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Intelligence

**COMMAND INTELLIGENCE PERSONNEL
TRAINING PROGRAM**



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This instruction implements AFD 14-1, *Air Force Intelligence Planning and Operations*, and provides guidance for implementing the Command Intelligence Personnel Training Program (CIPTP). It provides detailed guidance on developing, implementing, conducting, and managing Intelligence Staff Training (IST), to include initial qualification, mission qualification, and continuation training. It also establishes documentation requirements; command minimum Knowledge, Skills, and Abilities (KSAs); unit specific KSAs; and intelligence academic trainer certification training. AMCI 14-107 applies to all active duty, officer, enlisted, and civilian intelligence personnel, non-intelligence personnel assigned to intelligence functions/activities and Individual Mobilization Augmentees (IMAs) assigned to AMC intelligence activities.

SUMMARY OF REVISIONS

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Chapter 1

POLICY, PHILOSOPHY AND CONCEPTS

1.1. Introduction. The purpose of this instruction is to outline training requirements for all AMC intelligence personnel (officer, enlisted, and civilian), and non-intelligence personnel assigned to intelligence functions/activities at unit, DRU, and MAJCOM level.

1.1.1. Program Guidance. It provides detailed guidance on:

1.1.1.1. Developing, implementing, conducting, and managing IST programs.

1.1.1.2. Establishing and implementing a formal unit training program to include initial qualification, mission qualification, and continuation training.

1.1.1.3. Documenting command and local unit training programs.

1.1.1.4. Conducting training on command minimum KSAs.

1.1.1.5. Establishing and conducting training on non-AFSC specific critical tasks.

1.1.1.6. Establishing unit level KSAs.

1.1.1.7. Developing, implementing and conducting intelligence academic trainer certification training.

1.2. Command Intelligence Personnel Training Program (CIPTP). The CIPTP defines training policy for assigned intelligence personnel. AMC organizations will develop written instructions for Intelligence Staff Training (IST), formerly internal training. At a minimum it will address items trained, proposed schedule for training, and evaluation of the program. Base the training and training methodology on Air Force Specialty Code (AFSC)/Occupational Specialty Code (OSC) core tasks, MAJCOM KSAs, unit specific KSAs, duty position KSAs, and other critical KSAs as required, and each unit's operational tasking.

1.2.1. Intelligence Staff Training (IST). There are three phases of IST: Initial Qualification Training (IQT), Mission Qualification Training (MQT), and Continuation Training (CT). IQT is introductory in nature and provides a general overview of the unit, mission, organization equipment and local environment. MQT is training necessary to attain Mission Capable (MC) status on the individual's duty position. CT is any training necessary to maintain proficiency and remain MC. The CIPTP requires training on all core, in-garrison, critical pre-deployment, deployment, employment and redeployment intelligence and intelligence support tasks. The intent is to train and certify everyone (officer, enlisted and civilian) assigned to an intelligence function on all applicable AF AFSC/OSC core tasks, MAJCOM, organization and other duty position KSAs, as required. All instructional/training material used to satisfy command KSAs and critical duty position KSAs must be validated/approved by the AMC Intelligence Training Development Team (TDT).

1.3. Training Policies and Responsibilities. The basis of the CIPTP is robust on-the-job training (OJT), tailored and individualized. The actual task or knowledge requirement dictates the best training method, i.e. classroom instruction, an informal explanation and demonstration to a group on how to do a specific job or task, formal one-on-one OJT, or completing a self-paced course of instruction. HQ AMC/INXT will provide every organization the necessary tools and support required for creating and sustaining a

strong IST program. Depending on available resources, this support may include at a minimum: providing actual instruction via multimedia; providing instructional materials and lesson plans to satisfy command KSAs; and assisting the organization to develop instructional materials to satisfy organization specific KSAs. Past OJT programs required each organization to develop and conduct training to satisfy requirements with no formal method of sharing training capabilities, resources, etc., to lessen the burden on the individual unit. The CIPTP changes that. If the training requirement is basically the same for several organizations, HQ AMC/INXT will either develop or assist with a combined development effort, and provide the instructional material to every organization that has the requirement. The organization is still responsible for conducting and documenting the training, but it will use standardized requirements, and instructional materials. The intent is an approach innovative and flexible enough to respond and cope with today's realities, but rigorous enough to ensure all personnel assigned to intelligence activities attain, and maintain a minimum set of KSAs.

1.3.1. MAJCOM Responsibilities. HQ AMC/IN, the AMC intelligence functional manager, establishes command IST training policy for unit and MAJCOM/Direct Reporting Unit (DRU) intelligence personnel and organizations. HQ AMC/INXT, as the program manager, implements the policy, develops and establishes command-wide KSAs, and is responsible for acquiring or developing the means to satisfy those requirements. HQ AMC/INXT also establishes guidance on training and certifying intelligence academic trainers (**NOTE:** HQ AMC/INXU establishes the program requirements for developing and conducting Aircrew Intelligence Training (AIT)). HQ AMC/INXT is the staff OPR for CIPTP policy and guidance, and manages IST for the MAJCOM intelligence staff.

1.3.2. Air Mobility Warfare Center (AMWC) Responsibilities. The Senior Intelligence Officer (SIO) for the AMWC is responsible for overall management of IST for assigned personnel.

1.3.3. Operational Support Squadron/Flight (OSS/OSF) Responsibilities. The Senior Intelligence Officer (SIO) is responsible for the overall management of all phases of IST for the Wing or Group. The SIO may appoint an individual to provide day-to-day oversight of IST. Individuals appointed to provide day-to-day oversight of IST will be identified to HQ AMC/INXT in writing. Send appointment letters to HQ AMC/INXT, 402 Scott Drive Unit 1L8, Scott AFB IL 62225.

