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**CFETP 3S3X1  
Parts I and II  
11 August 2004**

**AFSC 3S3X1**

**MANPOWER**



**Basic**



**Senior**



**Master**

**CAREER FIELD  
EDUCATION AND TRAINING PLAN**

**CAREER FIELD EDUCATION AND TRAINING PLAN  
MANPOWER SPECIALTY  
AFSC 3S3X1**

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**MANPOWER SPECIALTY  
AFSC 3S3X1  
CAREER FIELD EDUCATION AND TRAINING PLAN**

**Part I**

*Preface*

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for this specialty. The CFETP will provide personnel a clear career path to success and will instill rigor in all aspects of career field training. **NOTE:** Civilians occupying associated positions may use Part II to support duty position qualification training.

2. The CFETP consists of two parts; both parts of the plan are used by supervisors to plan, manage, and control training within the career field.

2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan; Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path; Section C associates each level with specialty qualifications (knowledge, education, training, experience, and other mandatory requirements); Section D indicates resource constraints such as funds, manpower, equipment, facilities; Section E identifies transition training guide requirements for SrA through MSgt.

2.2. Part II includes the following: Section A identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references to support training, Air Education and Training Command (AETC) conducted training, wartime course and core task and correspondence course requirements. Section B contains the course objective list and training standards which supervisors will use to determine if airmen satisfied training requirements. Section C identifies available support materials. An example is a Qualification Training Package (QTPs which may be developed to support proficiency training). Section D identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses. Section E identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

3. Using guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate point in their career. This plan will enable us to train today's work force for tomorrow's jobs.

## ***Abbreviations And Terms Explained***

**Advanced Distributed Learning (ADL).** ADL is an evolution of distributed learning (distance learning) that emphasizes collaboration on standards-based versions of reusable objects, networks, and learning management systems, yet may include some legacy methods and media. ADL is structured learning that takes place without requiring the physical presence of an instructor. Although the Air Force uses the term advanced distributed learning, some federal agencies and DOD components may use the term distance learning. These terms refer to the same basic concept.

**Advanced Training (AT).** A formal course that provides individuals who are qualified in one or more positions of their Air Force Specialty (AFS) with additional skills/knowledge to enhance their expertise in the career field. Training is for selected career airmen at the advanced level of the AFS.

**Air Force Career Field Manager (AFCFM).** Representative appointed by the respective HQ USAF Deputy Chief of Staff or Under Secretariat, to ensure assigned AF specialties are trained and utilized to support AF mission requirements. AFCFM is the OPR; however, works in concert with MAJCOM, FOA, DRU, ANG, and AFRC Functional Managers (FMs) as required.

**Air Force Job Qualification Standard/Command Job Qualification Standard (AFJQS/CJQS).** A comprehensive task list, which describes a particular job type or duty position. They are used by supervisors to document task qualifications. The tasks on AFJQS/CJQS are common to all persons serving in the described duty position.

**Airman Leadership School (ALS).** The first of three career enhancement, professional military education formal training courses teaching leadership and management principles.

**Allocation Curves.** The relation of hours of training in different training settings to the degree of proficiency, which can be, achieved on specified performance requirements.

**Career Development Course (CDC).** CDCs directly support OJT and satisfy career knowledge requirements for skill level Upgrade Training (UGT).

**Career Field Education and Training Plan (CFETP).** CFETP is a comprehensive core training document that identifies: life-cycle education and training requirements, training support resources, and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear path and instill a sense of industry in career field training.

**Career Training Guide (CTG).** A document that uses Task Modules (TMs) in lieu of tasks to define performance and training requirements for a career field.

**Community College of the Air Force (CCAF).** A regionally accredited institution where Air Force personnel can earn an associate of applied science degree for the military training they receive.

**Continuation Training.** Additional advanced training exceeding the minimum upgrade training requirements with emphasis on present or future duty assignments.

**Core Task.** Tasks the AFCFM identify as minimum qualification requirements for everyone within an AFSC, regardless of duty position. Core tasks may be specified for a particular skill level or in general across the AFSC. Guidance for using core tasks can be found in the applicable CFETP narrative.

**Course Objective List (COL).** A publication derived from initial and advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3- or 7-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations in accordance with AFI 36-2201, *Developing, Managing, and Conducting Military Training Programs*.

**Enlisted Specialty Training (EST).** A mix of formal training (technical school) and informal training (on-the-job) to qualify and upgrade airmen in each skill level of a specialty.

**Exportable Training.** Additional training via computer assisted, paper text, interactive video, or other necessary means to supplement training.

**Graduate Assessment Survey (GAS).** A survey sent from the technical training school to supervisors of recent 3-skill level course graduates. Supervisors use this survey to provide feedback on the effectiveness of the technical training course/program in meeting established training requirements.

**Field Technical Training (Type 4).** Special or regular on-site training conducted by a field training detachment or by a mobile training team (MTT).

**Instructional System Development (ISD).** A deliberate and orderly, but flexible process for planning, developing, implementing, and managing instructional systems. It ensures personnel are taught in a cost efficient way the knowledge, skills, and attitudes essential for successful job performance.

**Initial Skills Training.** A formal school course that results in an AFSC 3-skill level award for enlisted or mandatory training for upgrade to qualified officers.

**Job Qualification Standard (JQS).** The STS becomes a JQS for OJT when placed in an AF Form 623, *On-The-Job Training Record*, and is used according to AFI 36-2201.

**MAJCOM Functional Manager (MFM).** Manager for all matters related to the training and utilization of individuals within a particular MAJCOM and AFSC.

**Noncommissioned Officer Academy (NCOA).** The second of three career enhancement professional military education formal training courses, teaching leadership and management principles.

**Occupational Survey Report (OSR).** A detailed report showing the results of an occupational survey of tasks performed within a particular AFS.

**On-the-Job Training (OJT).** Hands-on, over-the-shoulder training conducted to certify personnel in both upgrade (skill level award) and job qualification (duty position certification) training.

**Optimal Training.** The ideal combination of training settings resulting in the highest levels of proficiency on specified performance requirements within the minimum time possible.

**Professional Military Education (PME).** Professional enhancement formal training, periodically attended throughout one's Air Force career, with a focus on leadership and management principles.

**Qualification Training (QT).** Hands-on performance training designed to qualify an airman in a specific position. This training occurs both during and after upgrade training to maintain up-to-date qualifications.

**Qualification Training Package (QTP).** An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position or program, or on a piece of equipment. It may be printed, computer-based, or in other audiovisual media. Refer to the AFMA Web Page for available training packages and courses.

**Resource Constraints.** Resource deficiencies, such as money, facilities, time, manpower, and equipment that preclude desired training from being delivered.

**Senior Noncommissioned Officer Academy (SNCOA).** The third of three career enhancement professional military education formal training courses, teaching leadership and management principles.

