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This publication interfaces with Air Force Policy Directive (AFPD) 36-22, *Military Training*, and implements procedures governing aircraft maintenance training management in the Air National Guard (ANG). It provides a broad management framework for commanders and training managers to adjust procedures to compensate for mission differences of the unit. Installation commanders, or equivalent, may alter the frequency, agenda, and participants of meetings or policies suggested by this publication. This update provides instructions on how to implement a special certification roster, provides instructions on the Status of Training (SOT) report, and incorporates changes made Air Force (AF)-wide to Field Training. It also recognizes changes to AF Instruction (AFI) 36-2201, Volumes 1 through 6, and the increasing reliability of the Internet.

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Chapter 1

INTRODUCTION

1.1. The primary mission of the ANG is to train personnel for active duty mobilization. Training levels have a direct effect on unit readiness and the safety of personnel and equipment. AF mobilization requirements assume ANG units are combat ready and fully prepared to execute assigned mobilization missions. AFPD 36-80, *Reserve Training and Education*, outlines responsibilities of the reserve components in relation to the active forces.

1.2. Accountability for personnel actions is a major concern. Technically speaking, if the training is not properly documented (no proof) the training did not happen. The Maintenance Training Manager (MXOT) must ensure that proper documentation is occurring within the organization in accordance with established standards as a consultant and advisor for the Maintenance Group (MXG). This may necessitate formal training classes for supervisors to ensure their understanding of the Career Field Education and Training Plan (CFETP) for their areas of responsibility.

1.3. The proficiency of maintenance technicians performing the daily mission on the flight line and in the shops is critical to the maintenance function and to the overall mission. The desired proficiency can only be attained through a well organized, controlled, and continuous training program. The objective of the Maintenance Training Program is to develop and implement training that teaches job essential skills in an effective, timely manner. This is accomplished by coordinating and standardizing the program within the unit; and by providing support and assistance at all levels.

1.4. The purpose of this manual is to provide a guide to support the concepts of training management and the operation (how-to's), duties, and responsibilities of the MXOT. It is a manual developed *by* ANG MXOTs *for* ANG MXOTs. It provides guidance for planning, organizing, implementing, coordinating, and evaluating maintenance training.

1.5. This manual also includes suggested products, time frames, and procedures for accomplishing training goals. Included are examples, suggestions, and proven methods for managing training programs. Because ANG maintenance training differs in operation from active duty units, this manual provides some guidance that may appear nowhere else.

Chapter 2

PLANNING, SCHEDULING, AND EVALUATING

2.1. Scope:

2.1.1. In order to identify and plan for training **you must know the mission of your organization** and be familiar with how each section supports the mission. This knowledge is essential for communications with workcenter personnel. This information is found in ANG Instruction (ANGI) 21-101, *Maintenance Management of Aircraft*. The effective training manager will also be familiar with the unit's Design Operations Capabilities (DOC) statement, the Unit Manning Document (UMD) and the Unit Type Code (UTC). These documents define the unit's mission.

2.1.2. The Status of Resources and Training System (SORTS) is the method of reporting a unit's capability to meet the mission. This report is broken down into equipment and trained personnel and identifies to headquarters the ability of the unit to support the UTC. The MXOT should be actively involved with the SORTS monitor to ensure that information in the report accurately reflects personnel readiness.

2.1.3. Planning is essential to ensure that unit-training programs are producing qualified technicians with a minimum of that expended resources. MXOTs coordinate and develop the master training plan (MTP) for the organization and assist supervisors in developing workcenter-training plans. ***Effective unit training does not just happen, it is planned.***

2.2. Training Plans:

2.2.1. Training plans are developed at various levels for almost every type of training. The purpose of any training plan is to ensure standardized training objectives are met and resources are available to support them.

2.2.2. MTPs should include any document or information that is pertinent to managing the workcenter's training. Instructions for assisting supervisors in developing a MTP can be found in AF Handbook (AFH) 36-2235, Vol 11, *Information for Designers of Instructional Systems Application to Unit Training*. Supporting documentation can be found in AFI 36-2201, Vol 3, *On The Job Training Administration*, and AFI 36-2201, Vol 5, *Career Field Education and Training*.

