanding of competency models and their operational impact. Without all the necessary voices, not just from key communities but also from content experts, important points, processes, and interpretations for implementation will be lost.

Ultimately, this roadmap supports a long-term vision for a sustainable ecosystem of competency-based learning across the Department of the Air Force. Through digital integration, standardized models, use of AI, and embedded assessment strategies, the Air Force can build a force development infrastructure that is agile, data-informed, and aligned with emerging mission needs. This ecosystem will enable targeted reskilling, adaptive learning pathways, and enterprise visibility into workforce capability—ensuring that every Airman and Guardian is mission-ready, future-focused, and equipped to thrive in complex operational environments. The development and deployment of the DAFMAN is not just a policy project—it is a strategic enabler of force readiness and institutional evolution.

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