**Skills Training.** A formal course that results in the award of a skill level.

**Specialty Training.** A mix of formal training (technical school) and informal training (on-the-job) to qualify and upgrade airmen in the award of a skill level.

**Specialty Training Package and COMSEC Qualification Training Package.** A composite of lesson plans, test material, instructions, policy, doctrine, and procedures necessary to conduct training. These packages are prepared by AETC, approved by National Security Agency (NSA), and administered by qualified communications security (COMSEC) maintenance personnel.

**Specialty Training Standard (STS).** An Air Force publication that describes an Air Force specialty in terms of tasks and knowledge that an airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve a 3-, 5-, or 7-skill level within an enlisted AFS. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an Air Force Specialty Code (AFSC) are taught in formal schools and correspondence courses.

**Standard.** An exact value, a physical entity, or an abstract concept, established and defined by authority, custom, or common consent to serve as a reference, model, or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. A fixed quantity or quality.

**Task Module (TM).** A group of tasks performed within an Air Force specialty that are performed together and that require common knowledge, skills, and abilities. TMs are identified by an identification code and a statement.

**Total Force.** All collective Air Force components (active, reserve, guard, and civilian elements) of the United States Air Force.

**Training Capacity.** The capability of a training setting to provide training on specified requirements, based on the availability of resources.

**Training Planning Team (TPT).** Comprised of the same personnel as a U&TW, however TPTs are more intimately involved in training development and the range of issues are greater than is normal in the U&TW forum.

**Training Requirements Analysis.** A detailed analysis of tasks for a particular AFS to be included in the training decision process.

**Training Setting.** The type of forum in which training is provided (formal resident school, on-the-job, field training, mobile training team, self-study etc.).

**Upgrade Training (UGT).** Mandatory training which leads to the attainment of a higher level of proficiency.

**Utilization and Training Pattern.** A depiction of the training provided to and the jobs performed by personnel throughout their tenure within a career field or Air Force specialty. There are two types of patterns: 1) Current pattern, which is based on the training provided to incumbents and the jobs to which they have been and are assigned; 2) Alternate pattern, which considers proposed changes in manpower, personnel, and training policies.

**Utilization and Training Workshop (U&TW).** A forum of MAJCOM Air Force Specialty Code (AFSC) functional managers, Subject Matter Experts (SMEs), and AETC training personnel that determines career ladder training requirements.

## ***Section A - General Information***

**1. Purpose.** This CFETP provides the information necessary for Air Force Career Field Managers (AFCFM), MAJCOM Functional Managers (MFM), commanders, training managers, supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training that individuals in this AFS should receive in order to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced and proficiency training. Initial skills training is the AFS specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, 9-skill level. Qualification training is actual hands-on task performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills and knowledge required to do the job. Advanced training is formal specialty training used for selected airmen. Proficiency training is additional training, either in-residence or exportable advanced training courses, or on-the-job training provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes--some are:

**1.1.** Serves as a management tool to plan, manage, conduct, and evaluate a career field training program. It is also used to help supervisors identify training at the appropriate point in an individual's career.

**1.2.** Identifies task and knowledge training requirements for each skill level in the specialty and recommends education and training throughout each phase of an individual's career.

**1.3.** Lists training courses available in the specialty, identifies sources of training, and the training delivery method.

**1.4.** Identifies major resource constraints that impact full implementation of the desired career field training process.

**2. Use.** The plan will be used by MFMs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

**2.1.** AETC training personnel will develop or revise formal resident, non-resident, field and exportable training based on requirements established by the users and documented in Part II of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the identified training.

**2.2.** MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. OJT, resident training, contract training, or exportable courseware can satisfy identified requirements. MAJCOM developed training to support this AFS must be identified for inclusion in this plan.

**2.3.** Each individual will complete the mandatory training requirements specified in this plan. The lists of courses in Part II will be used as a reference to support training.

**3. Coordination and Approval.** The AFCFM is the approval authority. Also, the AFCFM will initiate an annual review of this document to ensure currency and accuracy. MAJCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements. Using the list of courses in Part II, they will eliminate duplicate training.

### ***Section B - Career Field Progression and Information***

**4. Specialty Description.** As stated in AFMAN 36-2108.

**4.1. Specialty Summary.** As stated in AFMAN 36-2108.

**4.2. Duties and Responsibilities.** As stated in AFMAN 36-2108.

**4.2.1. Manpower Superintendent/Chief Enlisted Manager (CEM).** As stated in AFMAN 36-2108.

**4.2.2. Manpower Craftsman/Journeyman/Apprentice.** As stated in AFMAN 36-2108.

**5. Skill and Career Progression.** Adequate training and timely progression from the apprentice to the superintendent skill level play an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training must do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure that each individual receives viable training at appropriate points in their career.

**5.1. Apprentice (3) Level.** As stated in AFMAN 36-2108.

**5.2 Journeyman (5) Level.** As stated in AFMAN 36-2108.

**5.3. Craftsman (7) Level.** As stated in AFMAN 36-2108.

**5.4 Superintendent (9) Level.** As stated in AFMAN 36-2108.

**6. Training Decisions.** The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Manpower career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of

training and eliminate a disjointed approach to training. Training decisions were made at the U&TW on 31 Oct 03.

**6.1. Initial Skills Training.** The initial skills course was revised to provide training needed to prepare graduates for manpower related positions.

**6.2. Five-Skill Level Training.** The Manpower Career Development Course (CDC), reinforces and expands on the initial skills taught in the apprentice course, while working on-the-job.

**6.3. Seven-Skill Level Training.** The Craftsman ADL Course expands on the individual's working knowledge in the Manpower Career Field. Those items identified, as core on the Readiness JQS, located on the Manpower Readiness website, must be completed.

**6.4. Proficiency Training.** This training is job qualification and consists of completing all identified core tasks for their assigned duty position. Additional qualification training (QT) becomes necessary when personnel transfer to another duty position, the unit mission changes, a new personnel program comes on board, or any time any techniques, procedures, or a need for increased productivity occurs.

**7. Community College of the Air Force.** Enrollment in CCAF occurs upon completion of basic military training. CCAF provides the opportunity to obtain an Associate in Applied Sciences Degree. Visit the CCAF website for the current catalog <http://www.au.af.mil/au/ccaf/>. In addition to its associates degree program, CCAF offers the following:

**7.1. Occupational Instructor Certification.** Upon completion of instructor qualification training, consisting of the instructor methods course and supervised practice teaching, CCAF instructors who possess an associates degree or higher may be nominated by their school commander or commandant for certification as an occupational instructor. Visit the CCAF website for current degree requirements. <http://www.au.af.mil/au/ccaf/faa/oic.htm>.

**7.2. Trade Skill Certification.** When a CCAF student separates or retires, a trade skill certification is awarded for the primary occupational specialty. The College uses a competency based assessment process for trade skill certification at one of four proficiency levels: Apprentice, Journeyman, Craftsman (Supervisor), or Master Craftsman (Manager). All are transcribed on the CCAF transcript.