1.3.4. Flying Squadron Intelligence Personnel Responsibilities. All intelligence personnel will participate in OSS/OSF managed IST. Additionally, squadron intelligence personnel will execute the intelligence academic training program per direction of the SIO. The SIO must certify all personnel selected as Intelligence Academic Trainers.

1.3.5. Workcenter Supervisor Responsibilities. Workcenter supervisors are responsible for identifying and documenting 100% of the critical peacetime and wartime KSA requirements for each position/individual. These KSAs will be used as the basis for the unit training program.

1.3.6. Supervisor Responsibilities. Individual supervisors are responsible for:

1.3.6.1. Conducting and documenting all phases of IST.

1.3.6.2. Training all subordinate personnel in accordance with AFI 36-2201, *Developing, Managing and Conducting Training*, and this instruction.

1.3.6.3. Ensuring the quality of training and instruction to include evaluation of formal training provided by AETC and other commands or agencies.

1.3.6.4. Ensuring all subordinate personnel enter into qualification and upgrade training programs as required.

- 1.3.6.5. Documenting all substandard training progress and taking appropriate action.
- 1.3.7. Trainee Responsibilities (including IMAs). Individual trainees must:
 - 1.3.7.1. Attain and maintain qualification on AF AFSC/OSC core task requirements.
 - 1.3.7.2. Attain and maintain qualification on MAJCOM KSAs.
 - 1.3.7.3. Attain and maintain qualification on unit KSAs.
 - 1.3.7.4. Attain and maintain qualification on duty position KSAs.
 - 1.3.7.5. Attain and maintain qualification on other critical tasks as directed.
- 1.3.8. AMC Intelligence TDT Responsibilities. The TDT is responsible for:
 - 1.3.8.1. Defining training support material requirements, to include developing style guides, formats and determining delivery methodologies for satisfying the command standards.
 - 1.3.8.2. Determining production priorities, schedules, and milestones for the command standards.
 - 1.3.8.3. Identifying sources of materials, production support and assistance, and recommending production strategies, new partners, etc.
 - 1.3.8.4. Validating all training materials and approving products as the command standard prior to delivery.
 - 1.3.8.5. Assisting command organizations/units in developing intelligence training materials to satisfy organization-specific KSAs.

1.4. Requirements. Specific minimum KSAs for intelligence AFSCs are in [Attachment 2](#). Individual organizations may supplement these as required. The Command Intelligence Training Standards (CITS), published separately, contain all the specific instructional requirements for satisfying each of these KSAs. This includes the resources, applicable references, training objectives, task requirements, lesson plans, and evaluation standard. The CITS reside on the AMC Intelligence training webpage.

Chapter 2

INTELLIGENCE STAFF TRAINING

2.1. General. This chapter outlines training requirements for all levels of intelligence personnel. Develop, conduct and manage all IST in accordance with AFI 36-2201, and guidelines in this instruction.

2.1.1. Requirements. The primary objective is to train, qualify, and certify individuals on:

- 2.1.1.1. AF AFSC/OSC core tasks.
- 2.1.1.2. MAJCOM KSAs.
- 2.1.1.3. Unit KSAs
- 2.1.1.4. Duty position specific KSAs.

2.2. Intelligence Staff Training (IST). IST applies to all personnel assigned to intelligence duties (for the purposes of this instruction this includes AIS and AMWC), whether or not they hold an intelligence AFSC or occupational series. It covers 100% of each work center's critical wartime and peacetime tasks, and activities.

2.2.1. Initial Evaluation. Initial evaluation is the first step in assessing newly assigned personnel. Determining the individual's qualifications is the first step to ensuring training is effective, and the individual attains MC status in minimum time. It is the key element to individualizing a training program. Supervisors will conduct initial evaluation within 10 days of the individual reporting for duty. This evaluation will include as a minimum:

- 2.2.1.1. Review of the individuals past training and experience.
- 2.2.1.2. Validation of previously certified KSAs.
- 2.2.1.3. Determination of training requirements, if any.

2.2.2. Initial Qualification Training (IQT). IQT provides a valuable, measurable, orientation program. IQT (maximum 30 days) begins immediately after completion of the initial evaluation. IQT will include as minimum:

- 2.2.2.1. Intelligence mission and organization.
- 2.2.2.2. OPLAN/OPORD tasking and related specific intelligence support requirements.
- 2.2.2.3. Assigned airframe, general role and mission capabilities (as applicable).
- 2.2.2.4. Safety and security as applicable.
- 2.2.2.5. Tour of all intelligence workcenters and applicable unit workcenters.

2.2.3. Mission Qualification Training (MQT). The purpose of MQT is to train and certify intelligence staff personnel who have satisfactorily completed IQT. Personnel who satisfactorily complete IQT immediately enter MQT. Trainees must satisfactorily complete MQT within 180 days after program entry. Personnel will not perform any task unsupervised unless certified on that specific task. MQT will include as a minimum, instruction and evaluation on:

- 2.2.3.1. Command KSAs.

2.2.3.2. Unit specific KSAs.

2.2.3.3. In-depth knowledge of the unit assigned Mission Design Series (MDS) airframe capabilities, to include avionics, armament, passive, and active detection systems, tactics, and mission roles (where applicable).

2.2.3.4. In-depth knowledge of threats to the unit, its assigned MDS airframe and/or other assigned combat coded resources.