2.2.3. Some items that might be included are:

2.2.3.1. Master Task Listing (MTL) (include duty and wartime task listing)

2.2.3.2. Workcenter training requirements list from the Automated Training Subsystem (ATS).

2.2.3.3. Specialty Description from AF Manual (AFMAN) 36-2108, *Airman Classification*.

2.2.3.4. Initial Evaluation Checklist.

2.2.3.5. Training Charts.

2.2.3.6. Special Certification/Inspection (SCR) Items.

2.3. Training Schedules:

2.3.1. The MXOT must plan for unit training assemblies (UTA), unit annual training, and formal schools as well as equipment, facilities, and materials needed to fully support training objectives. Since Traditional Guardsmen are normally only available for training during UTAs and annual training, it is crucial to the success of our mission to gain maximum utilization of this time. This manual provides some methods and ideas to make the most of unit-training schedules (resulting in better attendance at training sessions) and reporting statistics to commanders.

2.3.2. Training schedules should be accomplished on monthly as well as annual timeframes as conditions warrant. Training schedules may take on a variety of appearances and should be custom tailored for each unit. UTA training schedules should ensure that adequate, cost efficient training is conducted. Each area should have some type of schedule identifying what training will be performed during the UTA. It is the MXOT's responsibility to set up an organizational training schedule and to ensure that supervisors know how to set up a workcenter training schedule.

2.3.2.1. The following is a suggestion for developing an organizational UTA training schedule:

2.3.2.1.1. Contact base agencies that provide courses to obtain the time, day, duration, and quotas. The MXOT should submit their annual requirements to the agencies and request an annual forecast of seat/quota availability for planning purposes. This is important to ensure that ample training opportunity exists for the unit's training requirements. Annual planning for these type courses is always desirable. Ensure that you are on their distribution list for any changes to these annual forecasts.

2.3.2.1.2. Ask supervisors what in-house maintenance training is being planned. Ensure that facilities and equipment are available for their use. For instance, aircraft needed for training should be coordinated through the MXOT and must be scheduled through the Maintenance Operations Center, although your unit may already have established procedures for the supervisors to request the aircraft directly. Examples of other items that may be needed are Aerospace Ground Equipment, classroom space, Cardio-Pulmonary Resuscitation (CPR) mannequins, and audiovisual media and equipment.

2.3.2.1.3. Ensure that instructors are scheduled and prepared to teach.

2.3.2.1.4. Coordinate with supervisors to fill quotas.

2.3.2.1.5. Prior to the UTA, publish a training schedule with sufficient time for supervisors to notify personnel of attendance and integrate scheduled training into work schedules. It is recommended to have the training schedule published at least one week prior to the training assembly. Efforts must be made to ensure effective utilization in training sessions. This may necessitate development of a no-show report for Commanders. Many units utilize their SOT briefing for reporting utilization rates.

2.3.2.1.6. Ensure schedules for career development course (CDC)/ Professional Military Education (PME) testing are sufficient for meeting unit needs.

2.3.2.1.6.1. For units that rely on the Base Education and Training Manager (BETM), coordinate a schedule with them for testing ensuring that adequate times exist for unit personnel to accomplish the testing with minimal impact on the daily mission. This does not limit the service to UTA weekends and consideration should be given to providing this service at other times during the month.

2.3.2.1.6.2. Units owning their own Test Control Facility (TCF) publish their own schedule following the same guidelines.

2.4. Status of Training Reporting:

2.4.1. While training and readiness is ultimately the MXG commander's responsibility, it is the MXOT's responsibility to keep the commander informed of the status of the organization's training program. A SOT briefing should be given at the unit level monthly. A written briefing is recommended to allow for historical record keeping. Break it down to individual units. This will help each commander evaluate his or her training program. This briefing should also be made available for supervision throughout the Maintenance complex.