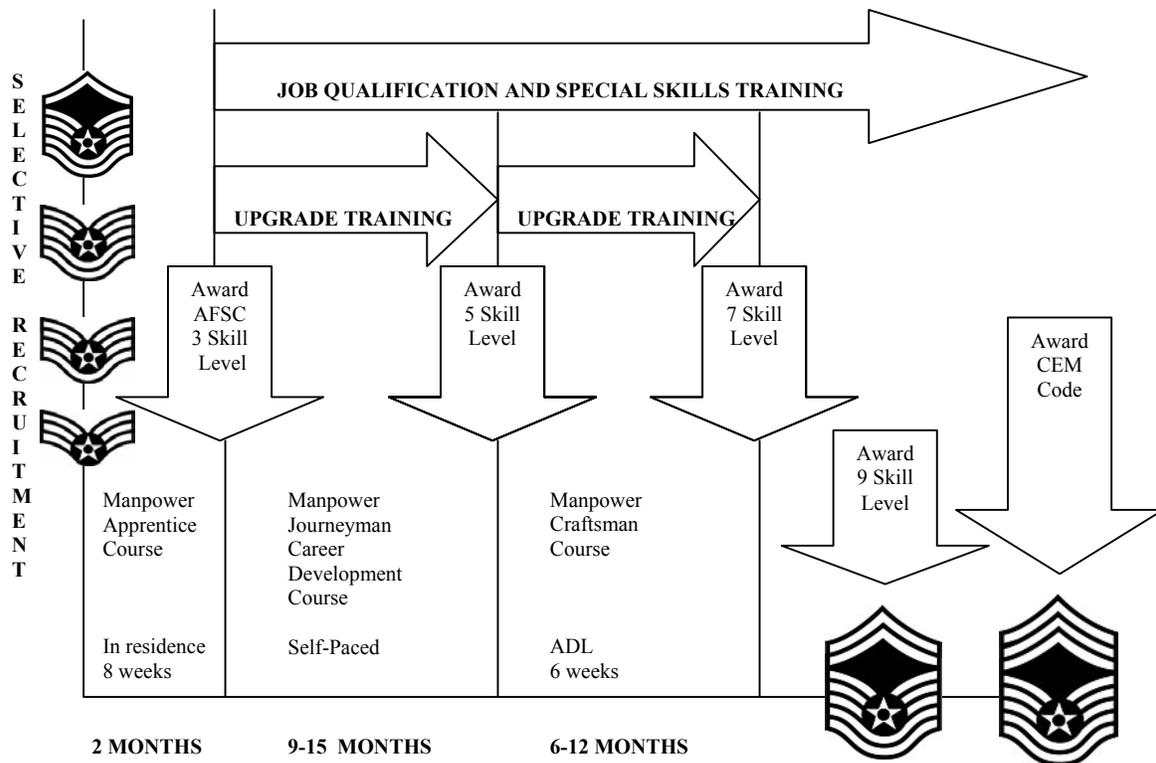
**7.3. Instructor Educational Requirements.** Individuals desiring to become an Air Education and Training Command Instructor should be actively pursuing an associates degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

**7.4. Recommendation.** It is strongly recommended that all enlisted personnel in the Manpower and Organization Career Field have CCAF degrees from their prior AFSC and one from their new AFSC.

**8. Professional Affiliations and Fraternal Organizations.** The Air Force recognizes the importance and supports associations with professional organizations and membership in fraternal organizations as a vital tool in your continuing education and professional development. Such affiliations and membership offer opportunities for tangible benefits in the areas of leadership, networking, team-building, communication, community service, and most of all, career enhancement.

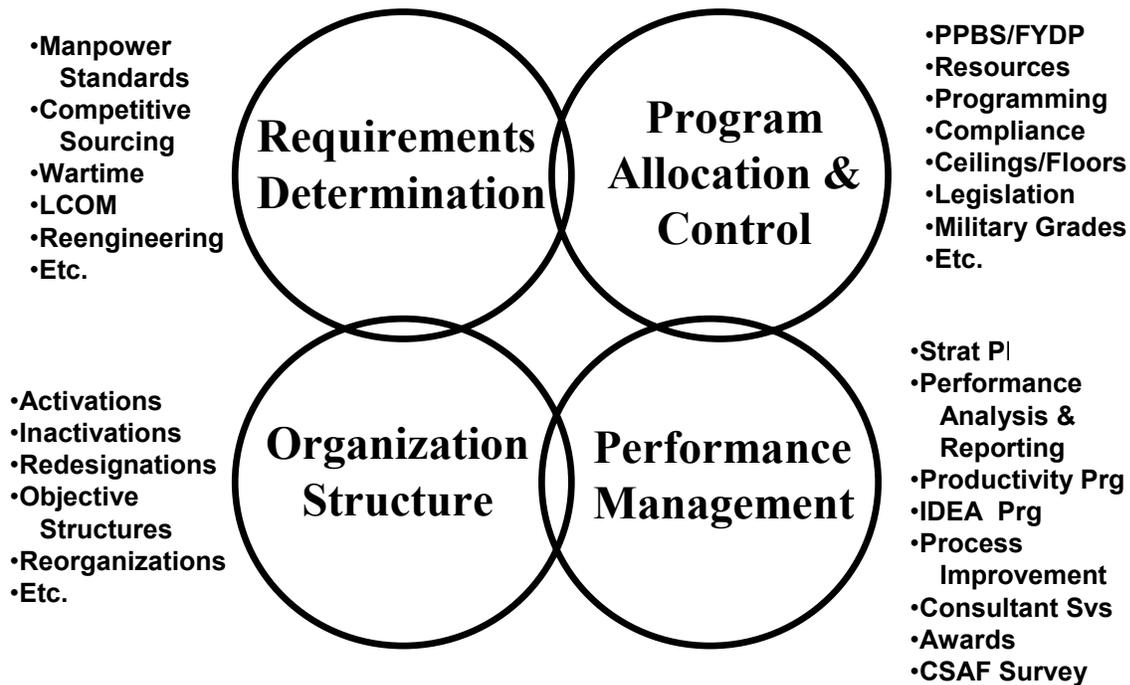
**9. Career Field Path**

**9.1. Manpower Life Cycle Training.** The Manpower training cycle is different from most other specialties due to being a lateral career field. In addition to retraining in personnel from different year groups, recruiting and retraining within different grades compound the challenge of charting a by-year/by-grade progression in this specialty. The above chart is provided only as an overview of a typical training cycle with consideration for Manpower’s uniqueness.



## 9.2. Manpower and Organization Core Competencies

### Reengineering Validated Core Competencies



**9.2.1.** The Manpower and Organization function is structured around four core competencies: Requirements Determination, Program Allocation and Control, Organization Structure, and Performance Management. These competencies were established during Manpower's functional reengineering effort. A well-rounded training program should introduce and utilize Manpower personnel in as many of these competencies as possible over a period of time.