2.2.3.5. In-depth knowledge of the organization roles, mission and intelligence support requirements.

2.2.3.6. Other critical tasks as required (to include requirements for award and retention of a specific SEI)

2.2.4. Intelligence Academic (IA) Instructor Training. The SIO is the trainer for personnel identified as IA instructors. Designate personnel tasked to conduct IA training in writing and ensure they attend the appropriate Air Force trainer course. Train, evaluate and certify IA instructors on the specific subject matter they will train before allowing them to conduct unsupervised training. Individual will demonstrate knowledge by completing a closed book test on SERE and enemy defense systems/capabilities drawn from the unit Master Question File (MQF). Minimum passing score is 85%, correctable to 100%. Once the SIO determines an individual is qualified, he/she will recommend the supervisor certify the individual as an IA instructor. IA instructors will demonstrate:

2.2.4.1. Detailed knowledge of Multi-Command Manual (AFTTP) 3-1 Volume for the unit-assigned MDS airframe.

2.2.4.2. Detailed knowledge of AFTTP 3-1, Volume II, *Threat Reference Guide and Countertactics*.

2.2.4.3. Proficiency in tailoring threat information to unit needs, roles, combat profiles and needs of the mission crew.

2.2.4.4. Proficiency in preparing and presenting briefings and training sessions.

2.2.4.5. Proficiency in visual recognition.

2.2.5. Top-Off Intelligence Training/Flying Training Unit/Replacement Training Unit (TOIC/FTU/RTU). Intelligence personnel assigned or attached to provide instructional support to FTU/RTU operations, particularly in the TOIC role, will assist with development and implementation of IQT. If possible, attach newly assigned intelligence personnel to the FTU/RTU for their IQT phase.

2.2.5.1. Continuation Training (CT). CT ensures individuals remain qualified on all critical peacetime and wartime skills and tasks. Supervisors should base recertifications on task criticality, skill perishability, frequency, ease and observability of task performance. Personnel who satisfactorily complete MQT will immediately enter CT. The supervisor will evaluate and certify the individual on the task and knowledge requirements determined by the MAJCOM functional manager and Flight SIO. Unless otherwise required, conduct and document evaluations in conjunction with semi-annual performance feedback. CT will evaluate the individual's competency in:

2.2.5.1.1. Command KSAs specified as continuation requirements requiring recertification.

2.2.5.1.2. Organization core competency KSAs specified as continuation requirements requiring recertification.

2.2.5.1.3. Other critical KSAs as required, specified as continuation requirements requiring recertification (to include requirements for award and retention of a specific SEI).

2.2.6. CT Failure. Reevaluate individuals failing CT task or knowledge evaluation within five duty days. Subsequent failure requires reentry in MQT for that specific task or knowledge requirement. If the individual satisfactorily completes MQT on the specific task or knowledge requirement within 15 duty days, reenter the individual in the CT phase. If, however, the individual does not satisfactorily complete subsequent MQT evaluation on the specific task or knowledge requirement, formally decertify and reenter the individual into MQT for 30 days. Subsequent MQT failure on the same task or knowledge requirement requires SIO and commander involvement and MAJCOM functional manager notification. Disposition will be in accordance with AFI 36-2201.

Chapter 3

DOCUMENTATION REQUIREMENTS

3.1. Training Documentation. All AMC intelligence organizations will generate and maintain training documentation for:

- 3.1.1. Enlisted in the grades Airman Basic through Senior Master Sergeant.
- 3.1.2. Officers in the grades Second Lieutenant through Major.
- 3.1.3. Civilians in the grades GS/GG-1 through GS/GG-12.
 - 3.1.3.1. Enlisted. For enlisted members this documentation will include as appropriate:
 - 3.1.3.1.1. AF Form 623, **On-The-Job Training Record**
 - 3.1.3.1.2. AF Form 623a, **On-The-Job Training Record Continuation Sheet**
 - 3.1.3.1.3. AF Form 797, **Job Qualification Standard Continuation Sheet**
 - 3.1.3.1.4. AF Form 803, **Report of Task Evaluation**
 - 3.1.3.1.5. AF Form 1098, **Special Task Certification, and Recurring Training**
 - 3.1.3.1.6. AF Form 2096, **Classification/On-the-Job Training Action**
 - 3.1.3.1.7. Applicable Career Field Education and Training Plan (CFETP)
 - 3.1.3.1.8. PC III
 - 3.1.4. Officer and Civilian. For officers and civilians this documentation will include a training folder with appropriate documentation.
 - 3.1.5. Documentation. Documentation will track individual progress towards completion of training requirements outlined in the training plan. Document all phases of IST including Initial Evaluation. Organizations having the capability will use the Training and Education Management System (TEMS) program as the documentation tool for the CIPTP. The TEMS program, intelligence CFETPs and MAJCOM KSAs are available on the AMC Training Page. For those organizations that do not have the capability to operate the TEMS program, HQ AMC/INXT will provide the required forms to satisfy command standards. Units will add unit specific requirements as required.

3.2. Program Evaluation. Organizations will conduct and document annual program evaluation to determine strengths and weaknesses in IQT, MQT, CT, and other applicable intelligence training programs. This evaluation will highlight program strengths, teaching methodology, instructor abilities, identify areas requiring improvement and form the basis for continued improvements in these programs.

Chapter 4

TRAINING REQUIREMENTS ANALYSIS

4.1. General. The purpose of this chapter is to step the reader through the process of analyzing and defining unit or organization specific training requirements. You must first know the elements of the job or task to determine what the required instruction is, if any. Simply put, the elements define what the individual must know to adequately perform the task. In order to accurately analyze, define and satisfy the requirement, units must:

- 4.1.1. Conduct and formally document a training requirements analysis to identify and quantify those unit specific requirements.
- 4.1.2. Develop applicable blocks of instruction to satisfy the validated requirement.
- 4.1.3. Determine an appropriate training methodology.

4.2. Needs Assessment. Needs assessment is the starting point in Instructional System Development (ISD). Assessing the “need” is the first activity before any other planning occurs. Each of us accomplishes needs assessments on a daily basis to satisfy our personal requirements. In operational work situations, needs assessments determine what personnel have to do to support the mission and identify the associated training. To precisely identify the required training, first assess whether the basis for the requirement is a valid lack of skills that some other solution cannot satisfy. Once you complete the needs assessment and determine what requires training or instruction, the next step is to determine if a training program is available to satisfy the requirement. Contact HQ AMC/INXT for assistance. They have access to information on training programs throughout the DOD, can provide guidance on what is available and how to request the training.