2.4.2. Units may be requested to submit a quarterly SOT report to ANG Logistics Systems Support (ANG/LGMM).

2.4.2.1. SOT reports should include skill level, qualification, additional task training, and ancillary training, as applicable. It should also cover CDC participation, training status codes, and any other pertinent data relating to training and training progression. Discuss training capacity and capabilities. Explain the impact unqualified personnel could have on meeting mission needs. Explain how trainees are progressing; recommend where command support and emphasis is needed. Emphasize the good points about the program. Recommend alternative methods for overcoming training deficiencies.

2.4.3. Data sources available for the report:

2.4.3.1. Automated training reports.

2.4.3.2. Course status summaries.

2.4.4. Include:

2.4.4.1. Personnel in training status "M" with length of time in that code and reason.

2.4.4.2. Any training status "P" or "T" with length of time in that code and reason.

2.4.4.3. Number in Upgrade Training by skill-level.

2.4.4.4. Number of CDC two time failures. (Mandatory CDCs only)

2.4.4.5. Number of waivers submitted and approved, i.e., School/CDC.

2.4.4.6. Number enrolled in mandatory CDC and any problems. Personnel enrolled should be flagged at the nine-month point.

2.4.4.7. Number of personnel with prerequisites met for 7-skill level school attendance.

2.4.4.8. Any other concerns with upgrade training, i.e., awaiting 7-level school, "X" number of months in training.

2.4.4.9. Additional task training requirements requiring attention (such as a lack of training capability to meet needs).

2.4.4.10. Overdue status for courses identified by the commander, (i.e., fire extinguisher training, explosive safety, pallet build up, wartime/contingency etc.).

2.5. Occupational Survey Reports (OSR):

2.5.1. Maintenance Training is the unit's point of contact (POC) for the AF Occupational Survey Program. There are three types of surveys; Job Inventories, Training Emphasis, and Task Difficulty. The AF Occupational Measurement Squadron (AFOMS), located at Randolph AFB, TX, develops these surveys, then compiles and analyzes the results. The results from these surveys are used as a tool for higher headquarters to make decisions concerning AF Specialty Code (AFSC) direction, elimination, formal training, and core task requirements, etc.

2.5.1.1. AFOMS uses two basic methods for surveying career fields, questionnaires or web-based surveys. Questionnaires are sent on computer disks through base training to the unit-training manager with suspense. Web-based surveys are similar, except that instead of issuing a disk with the survey, a "task order" is sent to the unit with directions for logging into the appropriate web site to take the survey. As a minimum, it is the MXOT's responsibility to ensure that these questionnaires are issued to the workcenter supervisor for dispersal to their personnel. A briefing should be given by the MXOT to the supervisor explaining the procedures and importance of the surveys to include a reminder of the suspense to have them completed and returned.

2.5.2. Historically, ANG has had low return rates on these surveys. However, the importance of these surveys cannot be over-emphasized. ANG and AF Reserve Command (AFRC) are very different in organization than active duty. These surveys help support policy differences developed at the ANG Readiness Center (ANGRC). Without accurate data gathered from these surveys, ANG may end up living with policies implemented by active duty that do not support "ANG-unique" mission requirements. Data in the final OSR tend to justify why ANG manages maintenance programs differently. They provide the statistical differences in what ANG maintenance personnel do daily compared to active duty.

2.6. Workcenter Visits/Evaluations:

2.6.1. Workcenters have the important task of accomplishing the necessary training to ensure that the unit is mission ready. The MXOT is responsible for ensuring work center supervisors are highly involved with on the job training (OJT) and training is conducted and documented in accordance with established procedures. To accomplish this, MXOTs use Staff Assistance Visits (SAV). Guidelines for aiding in performing SAVs may be found in AFI 36-2201, Vol 3 and ANGPD 90-2127, *Compliance and Standardization Requirement List (C&SRL) Logistics Group Education and Training*.

2.6.2. Workcenter visits can be formal or informal. Formal timelines are listed in AFI 36-2201, Vol 3. Informal SAVs should be on a continual basis and may only be a spot check of a particular area. In either case, before your visit, review the workcenter's Automated Training Subsystem (ATS) records and any pertinent training information.