**9.2.2.** The Specialty Training Standard (STS) is organized to reflect these competencies and includes supporting processes, tasks, and subject areas. Because of the diverse skills offered by this specialty, an individual may perform only a few of these at a particular duty assignment. The objective of a sound individual development training plan is to expose personnel to as many areas of this specialty through job rotation and different levels of assignment.

**9.2.3.** Core tasks identified in the STS and Readiness JQS are intended to ensure the technician has an overarching understanding of the core competencies. Like previous core task documentation requirements, once upgrade training is completed, supervisors are required to readdress these items as an individual's duty position and responsibilities change. For upgrade training requirements, the supervisor will determine at what level and at what depth the core task should be trained for duty performance. That determination should be documented appropriately in the individuals training record.

### 9.3. Manpower and Organization (AFSC 3S3XX) Enlisted Career Field Path

GRADE	TOURS OF DUTY	YEARS OF SERVICE	EDUCATION/ TECHNICAL TRAINING	TYPE ASSIGNMENT	TYPE DUTY	PME	CIVILIAN EDUCATION	GOALS, OBJECTIVES, AND ACTIVITIES	KNOWLEDGE, SKILLS, AND ABILITIES
AB-A1C	1	<4	-BMTS -Technical School -5-Level -Qualification in Prior AFSC					-Develop Competency -Readiness -Operational Credibility	
SRA	2	<10	-3-Level Apprentice Course -Upgrade Training	-Wing/AFMA Squadron -Overseas Assignment	-Analyst	-Airman Leadership School	-Some College -Continuing Education and Professional Development -Certifications -Associations	-Develop Competency -Readiness -Operational Credibility	-Community Service -Technical Expertise
SSGT	3	<16	-5-Level Journeyman Course -Upgrade Training	-Wing/AFMA Squadron -Overseas Assignment	-NCOIC		-CCAF in Prior AFSC -Continuing Education and Professional Development -Certifications -Associations	-Build Depth -Readiness -Operational Credibility	-Leader -Supervisor -Community Service -Technical Expertise
TSGT	4	<20	-7-Level Craftsman Course -Upgrade Training	-Wing/AFMA Squadron -Management Headquarters -Overseas Assignment	-NCOIC	-NCO Academy	-CCAF in Manpower AFSC -Continuing Education and Professional Development -Certifications -Associations	-Build Breadth -Readiness -Operational Credibility	-Leader -Manager -Supervisor -Deployment -Joint/Special Duty -Career Broadening -Private Organizations -Technical Expertise
MSGT	5	<24	-9-Level WMOCC -Upgrade Training	-Wing/AFMA Squadron/ -Management Headquarters -Overseas Assignment	-Superintendent	-SNCO Academy	-Bachelor's Degree -Continuing Education and Professional Development -Certifications -Associations	-Build Breadth -Readiness -Operational Credibility -Key Advisor	-Leader -Manager -Supervisor -Deployment -Joint/Special Duty -Career Broadening -Private Organizations -Technical Expertise
SMSGT	6	<26	-WMOCC -MSOC -Gap Training	-Wing/AFMA Squadron -Management Headquarters -Overseas Assignment	-Superintendent -Flight, Section, or Branch Chief		-Master's Degree -Continuing Education and Professional Development -Certifications -Associations	-Key Advisor -Readiness -Operational Credibility	-Leader -Manager -Supervisor -Deployment -Joint/Special Duty -Career Broadening -Private Organizations
CMSGT	7	<30	-MSOC	-Wing -Management Headquarters	- Flight, Section, or Branch Chief - Wing or Group Superintendent - Nominative Job	-CMSgt Course	-Doctor's Degree (Nice-to-Have) -Continuing Education and Professional Development -Certifications -Associations	-Key Advisor -Readiness -Operational Credibility	-Leader -Manager -Supervisor -Special Duty -Career Broadening -Private Organizations

**END STATE: MAXIMIZE LEADERSHIP, TRAINING, AND EXPERIENCE**

## ***Section C - Skill Level Training Requirements***

**10. Purpose.** Skill level training requirements in this career field are defined in terms of task and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad, general terms and establishes the mandatory requirements for entry, award and retention of each skill level. The specific task and knowledge training requirements are identified in the STS at Part II, Sections A and B of this CFETP, and the Readiness JQS located on the Manpower Readiness website.

### **11. Specialty Qualification Requirements:**

#### **11.1. Apprentice Level Training:**

##### **11.1.1. Specialty Qualification.**

**11.1.1.1. Knowledge.** As stated in AFMAN 36-2108

**11.1.1.2. Education.** As stated in AFMAN 36-2108

**11.1.1.3. Training.** As stated in AFMAN 36-2108

**11.1.1.4. Experience.** As stated in AFMAN 36-2108

**11.1.1.5. Other.** As stated in AFMAN 36-2108

**11.1.2. Training Sources and Resources.** Completion of the AETC Manpower Apprentice Course, Keesler AFB MS satisfies the knowledge and training requirements specified in the training section (above) for award of the 3-skill level. Part II of this CFETP identifies all the knowledge and tasks, with their respective standards.

**11.1.3. Implementation.** Entry into training is accomplished by approved retraining from any AFSC at the 5-skill level or higher (or 3-skill level, if no 5-skill level exists); must be a SrA (E-4) or higher, and be interviewed by an officer, senior NCO, or equivalent civilian. After graduation, job QT starts when an individual is assigned to their first duty position. Thereafter, it is initiated anytime an individual is assigned duties they are not qualified to perform.

#### **11.2. Journeyman Level Training:**

##### **11.2.1. Specialty Qualification.**

**11.2.1.1. Knowledge.** As stated in AFMAN 36-2108

**11.2.1.2. Education.** As stated in AFMAN 36-2108

**11.2.1.3. Training.** As stated in AFMAN 36-2108

**11.2.1.4. Experience.** As stated in AFMAN 36-2108

**11.2.1.5. Other.** As stated in AFMAN 36-2108

**11.2.2. Training Sources and Resources.** Completion of the 5-skill level Career Development Course (CDC) satisfies the knowledge and training requirements specified in the training section (above) for award of the 5-skill level. Part II of this CFETP identifies all the knowledge and tasks, with their respective standards. A web-link to the list of training courses and QTPs available is located in Part II, Section C of this CFETP.

**11.2.3. Implementation.** Entry into UGT is initiated when an individual possesses the 3-skill level and is in the grade of SrA or above. The 5-skill level is awarded when trainee completes the mandatory CDCs, applicable QTPs, all core tasks identified in part II of this CFETP and other duty position tasks identified by the individuals supervisor. QT is initiated anytime an individual is assigned duties he/she is not qualified to perform.