4.3. Instructional System Development. If you are building your own training program you must use the ISD process to conduct the training requirements analysis. Using this process ensures any subsequent instruction will meet the overall terminal objective(s) and ensures training is not being developed to satisfy non-training related shortfalls. ISD is the official Air Force process for developing education and training programs for Air Force personnel. It is a deliberate but flexible process for planning, developing, implementing and managing instructional systems. ISD adapts the systems engineering approach to the problems of developing, implementing and evaluating instruction. It focuses primarily on the specific job performance requirements and emphasizes the skills and knowledge people need to do their jobs. Using this process increases the effectiveness of any instruction, improves time-efficiency and produces the best instruction for the lowest possible cost. ISD is a quality improvement (QI) process and its life cycle evaluation step ensures the instruction continues to meet the stated need. The process involves four distinct phases:

Table 4.1. Instructional System Development Process (ISD).

(1). Analysis - analyze and determine required instruction.
(2). Design - design instruction to meet the need.
(3). Develop - develop the training materials to satisfy the training requirement.
(4). Implementation - implement the course of instruction. Evaluation, while not a distinct phase, is continuous throughout each phase and a critical element in the entire process.

4.3.1. Analysis Phase. Once the assessment has confirmed a need for instruction you must first analyze the performance requirements and develop the task statement. Thorough task analysis is key to the design, development and delivery of effective training. When the goal is to produce a capability to perform a particular task, tie any instruction developed directly to the related tasks. It is extremely important to, accurately and completely, assess the task and knowledge requirements. Compare the list of tasks with the skills, knowledge and abilities of the target audience. The difference between what those individuals already know and can perform, and the task or subject knowledge requirements, determines the specific training requirement.

4.3.2. Design Phase. The next step is to develop a detailed plan of instruction. First, develop the standard of performance for each task. These are the training objectives for the tasks identified as required in the analysis phase. Carefully determine the objectives so there is no question as to their meaning. Divide them into three parts, the behavior, condition and standard. The first part of the objective states the required observable behavior the individual must demonstrate. The condition identifies the situation under which the task is performed. The standard that measures performance is the final part of the objective. It defines the criteria of acceptable task performance in such terms as completeness, accuracy and time constraints. (Note: For AMC intelligence activities, go/no go will be the performance standard in most cases.) After defining the overall objectives, determine whether training materials exist to support those objectives. Task Performance Measurement Standards or “objectives” describe the desired behavior and the minimum level of acceptable performance that a person must demonstrate.

4.3.2.1. Specifically, the “objectives” provide:

4.3.2.1.1. Realistic training to become qualified and capable to perform a task without direct supervision.

4.3.2.1.2. A clear-cut statement describing exactly what the trainee must know and demonstrate.

4.3.2.1.3. A framework from which supervisors build training programs in order to qualify personnel to perform tasks required for mission accomplishment.

4.3.2.1.4. A method for commanders, supervisors and training managers to select the most effective training method, i.e., formal school, OJT, etc.

4.3.2.1.5. Specific measurable statements achieved through observable behavior.

4.3.2.1.6. A validation instrument that allows commanders, supervisors and training managers to determine training effectiveness and ways to improve it.

4.3.2.2. In order to avoid confusion in the training process, clearly state the standards. Standards not worded clearly and specifically could cause supervisors to not train their personnel to the correct level of performance. Also, trainees may not understand the acceptable level of performance. Combine these two factors and the trainee is being set up for failure, the quality of training impaired and worse, the mission degraded. A properly stated standard tells the trainee, supervisor, trainer, evaluator and training managers exactly what must be demonstrated in order to perform a task without supervision, be considered qualified on the task, and certified as proficient.

4.3.2.2.1. The first component of a standard is “behavior.” State behavior in words that are observable, measurable and verifiable. In other words, the trainee must accomplish a task that can be objectively evaluated. There are two basic rules for specifying behavior. First, use

action verbs that communicate measurable, observable performance. Second, qualify the behavior if possible. The second component is the standard or minimum level of performance the trainee must attain. State required performance in terms such as “output” or “how well” to perform a task. Common types of standards include: Standard Operating Procedure (SOP), no errors, time limits, rate requirements, amount of supervision, some measure of quality, degree of accuracy, or combinations of time limits, and degree of accuracy. The bottom line is, write standards concisely using active verbs. This ensures supervisors do not use their interpretation as to what the behavior and acceptable performance is.

4.3.3. Development Phase. If the unit or organization must develop a local training program, they must continue with the ISD process. HQ AMC/INXT will continue to provide assistance. After identifying and defining the objectives and evaluations, design the actual courseware, design the instruction, and develop the instructional materials. When developing the materials, make sure they support the training objectives and are easy to understand. They should build skills on skills, require active interaction from the individual or individuals being trained, and be designed for the specific instructional medium as determined in the design phase. Finally, during this phase validate each portion of the instruction and the associated materials prior to actual implementation.

4.3.4. Implementation Phase. After developing and validating the training materials the course of instruction can begin. Instruction should continue until the requirement no longer exists or can be satisfied elsewhere more economically or more efficiently.

4.3.5. Evaluation. Evaluation must continue throughout the various phases of ISD and throughout the life cycle of any formal training program. It ensures the instruction prepares the individual to meet the performance standard. Focus the evaluation on how well the training meets the established performance standards, whether provided instruction still provides required skills/knowledge, and whether the trainees need any additional training. The evaluation phase also serves to validate each step taken during ISD process so it is critical to document each phase of ISD.