2.6.3. SAVs are used to ensure that compliance with appropriate AF training standards and to help supervisors determine training capacity and capabilities by assisting in identifying workcenter-training requirements. For either type visit, file a Memorandum for Record (MFR) as a historical record of the visit. In order to reduce operating costs, electronic filing may be used.

2.7. Personnel Processing:

2.7.1. Scope: Training Management, in conjunction with Programs and Resources, develops procedures to ensure that all incoming and outgoing personnel process through the appropriate management

function. Procedures may vary depending upon unit requirements, but should include the actions listed in paragraphs 2.7.2. and 2.7.3. Generally, Programs and Resources personnel load and delete the individual in the ATS database although it may be delegated to the MXOT.

2.7.2. In-Processing: During in-processing, for non-prior service personnel, the MXOT should initiate an AF 623, *On-the Job Training Record*, with the appropriate CFETP and any combination of forms required by the unit. If the non-prior is a recent graduate of a Mission Ready Airman (MRA) school they return from the school with a new CFETP. For prior service personnel, review the individual's training records to ensure that the appropriate CFETP and any applicable changes are included. Ensure that an employee number is assigned in the ATS database. Enter any items that should be loaded to the ATS. Also, request AF 522, *USAF Ground Weapons Training Data*, from both new and prior service personnel if applicable, and route or file as local requirements dictate. Retain any automated products in the AF 623, if applicable. Forward the training record to the appropriate supervisor and ensure the supervisor knows to transcribe all information of a historical value from the inside cover. Additional items that should be considered during in-processing are:

- 2.7.2.1. Formal school requirements.
- 2.7.2.2. CDC requirements.
- 2.7.2.3. Base and/or Maintenance orientation briefings, etc.
- 2.7.2.4. Supervisor's initial skills evaluation.

2.7.3. Out-Processing:

2.7.3.1. During out-processing, the MXOT reviews the individual's training records and gives all training related products to the individual, to include an ATS generated print-out and the AF 522, if applicable. The individual is then removed from upgrade training in the ATS, if applicable.

2.7.3.2. If the member is transferring to a new base and is enrolled in a CDC, ensure that the member has all course materials. Brief the member about the importance of changing the TCF number with AF Institute for Advance Distributive Learning (AFIADL) when in-processing their gaining unit. If a course exam (CE) is on base, the Base Education and Training Manager must be contacted to transfer the CE to the gaining unit.

2.7.3.3. Programs and Resources will delete the individual from the personnel database in the ATS when notified by Military Personnel Flight (MPF) that the individual has been discharged. Load/Delete personnel functions may be delegated to the MXOT.

Chapter 3

OFFICE MANAGEMENT

3.1. Scope:

3.1.1. The MXOT has the responsibility to ensure that a training program is established. An organized and well-maintained training program produces qualified people who become productive members. The MXOT requires a publications library including applicable CFETPs, an audiovisual library, required forms, and an adequate supply of materials for training. In many cases, these items may be easily retrieved via the Internet and will not require maintaining hard copies.

3.2. Publications: Publications are a source of information and authority in applicable reports/information/statistics. By referencing the publication with page/paragraph, the authority is evident in passing on information.

3.2.1. Current publications can be accessed on the AF e-Publishing web site (<http://www.e-publishing.af.mil/>). Reference the Paperwork Reduction Act of 1995, and AFI 33-360, Vol 1, *Publications Management Program*, publication libraries are no longer maintained except 11-series.

3.3. Career Field Education and Training Plans (CFETP):

3.3.1. Check the UMD to determine how many personnel are authorized for a particular AFSC and ensure that a sufficient number of CFETPs are on hand to make up for attrition. This will ensure that time will not be wasted waiting for a training standard that has been rescinded or is under revision. Maintaining hard copies may not be necessary for units with access to the Internet.

3.3.2. Aircraft Maintenance CFETPs are available from AF Personnel Center (AFPC) and may also be found via the Headquarters United States AF (HQ USAF) web site. ANG/LGMM training maintains a direct link from their web site to the HQ USAF web site.