### **11.3. Craftsman Level Training:**

#### **11.3.1. Specialty Qualification.**

**11.3.1.1. Knowledge.** As stated in AFMAN 36-2108.

**11.3.1.2. Education.** As stated in AFMAN 36-2108.

**11.3.1.3. Training.** As stated in AFMAN 36-2108.

**11.3.1.4. Experience.** As stated in AFMAN 36-2108.

**11.3.1.5. Other.** As stated in AFMAN 36-2108.

**11.3.2. Training Sources and Resources.** The STS and Readiness JQS identify all the tasks required for qualification. UGT and QT are provided by qualified trainers using available resources. A web-link to the list of training courses and QTPs available is located in Part II, Section C of this CFETP.

**11.3.3. Implementation.** Entry into UGT is initiated when an individual possesses the 5-skill level and is in the grade of SSgt or above. QT is initiated anytime an individual is assigned duties they are not qualified to perform. Applicable core tasks and the 7-skill level course must be completed to be awarded the 7-skill level.

### **11.4. Superintendent Level Training:**

#### **11.4.1. Specialty Qualification.**

**11.4.1.1. Knowledge.** As stated in AFMAN 36-2108.

**11.4.1.2. Education.** As stated in AFMAN 36-2108.

**11.4.1.3. Training.** As stated in AFMAN 36-2108.

**11.4.1.4. Experience.** As stated in AFMAN 36-2108.

**11.4.1.5. Other.** As stated in AFMAN 36-2108.

**11.4.2. Training Sources and Resources.** Continuation (advanced) training courses are available and attendance should be used based on the individual's particular training needs. A web-link to the list of training courses and QTPs available is located in Part II, Section C of this CFETP.

**11.4.3. Implementation.** Awarded only to a SMSgt possessing a 3S371 AFSC and when recommended by their supervisor.

#### ***Section D - Resource Constraints***

**12. Purpose.** This section identifies known resource constraints, which preclude optimal/desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

**13. Apprentice Level Training:** No Constraints

**14. Journeyman Level Training:** No Constraints

**15. Craftsman Level Training:** No Constraints

#### ***Section E. Transitional Training Guide***

**16.** There are currently no transition training requirements. *This area is reserved.*

## Part II

### *Section A - Specialty Training Standard*

**1. Implementation.** This STS will be used for training provided by AETC and for 7-level classes entering 20041004 for course E3ACS3S371 000 and for 3-level classes entering 20041005 for course E3ALR3S331 000. This STS will also be used to identify 5-level upgrade for 3-level classes entering 20041005 and graduating 20041201 for course E3ALR3S331 000.

**2. Purpose.** As prescribed in AFI 36-2201, this STS:

**2.1.** Lists in the column 1 (Task, Knowledge, and Technical Reference) the most common tasks, knowledge, and technical references (TR) necessary for airman to perform duties in the 3-, 5-, and 7-skill level. Number task statements sequentially i.e., 1.1, 1.2, 2.1. Column 2 (Core Tasks) identifies, by asterisk (\*), specialty-wide training requirements.

**2.2.** Provides certification for OJT. Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available. Task qualification must show a completed date.

**2.3.** Shows formal training and correspondence course requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task/knowledge and the career knowledge provided by the correspondence course. See CADRE/AFSC/CDC listing maintained by the unit-training manager for current CDC listings.

**2.4. Qualitative Requirements.** Attachment 1 contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

**2.5.** Becomes a job qualification standard (JQS) for on-the-job training when placed in AF Form 623, On-The-Job Training Record, and used according to AFI 36-2201. When used as a JQS, the following requirements apply:

**2.5.1. Documentation.** Document and certify completion of training. Identify duty position requirements by circling the subparagraph number next to the task statement. As a minimum, complete the following columns in Part 2 of the CFETP: Training Complete, Trainee Initials, and Supervisor/Trainer Initials. An AFJQS may be used in lieu of Part II of the CFETP only upon approval of the AFCFM. **NOTE:** The AFCFM may supplement these minimum documentation procedures as needed or deemed necessary for their Career Field.

**2.5.1.1. Qualification Procedures.** This STS is the primary source document for recording task qualification. Core tasks are identified by skill level through the U&TW process. These core tasks are the minimum qualification requirements for position qualification or skill level upgrade.

**2.5.1.2. Position Qualification.** Supervisors may defer core tasks for unique duty position qualification or task is not performed. Deferred core tasks must be identified in the unit's JQS master training plan. Supervisors evaluate the need to train core tasks for position qualification each time an individual is assigned to a new duty position or duty location.

**2.5.2. Converting from Old Document to CFETP.** Use the new CFETP to identify and certify all past and current task qualifications unless an AFJQS has been mandated. Transcribe qualifications in the following manner:

**2.5.2.1.** For those core and critical tasks previously certified and required in the current duty position, evaluate current qualifications and when verified, recertify using current date as completion date and enter trainee's and Supervisor/trainer's initials.

**2.5.2.2.** For non-core and non-critical tasks previously certified and required in the current duty position evaluate current qualifications and when verified, recertify using current date as completion date. Enter trainee's and supervisor/trainer initials.

**2.5.2.3.** When transcribing previous qualification for tasks not required in the current duty position, carry forward only the previous completion date of qualification (not the initials of another person). If and when transcribed tasks become duty position requirements, recertify using standard certification procedures.

**2.5.2.4.** The person whose initials appear in the trainer block during the transcription process must meet the requirements of their respective role. Upon completion of the transcription process, give the old CFETP to the member.

**2.5.2.5. Documenting Career Knowledge.** For two-time CDC course exam failures: supervisors identify all STS items corresponding to the areas covered by the CDC. The trainee completes a study of STS references, undergoes evaluation by the task trainer, and receives certification on the STS. **NOTE:** Career Knowledge must be documented prior to submitting a CDC waiver.

**2.5.2.6. Decertification and Recertification.** When an airman is found to be unqualified on a task previously certified for his or her position, the supervisor lines through the previous certification or deletes previous certification when using automated system. Appropriate remarks are entered on the AF Form 623A, On-The-Job Training Record Continuation Sheet, as to the reason for decertification. The individual is recertified (if required) either by erasing the old entries and writing in the new or by using correction fluid (if the entries were made in ink) over the previously certified entry.

**2.5.3. Training Standard.** Tasks are trained and qualified to the go/no go level. Go means the individual can perform the task without assistance and meet local demands for accuracy, timeliness, and correct use of procedures.

**2.6.** The training standard is a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). Specialty Knowledge Tests (SKTs) are developed at the USAF Occupational Measurement Squadron by senior NCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the WAPS catalog. Individual responsibilities are in chapter 14 of AFI 36-2606, *US Air Force Reenlistment, Retention, and NCO Status Programs*. WAPS is not applicable to the Air National Guard.