Chapter 5

FORMAL TRAINING

5.1. General. Formal training refers to the numerous programs offered through various DOD and civilian training agencies. This includes Air Education and Training Command (AETC), other AF commands, other services, Joint and other specialized training programs. Submit all requests for formal training for intelligence personnel to the AMC intelligence training functional managers, HQ AMC/INXT. It is important to remember that attendance at formal training is conditioned upon a validated need, which is based on mission impact and requirements, not on an individual's desire to attend.

5.2. Formal Training Programs.

5.2.1. AFCAT 36-2223, USAF Formal Schools. AFCAT 36-2223 provides information on formal training and education programs managed using the AF Training Management System (TMS). While the AFCAT contains a large number of courses and a great deal of information, it is by no means all-inclusive. It identifies each course by title and course number, and provides additional information such as location, course description and prerequisites.

5.2.2. USAF Special Operations School (USAFSOS) Catalog. The USAFSOS Catalog provides information on courses conducted by Air Force Special Operations School.

5.2.3. Joint Military Intelligence Training Center (JMITC) Catalog of Courses. The JMITC Catalog of Courses contains information on courses offered by JMITC. The emphasis at JMITC is on joint and strategic intelligence programs.

5.3. Forecasting Formal Training. Each year (normally 1st quarter of the calendar year), HQ AMC/INXT requests units revalidate requirements previously forecast for the upcoming FY and forecast formal training requirements for the next FY.

5.3.1. Evaluation of Formal Training Programs. It is extremely important to ensure the formal training received by AMC intelligence personnel satisfies the actual training requirement and meets the contract between the training agency and the user as stated in the Course Training Standard (CTS) or the Career Field Education and Training Plan. In order to evaluate if the training meets the need and satisfies the stated contract, we will survey each graduate along with their supervisor. Surveys are sent to each commander, flight commander or SIO within 10 days of course completion. These evaluations are key to the training evaluation process. HQ AMC/INXT will analyze the results and brief the HQ AMC/IN. Additionally, these evaluations will form the basis for developing command recommendations for AF Utilization and Training Workshops (U&TWs) and Training Planning Teams (TPTs) as required. The individual who attended the course of instruction and the individual's supervisor completes them. They must be completed and returned within 30 days of course completion. The specific purpose of the evaluations is to:

5.3.1.1. Determine if the training requirement is being satisfied.

5.3.1.2. Determine if the training satisfies the stated requirement or contract.

5.3.1.3. Determine if the requirement or contract must be changed or updated to better satisfy the requirement.

5.4. AMC Formal Training. Personnel newly assigned to AMC Intelligence will attend two courses at the AMWC to be considered mission qualified and deployment ready.

5.4.1. Intelligence Operations Orientation Course. Designed to familiarize newly assigned Intelligence personnel with the AMC mission and the role of Intelligence in that mission.

5.4.2. Phoenix Readiness Intelligence Force Protection Course. Designed to familiarize Intelligence personnel with the deployment process and the role of Intelligence in Force Protection.

5.5. Requesting Formal Training. Training is requested through HQ AMC/INXT via email. Requests for training should be submitted by the SIO or designated representative. Once the request is received by INXT, it will be entered into the Military Modernization/Oracle Training Administration (MILMOD/OTA) system. The unit will receive a training rip contain a Training Line Number (TLN) about 30 days prior to the class date. If the unit has not received the rip 30 days prior to the class date, contact INXT.

5.5.1. Request Content. In order to process a request for training the following information about the trainee will be required:

5.5.1.1. Name

5.5.1.2. Unit of Assignment

5.5.1.3. Social Security Number

5.5.1.4. Course Number

5.5.1.5. Course Title

Chapter 6

RETRAINING INTERVIEWS

6.1. General. As part of the retraining application process, individual applicants are interviewed and counseled by local functional representatives of the AFSC(s) for which they are applying. Interviewers should screen applicants to ensure they meet mandatory AFSC prerequisites (i.e., ASVAB scores, Radio Comm analysis test scores, security clearance, etc.) Those individuals who, with the exception of their ASVAB score, meet all other requirements and appear suited to the career field should be counseled on the opportunity to retake the tests. HQ AMC/IN-IFM will not approve any waivers of mandatory AFSC requirements. Interviewers should assess the applicant's communications skills, especially for AFSCs that require extensive use of briefing and writing skills. The main purpose of the functional review is to assess the probability of success in the AFSC. Interviewers are cautioned that "fair and reasonable" standards are the rule - not the exception. Do not use personal judgments. If you have any questions contact HQ AMC/INXT.

6.1.1. Retraining Interview Checklist. The following questions should be asked during a retraining interview:

6.1.1.1. What is the individual's current AFSC?

6.1.1.2. What is the reason for retraining?

6.1.1.3. Why retrain into an intelligence AFSC?

6.1.1.4. Is there any background information that could preclude being granted a necessary security clearance?

6.1.1.5. How does the individual feel about public speaking?

6.2. Additional Retraining Interview Items. The following items at a minimum should be covered during a retraining interview.

6.2.1. Assignment opportunities.

6.2.2. Promotions.

6.2.3. Specific jobs in the career field (contact the HQ AMC/IN Enlisted Functional Manager for assistance).

6.2.4. TDY/Special Duty assignment opportunities (contact the HQ AMC/IN Enlisted Functional Manager for assistance).

JAMES P. DE LOUGHRY, Colonel, USAF
Director of Intelligence

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

AFI 14-105, *Unit Intelligence Mission and Responsibilities*

AFI 36-2201, *Developing, Conducting, and Managing Training*

AFI 14-105, AMC Sup 1 *Unit Intelligence Mission and Responsibilities*

AMC Intelligence Handbook

AFCAT 36-2223, *USAF Formal Schools*

USAF Special Operations School Catalog

Joint Military Intelligence Training Center (JMITC) Catalog of Courses

Abbreviations and Acronyms

Abbreviation—Definition or Acronym

AMC—Air Mobility Command

AMCI—Air Mobility Command Instruction

AMWC—Air Mobility Warfare Center

AETC—Air Education Training Command

AF—Air Force

AFCAT—Air Force Catalog

AFI—Air Force Instruction

AFSC—Air Force Specialty Code

AIS—Air Intelligence Squadron

AIT—Academic Intelligence Training

AOR—Area of Responsibility

AFTTP—Air Force Tactics, Techniques and Procedures

ATO—Air Tasking Order

ATO/ATM—Air Tasking Order/Air Tasking Message

CD—Compact Disc

CIPTP—Command Intelligence Personnel Training Program.