3.3.3. It may be useful to set up another set of file folders for informational purposes on the same AFSCs. Problems a shop may be having with core tasks or equipment not available for task training can be identified and placed in this folder. When a Utilization and Training Workshop (U&TW) is held for that AFSC, a copy of any problems in this folder should be forwarded to the ANG Career Field Manager (ANGCFM) for inclusion at the workshop. Additionally, this keeps the training management office updated with difficulties in the organization meeting training requirements.

3.4. Test Control:

3.4.1. The MXOT is responsible for managing the unit's testing program. Supervisors identify testing requirements to the MXOT. Procedures for testing are often outlined in a local operating instruction. Each test, whether computer generated or hard copy must be controlled to prevent compromise of content. Locally devised tests should be functionally oriented and the material confined to the directives in the individual's specific area. Tests should also be constructed to measure what an individual is normally expected to retain for performance of duties. Guidance for developing and administering a test program is explained further in AFMAN 36-2236, *Handbook for Air Force Instructors*. All tests should be reviewed at least annually and updated as required.

3.4.2. This manual does not address requirements for those units operating Test Control Office (TCO) or TCF. Requirements are very specific and are spelled out in other various training regulations.

3.4.3. Testing for engine run certification is proctored “closed book” and in accordance with ANGI 21-101, *Aerospace Equipment Maintenance Management*.

3.5. Audio Visual Library:

3.5.1. Another asset to the Maintenance training program is an organized audiovisual library. It may include but is not limited to videos, interactive courseware, and computer based training (CBT). It should also include a listing of courses available that are not on hand including instructions for obtaining them. These audiovisual materials will be widely used for such various purposes as knowledge, training, qualification, evaluation, and/or testing.

3.5.2. The following are a few of the support organizations for sources of audiovisual media:

3.5.2.1. AETC/TRSS, 6058 Aspen Ave., Hill AFB, UT 84056-5805.

3.5.2.2. HQ AMWC/WCOL, 5656 Texas Ave., Ft Dix, NJ 08640-7400.

3.5.2.3. Joint Visual Information Activity, <http://dodimagery.afis.osd.mil>, 11 Hap Arnold Blvd., Tobyhanna, PA 18466-5102.

Chapter 4

CAREER FIELD EDUCATION AND TRAINING

4.1. Scope : Career field training is provided to individuals in order to prepare them for performing the unit's mission. While most of this training is directly related to their AFSC, some is not. All training should be concentrated on tasks the individual may be called on for accomplishing the unit's mission. Our job is to ensure that when called upon, we can make a seamless transition into our gaining major commands (GMAJCOMs).

4.2. Wartime Tasks:

4.2.1. Do not confuse wartime tasks with the asterisked items in column 1 of the Specialty Training Standard (STS) portion of the CFETP. The asterisks in column 1 simply identify what will be taught in the condensed wartime course. Wartime tasks are different and are defined as those minimum tasks necessary to carry on the wartime mission of the unit. These are tasks that may or may not be in the CFETP but are considered vital for the war effort. Personnel must be trained and measured to that they are proficient in these tasks.

4.2.2. Some may be found by examining the wartime mission documents for the unit. These documents may contain additional tasks that the unit is responsible for in wartime. These tasks may include, but are not limited to, duties such as crash recovery, integrated combat turns, weapons load crews, chemical warfare training, decontamination teams, tank buildup teams, security police augmentation, etc. This list is by no means all-inclusive or applicable to every unit. The key is to know what is applicable to your unit and to set up a plan to maintain proficiency in them. Ensure that work-centers have identified their wartime tasks and have a plan to provide training on these tasks during UTA.

4.2.3. Repeated daily performance of these tasks may not always be sufficient to maintain proficiency and therefore additional provisions must be developed to provide task performance and measurement. Measurement of proficiencies may be accomplished in a variety of ways. Inclusion of these in base and/or unit exercises is required to ensure that we can meet AF objectives in a wartime environment. Training of these items and measurement should be coordinated with base contingency monitors as necessary. This is essential to ensure that all personnel are prepared for successful combat and deployment operations. Remember our primary mission is to prepare men and women to meet wartime or contingency objectives; this is done through simulation training. An Operational Readiness Exercise is one way of measuring a unit's ability to perform these tasks.