**3. Recommendations.** Comments and recommendations are invited concerning the quality of AETC training. A Customer Service Information Line (CSIL) has been installed for supervisors' convenience. For a quick response to concerns, call our CISL at DSN 597-4566, or fax us at Fax number is DSN 597-3790, or e-mail us at [81trg-tget@keesler.af.mil](mailto:81trg-tget@keesler.af.mil). Reference specific paragraphs or areas of concern (paragraph, training standard element, etc.).

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

ROGER A. BRADY  
Lieutenant General, USAF  
Deputy Chief of Staff,  
Personnel

1 Attachment  
Qualitative Requirements

## Attachment 1

THIS BLOCK IS FOR IDENTIFICATION PURPOSES ONLY		
NAME OF TRAINEE		
PRINTED NAME <i>(Last, First, Middle Initial)</i>	INITIALS <i>(Written)</i>	SSAN
PRINTED NAME OF SUPERVISOR/TRAINER AND WRITTEN INITIALS		
N/I	N/I	

## QUALITATIVE REQUIREMENTS

PROFICIENCY CODE KEY		
	SCALE VALUE	DEFINITION: The individual
TASK PERFORMANCE LEVELS	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (EXTREMELY LIMITED)
	2	Can do most parts of the task. Needs only help on hardest parts. (PARTIALLY PROFICIENT)
	3	Can do all parts of the task. Needs only a spot check of completed work. (COMPETENT)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (HIGHLY PROFICIENT)
TASK KNOWLEDGE LEVELS	a	Can name parts, tools, and simple facts about the task. (NOMENCLATURE)
	b	Can determine step-by-step procedures for doing the task. (PROCEDURES)
	c	Can identify why and when the task must be done and why each step is needed. (OPERATING PRINCIPLES)
	d	Can predict, isolate, and resolve problems about the task. (ADVANCED THEORY)
SUBJECT KNOWLEDGE LEVELS	A	Can identify basic facts and terms about the subject. (FACTS)
	B	Can identify relationship of basic facts and state general principles about the subject. (PRINCIPLES)
	C	Can analyze facts and principles and draw conclusions about the subject. (ANALYSIS)
	D	Can evaluate conditions and make proper decisions about the subject. (EVALUATION)
EXPLANATIONS		
<p>* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Examples: b and 1b)</p> <p>** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.</p> <p>- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.</p> <p>X This mark is used alone in course columns to show that training is required but not given due to limitations in resources.</p> <p><b>NOTE:</b> All tasks and knowledge items shown with a proficiency code are trained during wartime.</p>		

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1. MANPOWER OVERVIEW											
1.1. Duties of AFSC 3S3X1/ 38MX TR: AFD 38-1; AFD 38-2; AFMAN 38-208; AFMAN 36-2105; AFMAN 36-2108						B			B	-	
1.2. Career Progression TR: CFETP Part I						B			B	-	
1.3. Career Field Recruitment TR: Recruiting and Selection Handbook						B			B	-	
1.4. USAF Manpower Awards for Professional Excellence TR: AFI 36-2832						-			B	-	
2. ORGANIZATION STRUCTURE TR: AFI 38-101											
2.1. Principles of Organization TR: AFD 38-1; JFSC Pub 1						B			B	-	
2.2. Air Force Organization Structure TR: US Code Title 10; AF Strategic Plan (AFSP) <a href="http://www.au.af.mil/au/awc/ns/afsp-vol2.pdf">http://www.au.af.mil/au/awc/ns/afsp-vol2.pdf</a> ; AFDD 1; AFDD 2; AFD 38-1						B			B	-	
2.3. Organizational Evaluation TR: AFD 38-1	*					B			B	-	
2.4. Organizational Change Identification TR: AFD 38-1						B			B	C	
3. PROGRAM ALLOCATION AND CONTROL											
3.1. Planning Programming Budgeting Cycle TR: DODD7045.14; DODI 7045.7; DOD 7045.7-H; AFD 38-2; AFD 16-5; AFD 90-11; AFI 16-501; PPBE & AFCS Primer						A			A	A	
3.2. Program Objective Memorandum (POM) TR: DODI 7045.7; DOD 7045.7-H; AFD 90-11; PPBE & AFCS Primer						-			-	B	

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		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.3. Future Years Defense Program (FYDP) TR: DODD 7045.14; DODI 7045.7; DOD 7045.7-H; PPBE & AFCS Primer						A			A	A	
3.4. FYDP Allocation Process TR: DODD 7045.14; DODI 7045.7; DOD 7045.7-H; AFI 38-204; AFD 90-11; PBBE & AFCS Primer						-			-	B	
3.5. Current Requirement Table TR: AFCSM 38-142; AFI 38-204											
3.5.1. Authorization/FYDP Compare						-			-	B	
3.5.2. Implement Authorization Adjustments						-			-	b	
3.6. Programming Factors and Functional Estimating Equations											
3.6.1. Apply Programming Factors TR: AFI 38-204						-			b	b	
3.6.2. Develop Functional Estimating Equations TR: AFMAN 38-208						-			b	b	
3.7. Manpower Resource Management											
3.7.1. Military Grades and Skills TR: AFI 38-201						A			B	B	
3.7.2. Military Position Review TR: AFI 38-201						A			A	-	
3.7.3. Civilian Position Management TR: AFI 38-201											
3.7.3.1. Overhires						A			B	C	
3.7.3.2. Position Descriptions						A			B	C	

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		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.7.4. Determine Contract Manpower Equivalent (CME) Requirements TR: AFI 38-201						a			b	-	
3.7.5. Aircrew Requirements TR: AFI 38-201						A			B	-	
3.7.6. Individual Mobilization Augmentee (IMA) TR: AFI 38-204						A			A	-	
3.7.7. Guard and Reserve TR: AFI 38-201; AFI 38-204						A			B	-	
3.7.8. Program Element Code (PEC) TR: AFI 16-501; AFI 38-204						B			B	B	
3.7.9. Overseas Manpower Considerations TR: AFI 38-204						A			A	-	
3.7.10. Manpower Strength Limitations TR: US Code title 10; NDAA; DPG; APPG						A			A	-	
3.8. Manpower Data System (MDS)											
3.8.1. Database Structure and Attributes TR: AFCSM 38-142, Vol 2; Manpower Data Systems Tables Report; MO Chiefs Handbook						B			B	-	
3.8.2. Manpower Data System TR: AFCSM 38-142, Vol 2											
3.8.2.1. Operate MDS						2b			b	2b	
3.8.2.2. Build Manpower Project						2b			-	c	
3.8.3. Manpower Documents	*										
3.8.3.1. Interpret Unit Manpower Document (UMD) TR: MO Chiefs Handbook						2b			-	-	
3.8.3.2. Unit Manpower Document (UMD) TR: MO Chiefs Handbook						-			B	-	