CITS—Command Intelligence Training Standards

CFETP—Career Field Education Training Plan

CT—Continuation Training

CTS—Course Training Standard

DOD—Department of Defense

DRU—Direct Reporting Unit

FY—Fiscal Year

FTU/RTU—Flying Training Unit/Replacement Training Unit

IA—Intelligence Academic

IMAs—Individual Mobilization Augmentees

IPB—Intelligence Preparation of the Battlefield

ISD—Instructional System Development

IST—Intelligence Staff Training

IQT—Initial Qualification Training

JMITC—Joint Military Intelligence Training Center

KSAs—Knowledge, Skills, and Abilities

MAJCOM—Major Command

MC—Mission Capable

MDS—Mission Design Series

MILMOD/OTA—Military Modernization/Oracle Training Administration

MQF—Master Question File

MQT—Mission Qualification Training

OB—Orders of Battle

OJT—On the Job Training

OPLAN/OPORD—Operations Plan/Operations Order

OSC—Occupational Specialty Code

OSS/OSF—Operations Support Squadron/Operations Support Flight

SEI—Special Experience Identifier

SERE—Survival, Evasion, Escape and Resistance

SIO—Senior Intelligence Officer

SOP—Standard Operating Procedure.

TDT—Training Development Team

TDY—Temporary Duty

TEMS—Training Education Management System

TOIC—Top-Off Intelligence Course

TPT—Training Planning Team

USAF—United States Air Force

USAFSOS—United States Air Force Special Operations School

UTM—Universal Transverse Mercator

U&TW—Utilization and Training Workshop

QI—Quality Improvement

WIC—Weapons Instruction Course

Terms

Analysis Phase—First phase of ISD in which performance requirements are analyzed and task lists developed.

Certification—Formal determination of an individual's competency in a specific task.

Command Intelligence Training Standards—Training standards for intelligence personnel assigned to Air Mobility Command.

Core competency—Established minimum knowledge, skills and abilities requirements for a specific AFSC or critical duty position.

Continuation Training—Training necessary to maintain proficiency and remain Mission Capable in a specific duty position.

Critical Position—Critical duty position, not necessarily tied to a specific AFSC, having specific definable critical skills.

Design Phase—Second phase of ISD in which a detailed plan of instruction is developed based on training objectives for tasks identified as required in the analysis phase.

Development Phase—Third phase of ISD in which the actual course of instruction is designed, instructional materials developed, and the courseware designed.

Implementation Phase—Final phase of ISD in which course of instruction actually begins.

Initial Evaluation—A formal, documented evaluation of an individual when he/she first arrives at a new duty location.

Initial Qualification Training—Introductory in nature and provides a general overview of the unit, mission, organization equipment, and local environment.

Instructional System Development—Official Air Force process for developing education and training program for Air Force personnel.

Intelligence Academic Trainer—Qualified and certified intelligence personnel who provide academic intelligence training to aircrews or other personnel as required.

Intelligence Staff Training—Training program for all AMC personnel (officer, enlisted, and civilian) including IMAs assigned to intelligence functions and activities at unit, component, DRU and MAJCOM level.

Knowledge, skills and abilities—What an individual needs to know and be able to do to satisfactorily

perform a function or task.

Mission Qualification Training—Training necessary to attain Mission Capable (MC) status in the individual's duty position.

Mission Capable—Indicates individual is qualified on all applicable KSAs for the specific duty position.

Needs Assessment—Determine what skills and knowledge are required to perform a specific task and what training is required.

Task Performance Measurement Standards—Describe the desired behavior and the minimum level of acceptable performance that a person must demonstrate.

Attachment 2**AMC INTELLIGENCE TRAINING PLAN
1N0X1 AND 14N3 KSAs**

A2.1. The following AMC Intelligence training plan outlines a structured approach to meeting the training needs of unit personnel. It is primarily based on the enlisted 1N0X1 Career Field Education & Training Plan (CFETP) dated 1 Dec 98, but is suitable for officer and enlisted alike. The item numbers correspond to the CFETP Specialty Training Standard (STS).

AMC Initial Skills Training:**- AF level**

1. Security
 - 1.1 Information security
 - 1.3 Computer Security
 - 1.4 Operations Security
 - 1.5 Intelligence Oversight
3. Career Progression, Development, Supervision, and Training
 - 3.1 Duties/responsibilities in AFSC and relationship w/other AFSC
4. Information Operations
 - 4.1 Electronic Warfare
 - 4.2 Intelligence Preparation of the Battlespace (IPB)
 - 4.3 Command & Control Warfare
 - 4.12 Psychological Operations
5. Intelligence Reference Files and Automated Systems
 - 5.1 Index, file, maintain, inventory, and issue...
 - 5.2 Establish intelligence publications & reference requirements
 - 5.3 Use forms/procedures to request publications & documents
 - 5.4 Preparation/use of statements of intelligence interests (SIIs)
 - 5.5 Research and retrieve intelligence data
 - 5.6 Types and uses of intelligence databases
 - 5.7 Computer based applications
6. Intelligence Mission and Organization
 - 6.1 Mission/objectives of intelligence community
 - 6.2 Functions/responsibilities of AF/Joint/Combined activities
 - 6.2.1 Role of Intel support to NCA, Joint Ops, Components
 - 6.2.2 Air Operations Center
 - 6.3 Intelligence cycle