4.3. Task Training:

4.3.1. Core Tasks.

4.3.1.1. AF-directed "core tasks" are those identified as minimum task qualification requirements within an AFSC by skill level. AF core tasks are agreed upon at U&TWs and are identified in the CFETP. **They are minimum upgrade training requirements and cannot be waived at unit level.** The only exceptions are those outlined in the CFETP or as directed by message from higher headquarters.

4.3.1.2. All core tasks must be completed, regardless of duty position, for everyone within an AFSC. If the task is not currently necessary for accomplishment of specific duty position requirements, training must still be provided and the task must be certified. If after certification, the task is not utilized in the current duty position, the circle around the item may be removed. This allows training to be accomplished on the task but gives units the flexibility to refrain from keeping an individual proficient in the task. While the individual may not remain proficient in the task, if the task ever becomes mandatory for duty accomplishment, training will have already been received and “spin-up” time will be minimized.

4.3.1.3. Some tasks identified as critical to a career field may not meet ANG’s abilities to train due to limited opportunities for training or safety considerations. Tasks identified as such will be identified at the U&TW with a “*/R”. These tasks, although considered core task requirements for active duty personnel and tied to their duty position/upgrade requirement minimums, may be deferred for traditional guard personnel until a training opportunity becomes available. This gives units the flexibility to allow for individual skill level progression without being tied to some tasks that may not allow for training within a reasonable time frame.

4.3.1.4. In *most* cases, the core tasks identified with a “*/R” should at some point be accomplished for everyone. This ensures that a seamless transition with our active duty counterparts during contingencies. However, some “*/Rs” have been utilized to relieve a core task to compensate for safety related reasons or for reasons where a training opportunity may never become available. Examples may include auxiliary power unit (APU) operation or other special certification items that we may never request our traditional guard personnel to accomplish unless they perform an extended active duty tour. Other examples may include a task that is done so infrequently or is of such a complex nature that it would be impractical if not impossible to get all of our traditional guard personnel trained. Generally speaking, although “*/R” is used to relieve the training burden for our traditional guard members, the core tasks should be accomplished by our full time force, *in most cases*, since they have an equal opportunity for accomplishing training as our active duty counterparts. However, there are some tasks that due to our structure, our personnel may seldom perform even as a technician. Examples include mandatory cross utilization tasks that Air Combat Command (ACC) performs with their hydraulic/engine shop and crew chiefs due to rivet workforce. However, even though our flightline crew chiefs do not normally do hydraulic work, initial task training in these areas should still be performed **when opportunities become available**. ANG technicians will be expected to operate at levels comparable to our active duty counterparts.

4.3.1.5. Core tasks that cannot be accomplished at the unit level because of a lack of training capability do not require a waiver from higher headquarters. Simply annotate on the MTL that there is no training capability for that item and the reason why. It is also a good idea to annotate on the member’s AF 623a, *On-the-Job Training Record -Continuation Sheet*, the rationale for not accomplishing the task. This also applies to tasks that are no longer performed at the unit level due to changes in equipment repair policies. For instance, a training capability may still exist on a task but AF no longer authorizes unit level repairs. This may apply to numerous tasks in Avionics, Engines, and other areas where 3-Level Maintenance is no longer allowed but equipment utilized for performing the maintenance is still physically located at the unit.

4.3.2. Additional Task Training. Additional Task Training can be divided into two separate categories, those mandatory for all personnel to accomplish, and those tasks required to be performed by some, but not all personnel.

4.3.2.1. Mandatory additional task training. These are tasks that workcenter supervisors have determined are necessary for all members to accomplish, in addition to the AF-directed core tasks. These could be described as locally generated core tasks. They may be identified by duty position, skill level, or some combination of the two. In either case, these are tasks that, similar to AF core tasks, must be accomplished to be considered 100% duty position qualified.