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		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.8.3.3. Evaluate ACR TR: MO Chiefs Handbook; Manpower Data Systems Table Report						b			c	-	
3.8.3.4. Change Notice TR: MO Chiefs Handbook						-			B	-	
3.8.3.5. Interpret Change Notice TR: MO Chiefs Handbook						2b			-	-	
4. REQUIREMENTS DETERMINATION											
4.1. Manpower Standards/Determinants											
4.1.1. Statistics TR: AFMAN 38-208											
4.1.1.1. Identifying Principles and Symbols						B			B	-	
4.1.1.2. Compute Measures of Central Tendencies						2b			c	-	
4.1.1.3. Compute Measures of Dispersion						2b			c	-	
4.1.1.4. Perform Correlation and Regression Analysis						2b			c	-	
4.1.1.5. Select Equation/Model						2b			b	-	
4.1.2. Standard/Determinant Development											
4.1.2.1. Methodology and Approach TR: AFMAN 38-208											
4.1.2.1.1. Overview of Manpower Development Process TR: AFI 38-201						A			B	-	
4.1.2.1.2. Functional Familiarization						B			-	-	
4.1.2.1.3. Study Plan											
4.1.2.1.3.1. Develop						-			c	-	

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		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
4.1.2.1.3.2. Select Potential Workload Factors (PWLFs)						b			b	-	
4.1.2.1.3.3. Select Workload Measurement Method						B			-	-	
4.1.2.1.4. Workshop Measurement Facilitation						B			B	-	
4.1.2.1.5. AS-IS Model											
4.1.2.1.5.1. Prepare Process Oriented Description (POD)						2b			c	-	
4.1.2.1.5.2. Statement of Conditions (SOCs)						B			-	-	
4.1.2.1.6. Opportunity Research						B			-	-	
4.1.2.1.7. Develop TO-BE Model						2b			-	-	
4.1.2.1.8. FIN-REP & Determinant Coordination						B			-	-	
4.1.2.1.9. Implement Manpower Determinant TR: AFI 38-201						2b			b	-	
4.1.2.1.10. Develop Manpower Table (MANTAB) TR: AFI 38-201						2b			c	-	
4.1.2.2. Unit Type Code (UTC)											
4.1.2.2.1. Develop Unit Type Code (UTC) TR: AFI 10-401; AFI 38-205						-			b	-	
4.1.2.2.2. Develop Mission Capability Statement (MISCAP) TR: AFI 10-401; AFI 38-205						b			-	-	
4.1.2.2.3. Develop Manpower Force Element List (MFEL) TR: AFI 10-401; AFI 38-205						b			-	-	

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		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
4.1.3. Standard/Determinant Application TR: AFI 38-201	*										
4.1.3.1. Apply Equation/Model						2b			c	-	
4.1.3.2. Apply Man-Hour Availability Factor (MAF)/Overload Factor						2b			c	-	
4.1.3.3. Perform Impact Analysis						2b			c	-	
4.1.4. Variance Development TR: AFI 38-201; AFMAN 38-208						B			B	-	
4.1.5. Man-Hour Availability Factors Development TR: AFI 38-201; AFMAN 38-208						B			-	-	
4.2. Manpower Standards/Determinants TR: AFI 38-201						A			B	-	
4.3. AF Commercial Activities Program (AFCAP) TR: AFI 38-203											
4.3.1. Program Overview TR: OMB Circular A-76; Supplemental Handbook to OMB Circular A-76; DODD 4100.15; DODI 4100.33,						A			B	-	
4.3.2. Activity Determination Process						A			B	-	
4.3.3. Inventory, Review and Nomination Process						A			B	-	
4.3.4. Standard Cost/Streamlined Comparison TR: FAR; OMB Circular A-76; Supplemental Handbook to OMB Circular A-76; DODD 4100.15; DODI 4100.33; AFI 63-124						A			B	-	
4.3.5. Competitive Sourcing Management Steering Group						A			B	-	

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		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
4.3.6. Performance Work Statement and Quality Assurance Surveillance Plan TR: AFI 63-124						A			B	-	
4.3.7. Most Efficient Organization (MEO) and Contract Implementation						A			B	-	
4.3.8. Cost of Government In-House Performance/ COMPARE TR: FAR; OMB Circular A-76; Supplemental Handbook to OMB Circular A-76; DODD 4100.15; DODI 4100.33						A			B	-	
4.3.9. Reporting/CAMIS						A			B	-	
4.4. Requirements Utilization											
4.4.1. Interpret a Deployment Requirements Manning Document (DRMD) TR: AFI 10-403; AFI 38-205						2b			-	-	
4.4.2. Deployment Requirements Manning Document (DRMD) TR: AFI 10-403						-			B	-	
4.4.3. Civilian Emergency Essential Program TR: AFI 10-201; AFI 10-403; AFI 36-507						A			B	-	
4.4.4. Augmentation Program TR: AFPAM 10-243						A			B	-	
4.5. Contingency Manpower Planning and Execution											
4.5.1. National Strategy Fundamentals TR: Joint Pub 3-0; AFDD 1; AFI 38-205; AFSP <a href="http://www.au.af.mil/au/awc/ns/afsp-vol2.pdf">http://www.au.af.mil/au/awc/ns/afsp-vol2.pdf</a>						A			B	-	
4.5.2. Deliberate and Crisis Action Planning TR: Joint Pub 5-0; User's Guide for JOPES; AFDD 2; AFMAN 10-401						A			B	-	

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		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
4.5.3. USAF Readiness Community TR: AFMAN 10-401; AFI 10-403; AFI 38-205; AFI 10-217						A			B	-	
4.5.4. Manpower Functional Roles and Responsibilities TR: AFMAN 10-401; AFI 10-403; AFI 38-205						A			B	-	
4.5.5. USAF War Mobilization Plan (WMP) TR: AFMAN 10-401; AFI 10-403						A			B	-	
4.5.6. Manpower Equipment Force Packaging System (MEFPAK) TR: AFMAN 10-401; AFI 10-403						A			B	-	
4.5.7. Global Command and Control System (GCCS) TR: AFMAN 10-401											
4.5.7.1. Joint Operation Planning and Execution System (JOPEs) /Automated Data Processing (ADP) TR: CJCSM 3122.01; User's Guide for JOPEs;						A			B	-	
4.5.7.2. JOPEs Time Phased Force Deployment Data (TPFDD) TR: CJCSM 3122.02A; AFI 10-403						A			B	-	
4.5.7.3. Deliberate Crisis Action Planning and Execution Segment (DCAPES) TR:; AFCSM 10-626						A			B	-	
4.5.7.4. MANPER-B TR: AFI 10-403; AFCSM 10-626						A			B	-	
4.5.8. Total Force Assessment TR: AFMAN 10-401; AFI 38-205						B			B	B	
4.5.9. Status of Resources and Training System (SORTS) TR: AFI 10-201; AFMAN 10-401											
4.5.9.1. Designed Operational Capability (DOC) Statement TR: AFI 10-403						A			-	B	
4.5.9.2. DOC Statement Review						B			-	C	