- 6.4 Intelligence disciplines and their impact on collections
- 7. Military Theory and Force Employment Doctrine
 - 7.1 Law of Armed Conflict (LOAC)
 - 7.2 Principles, applications, interoperability of Blue forces
 - 7.3 Application, employment, tactics, abilities of weapon systems
 - 7.3.1 Weapons of Mass Destruction
 - 7.4 Cultural/geographic consideration in the various AORs
 - 7.5 Force Protection
 - 7.6 Air Expeditionary Force employment
- 8. Intelligence Plan and Operational Order Annexes
 - 8.1 Significance of intelligence annexes to OPlans/OpOrds
 - 8.2 Oplan/OpOrd functions/responsibilities w/in Intel annexes
- 9. Mapping, Charting, & Geodesy (MC&G)/Geospatial Information
 - 9.1 Determine MC&G/GI requirements using Oplans/OpOrds
 - 9.2 Identify available types of MC&G/GI products
 - 9.3 Requisition MC&G/GI information
 - 9.4 Update/maintain MC&G products/materials
 - 9.5 Use marginal data to extract information
 - 9.6 Facts/terms associated w/datums & product accuracy
 - 9.8 Plot/extract UTM/Geo Coords
 - 9.9 Basic facts about UPS/GEOREF coordinate systems
 - 9.10 Convert coordinate types
 - 9.11 Datum transformation procedures
 - 9.12 Compute distance, direction, and magnetic azimuth/variations
 - 9.13 MC&G/GI digital databases
 - 9.14 Convert time zones and compute date-time groups
- 10. Target Materials and Reference Documents
- 11. Sensor Systems and Imagery Application Theory
- 12. RADAR Theory
- 13. Mission Planning
- 15. Intelligence activities
- 16. Operational Mission Support Activities
- 17. Air Force Targeting
- 18. Space Intelligence Operations
- 19. Operational Exercise

- Command (6 months)

- Identify Formal Training needs
- 4. Information Operations
 - 4.1 Electronic Warfare
 - 4.10 Roles/responsibilities of GEDA
- 5. Intelligence Reference Files and Automated Systems
 - 5.1 Index, file, maintain, inventory, and issue...
 - 5.2 Establish intelligence publications & reference requirements
 - 5.5 Research and retrieve intelligence data
 - 5.6 Types and uses of intelligence databases
 - 5.7 Computer based architecture/applications
 - 5.7.1 AMC ICE
 - 5.7.2 DISK/QDUC
- 6. Intelligence Mission and Organization
 - 6.2 Functions/responsibilities of AF/Joint/Combined activities
 - 6.2.2. Tanker Airlift Control Center/DirMob4/TALCE ops
 - 6.3 Intelligence cycle
- 7. Military Theory and Force Employment Doctrine
 - 7.2 Principles, applications, interoperability of Blue forces
 - 7.3 Application, employment, tactics, abilities of weapon systems
 - 7.3.1 Weapons of Mass Destruction
 - 7.4 Cultural/geographic consideration in the various AORs
 - 7.5 Force Protection
 - 7.6 Air Expeditionary Force employment
- 9. Mapping, Charting, & Geodesy (MC&G)/Geospatial Information
 - 9.3 Requisition MC&G/GI information
 - 9.13 MC&G/GI digital databases
- 13. Mission Planning
 - 13.1 Mission Planning process
 - 13.2 Extract Intel information from the ATO/ATM
 - 13.6 Recommend mission profiles
 - 13.10 Automated mission planning systems
- 15. Intelligence Activities
 - 15.1 Prepare and present intelligence briefings
 - 15.2 Use of multimedia information systems
 - 15.3 Prepare and conduct aircrew intelligence training

- 15.5 Construct and maintain sit maps and OB displays
- 15.6 Apply basic analytical methodologies
- 15.12 Intelligence Preparation of the Battlespace (IPB)
- 16. Operational Mission Support Activities
 - 16.1 Prepare and submit intelligence reports
 - 16.2 Prepare and conduct mission briefings and debriefings
 - 16.4 Prepare and maintain ISOPREP
 - 16.5 Intelligence participation in the evasion plan of action process
- 19. Operational Environment
 - 19.1 Deployed Operations
 - 19.1.1 TALCE/AME
 - 19.1.2 DirMob4
 - 19.1.3 TTF
 - 19.1.4 Current Palace Tenure requirements

- Unit level

- OJT/CDC...Upgrade
- 1. Security
 - 1.2 COMSEC
 - 1.5 Intelligence Oversight
- 4. Information Operations
 - 4.1 Electronic Warfare (EW)
- 5. Intelligence Reference Files and Automated Systems
 - 5.1 Index, file, maintain, inventory and issue information/materials
 - 5.2 Establish intelligence publications and reference requirements
 - 5.6 Research and retrieve intelligence data
 - 5.7 Computer based applications
 - 5.7.1 INTELINK-S
 - 5.7.2 Falcon View
 - 5.7.3 Broadsword
 - 5.7.4 Collaboration tools
 - 5.7.5 ADOCS
 - 5.7.6 QDUC/DISK
- 7. Military Theory and Force Employment Doctrine
- 8. Intelligence Plan and Operational Order Annexes
 - 8.1 Significance of intelligence annexes to Oplans/OpOrds