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		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL		
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC	
4.5.9.3. UTC/UMD Comparison	*											
4.5.9.3.1. Comparison Principles						-			B	-		
4.5.9.3.2. Perform Comparison						2b			-	-		
4.5.9.3.3. Identify Mismatch						2b			-	-		
4.5.9.3.4. Resolve Mismatch						-			-	2b		
4.5.9.3.5. Mismatch Resolution						-			B	-		
4.6. Support Agreements TR: AFI 25-201; AFI 38-204						B			B	-		
5. PERFORMANCE MANAGEMENT												
5.1. Principles of Performance Management TR: AFI 90-1102												
5.1.1. Background, Policy, and Procedures TR: AFSP <a href="http://www.au.af.mil/au/awc/ns/afsp-vol2.pdf">http://www.au.af.mil/au/awc/ns/afsp-vol2.pdf</a>						B			B	-		
5.1.2. Roles and Responsibilities TR: AFDD 1-1						B			B	-		
5.1.3. Performance Plan TR: AFDD 1-1						-			A	-		
5.1.4. Task Assurance TR: AFSP <a href="http://www.au.af.mil/au/awc/ns/afsp-vol2.pdf">http://www.au.af.mil/au/awc/ns/afsp-vol2.pdf</a> ; AFDD 1-1						B			B	-		
5.1.5. Mission Essential Tasks TR: AFSP <a href="http://www.au.af.mil/au/awc/ns/afsp-vol2.pdf">http://www.au.af.mil/au/awc/ns/afsp-vol2.pdf</a> ; AFDD 1-1						A			B	-		

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		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
5.1.6. Facilitation of Performance Measures Development TR: AFDD 1-1; AFMAN 38-208						-			-	-	
5.1.7. Automated Reporting Systems						A			B	-	
5.2. PM Linkage to Strategic Planning TR: AFSP <a href="http://www.au.af.mil/au/awc/awc/ns/afsp-vol2.pdf">http://www.au.af.mil/au/awc/awc/ns/afsp-vol2.pdf</a> ; AFDD 1-1 AFPD 90-11						B			B	-	
5.3. Process Improvement Measurement TR: AFMAN 38-208											
5.3.1. Facilitation Principles and Techniques						-			B	-	
5.3.2. Tools and Techniques	*										
5.3.2.1. Use Data Gathering Tools						2b			-	-	
5.3.2.2. Use Data Display Tools						2b			-	-	
5.3.2.3. Use Data Analysis Tools						2b			-	-	
5.3.3. Sampling						A			B	-	
5.3.4. Perform Operational Audit						2b			b	-	
5.3.5. Determine Minimum Manpower Requirement						2b			b	-	
5.3.6. Simulation Modeling						A			A	-	
5.3.7. Benchmarking						B			-	-	

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
5.4. Consulting Services TR: AFMAN 38-208						B			B	C	
5.5. Productivity Enhancement Capital Investment TR: AFPD 38-3; AFI 38-301											
5.5.1. Fast Payback Capital Investment (FASCAP)						B			B	-	
5.5.2. Productivity Investment Fund (PIF)						B			B	-	
5.6. IDEA Program TR: AFPD 38-4; AFI 38-401						A			B	-	
5.7. Legislation and mandates affecting PM TR: Public Law 103-62; AFSP <a href="http://www.au.af.mil/au/awc/ns/afsp-vol2.pdf">http://www.au.af.mil/au/awc/ns/afsp-vol2.pdf</a> ; AFPD 90-11						A			B	-	
5.8. AF/DoD Awards other than AFI 36-2832 TR: AFPD 36-28; AFI 36-2830; AFI 36-2868; Chief of Staff Team Excellence Guide; Air Force Productivity Excellence Award Guidelines; The President's Quality Award Program (PQAP-1); AFI 38-301; AFI 38-401						A			B	-	
6. WORKCENTER MANAGEMENT AND OFFICE SKILLS											
6.1. Leadership and Supervision TR: AFPAM 36-2241, V1											
6.1.1. Mentoring						-			-	-	
6.1.2. Counseling						-			-	-	
6.1.3. New Personnel Orientation						-			-	-	
6.1.4. Performance Feedback						-			-	-	

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
6.1.5. Performance Evaluation											
6.1.6. Work Distribution and Control											
6.1.7. Unit Training											
6.2. Communications and Computer Skills TR: Manufacturer's Manual											
6.2.1. Operate Word Processing Program						2b			-	-	
6.2.2. Operate Spreadsheet Program						2b			-	-	
6.2.3. Operate Database Program						2b			-	-	
6.2.4. Operate Presentation Program						2b			-	-	
6.2.5. Information Technology Programs						-			-	-	
6.2.6. Typing/Keyboard Skills						-			-	-	
6.3. Presentation, Staffing and Coordination TR: AFP 36-2241; AFH 33-337											
6.3.1. Prepare Written Correspondence						2b			-	2b	
6.3.2. Develop Briefing						2b			-	2b	
6.3.3. Present Briefing						2b			-	-	
6.4. Safeguard Classified Material TR: AFI 31-401						-			-	-	

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
NOTE 1: Core tasks are identified with an * in Column 2.											
NOTE 2: All tasks and knowledge items shown with a proficiency code are trained during wartime.											

**Section B - Course Objective List**

4. Not used. *This area is reserved.*

**Section C - Support Material**

5. **Qualification Training Packages.** Visit the AFMA website for the current QTPs available for training. <https://www.afmia.randolph.af.mil/mip/mips/curric/index.htm>

**Section D - Training Course Index**

6. **Purpose.** This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs.

7. **Air Force In-Residence Courses.**

<u>COURSE NUMBER</u>	<u>TITLE</u>	<u>LOCATION</u>
E3ALR3S331 000	Manpower Apprentice	Keesler AFB MS

Download the FAMPAK from the AFMA website prior to attending the three level course. <https://www.afmia.randolph.af.mil/mip/mips/curric/militarytraining.htm>

8. **Specialized Air Force Institute for Advanced Distributed Learning (AFIADL).**

<u>COURSE NUMBER</u>	<u>TITLE</u>	<u>LOCATION</u>
3S351A/B	Manpower Journeyman	Keesler AFB MS

9. **Exportable Courses**

<u>COURSE NUMBER</u>	<u>TITLE</u>	<u>LOCATION</u>
E6ACS3S371 000	Manpower Craftsman	Keesler AFB MS

10. **Courses Under Development/Revision.** There are currently no courses under development. *This area is reserved.*

11. **AFMA Course List.** Visit the AFMA website for a list of courses available. <https://www.afmia.randolph.af.mil/mip/mips/curric/militarytraining.htm>

**Section E - MAJCOM Unique Requirements**

12. Contact servicing MAJCOM for availability of MAJCOM unique requirements. *This area is reserved.*