- 8.2 Oplan/OpOrd functions/responsibilities w/in Intel annexes
- 9. Mapping, Charting, & Geodesy (MC&G)/Geospatial Information
 - 9.1 Determine MC&G/GI requirements using Oplans/OpOrds
 - 9.2 Identify available types of MC&G/GI products
 - 9.3 Requisition MC&G/GI information
 - 9.4 Update/maintain MC&G products/materials
 - 9.5 Use marginal data to extract information
 - 9.8 Plot/extract UTM/Geo Coords
 - 9.10 Convert coordinate types
 - 9.12 Compute distance, direction, and magnetic azimuth/variations
 - 9.13 MC&G/GI digital databases
 - 9.14 Convert time zones and compute date-time groups
- 13. Mission Planning
 - 13.1 Mission Planning process
 - 13.2 Extract Intel information from the ATO/ATM
 - 13.4 Sit maps/OB displays
 - 13.6 Recommend mission profiles
 - 13.10 Automated mission planning systems
- 15. Intelligence Activities
 - 15.1 Prepare and present intelligence briefings
 - 15.2 Use of multimedia information systems
 - 15.3 Prepare and conduct aircrew intelligence training
 - 15.5 Construct and maintain sit maps and OB displays
 - 15.6 Apply basic analytical methodologies
 - 15.11 Prepare intelligence scenarios
 - 15.12 Intelligence Preparation of the Battlespace (IPB)
- 16. Operational Mission Support Activities
- 19. Operational Environment
 - 19.1 Establish/Sustain/tear down operations

NOTE: Evaluate personnel new to the AMC/unit mission (personnel evaluation IAW AFI 36-2201 and the CFETP, Section A1.1)

Mission Qualification Training (MQT) Skills:

- AMC Mission
- Deployed Operations (TALCE, MST, TTF, etc.)
- AMC MDS/OPlans/AOR Taskings
- Unit Specific MDS Profiles/Capability/Mission/OPlan/AOR Taskings
- AIT

All AMC unit intelligence personnel will be trained on the following items before they are certified as Mission Qualified (MQ) and capable of performing assigned duties without supervision:

1. Security
2. AF Occupational Safety and Health (AFOSH) Program
 - 2.1 Hazards associated with intelligence duties
3. Career Progression, Development, Supervision, and Training
 - 3.1 Duties/responsibilities in AFSC and relationship w/other AFSC
4. Information Operations
 - 4.1 Electronic Warfare (EW)
5. Intelligence Reference Files and Automated Systems
 - 5.5 Research and retrieve intelligence data
 - 5.6 Types and uses of intelligence databases
 - 5.7 Computer based architecture/applications
 - 5.7.1 AMC ICE
 - 5.7.1.1 INTELINK-S
 - 5.7.2 Falcon View
 - 5.7.3 Broadsword
 - 5.7.4 Collaboration tools
 - 5.7.5 ADOCS
 - 5.7.6 QDUC/DISK
7. Military Theory and Force Employment Doctrine
 - 7.1 Law of Armed Conflict (LOAC)
 - 7.2 Principles, applications, interoperability of Blue forces
 - 7.2.1. Aerospace
 - 7.2.5 Counter-terrorism
 - 7.3 Application, employment, tactics, abilities of weapon systems
 - 7.3.1 Weapons of Mass Destruction
 - 7.4 Cultural/geographic consideration in the various AORs

- 7.5 Force Protection
- 8. Intelligence Plan and Operational Order Annexes
 - 8.2 Oplan/OpOrd functions/responsibilities w/in Intel annexes
- 9. Mapping, Charting, & Geodesy (MC&G)/Geospatial Information
 - 9.1 Determine MC&G/GI requirements using Oplans/OpOrds
 - 9.5 Use marginal data to extract information
 - 9.8 Plot/extract UTM/Geo Coords
 - 9.10 Convert coordinate types
 - 9.12 Compute distance, direction, and magnetic azimuth/variations
 - 9.14 Convert time zones and compute date-time groups
- 13. Mission Planning
 - 13.2 Extract Intel information from the ATO/ATM
 - 13.4 Sit maps/OB displays
 - 13.6 Recommend mission profiles
- 15. Intelligence Activities
 - 15.1 Prepare and present intelligence briefings
 - 15.2 Use of multimedia information systems
 - 15.3 Prepare and conduct aircrew intelligence training
 - 15.5 Construct and maintain sit maps and OB displays
 - 15.6 Apply basic analytical methodologies
 - 15.12 Intelligence Preparation of the Battlespace (IPB)
- 16. Operational Mission Support Activities

Continuation Training:

- Internal Training (threat knowledge, combat mission planning...annual recurring)
 - Intelligence Oversight
 - “-SEC” Training
- 1. Security
- 9. Mapping, Charting, & Geodesy (MC&G)/Geospatial Information
 - 9.5 Use marginal data to extract information
 - 9.8 Plot/extract UTM/Geo Coords
 - 9.10 Convert coordinate types
 - 9.12 Compute distance, direction, and magnetic azimuth/variations
- 13. Mission Planning

- 13.2 Extract Intel information from the ATO/ATM
- 13.4 Sit maps/OB displays
- 13.6 Recommend mission profiles
- 15. Intelligence Activities
 - 15.3 Prepare and conduct aircrew intelligence training
 - 15.5 Construct and maintain sit maps and OB displays
 - 15.12 Intelligence Preparation of the Battlespace (IPB)
- 16. Operational Mission Support Activities
 - 16.1 Prepare and submit intelligence reports
 - 16.2 Prepare and conduct mission briefings and debriefings

- Career Development Training (JMITC, AFSOC, IWAC)
- Mission Enhancement
- Train-the-Trainer
- 7. Military Theory and Force Employment Doctrine
 - 7.2 Principles, applications, interoperability of Blue forces
 - 7.2.1. Aerospace
 - 7.2.5 Counter-terrorism
 - 7.3 Application, employment, tactics, abilities of weapon systems
 - 7.4 Cultural/geographic consideration in the various AORs
 - 7.5 Force Protection

- Ancillary Training (Chem, M-9, Self-Aid Buddy Care)
 - 2.1 Hazards associated w/intelligence duties