4.3.2.2. Non-mandatory additional task training. These are tasks that are considered necessary for some but not ALL personnel in a workcenter. The MTL will include these as workcenter requirements but not mandatory for upgrade or position qualification for all personnel. Basically, some percentage of the personnel must be qualified to ensure 100% task coverage, but not all personnel must be qualified. There should be sufficient numbers of personnel qualified in the tasks to ensure that there would always be someone available that is trained to perform the tasks, even through attrition. Examples of a non-mandatory additional task include borescope and engine run. The percentage of personnel that must be qualified in these tasks is subjective and supervisors are responsible for determining the appropriate number of personnel.

4.3.3. Critical Tasks. Critical Tasks are tasks that require specific training and certification above and beyond other tasks. Critical tasks may or may not be core tasks. Tasks may be defined as critical either through AFI, Technical Orders, higher headquarters, or at any level in the unit. The MXG commander is responsible for identifying whether or not critical tasks not identified in ANGI 21-101 require inclusion on the SCR. Engine run would also fall into this category since it requires a special certification above and beyond normal qualifications.

4.4. Cross Utilization Training:

4.4.1. A Cross Utilization Training (CUT) program provides units flexibility to train individuals to temporarily perform tasks outside their Primary AFSC (to offset low skill level manning and enhance combat capability). To ensure that maintenance personnel have the opportunity to learn their primary AFSC before being utilized for tasks out of their PAFSC, the following guidance is provided: Individuals selected for CUT will be, as a minimum, a highly qualified 3- or 5-level, that has satisfied all upgrade training (UGT) requirements with the exception of completing experience (time) requirements. Maintenance Operating Instructions (MOI) may be written to include CUT policies applicable to the unit. Note that a waiver is required in order to utilize a 3-level for CUT.

4.4.1.1. ANG/LGMM approves 3-levels for CUT. Sufficient justification must be included in a formal waiver signed out by the MXG commander and submitted directly to ANG/LGMM.

4.4.2. Units should not utilize a CUT program as a long-term fix for a shortage of manpower.

4.5. Training Documentation:

4.5.1. Rationale:

4.5.1.1. The importance of accountability of personnel and their actions cannot be overemphasized. In the ANG, personnel and the equipment under their control are constantly being stretched to the limits. It is increasingly important we remain accountable for our actions and ensure that our decisions are based on logical, proven methods of doing business. Documentation of training gives credence to our ability to do our job and provides a tracking mechanism for equipment certifications.

4.5.2. Documentation.

4.5.2.1. As a minimum, training records will be kept on all personnel in military grade Technical Sergeant (E-6) and below as well as any other personnel in upgrade training or retraining. Additionally, in accordance with ANGI 21-101, documentation will be kept on all Master Sergeants (E-7s) and above who perform maintenance on aircraft or associated equipment regardless of rank. Consideration should be given to tasks these people might be called upon to perform while deployed.

4.5.2.2. E-7's and above need only be certified on the "hands on" tasks they may normally be expected to perform. This does not have to include career field core tasks or local upgrade requirements unless they will be doing these tasks. Documentation may be on a CFETP or in the ATS.

4.5.2.2.1. There is no special requirement for development of a training record for individuals performing task certification. The requirement listed in paragraphs 4.5.2.1. and 4.5.2.2. are unique to individuals "turning wrenches".

4.5.2.3. If needed, the applicable STS portion of any CFETP may be placed in a training record in addition to the primary CFETP to record qualification in a cross-utilized AFSC or different duty position.

4.5.2.4. Instructions for documentation of the STS are found in AFI 36-2201, Vol 3. **The following is to be used as a guide.**

4.5.2.5. AF 623.

4.5.2.5.1. The AF 623, and all documents filed in it, is used to document, monitor, and maintain a comprehensive record of an individual's training. As a minimum, the trainee must have his or her information on the front cover and a signature entered in the appropriate block. If using the older AF 623, the supervisor must also include his or her name on the cover indicating the initial orientation has been given and the trainee understands his/her role in the training process. The purpose of the certification block on the AF 623 is to verify the information has been transferred from a previous AF 623 (Cover). The AF 623b, *Individual Training Record*, is acceptable for use in the 2AXXX, 2PXXX and 2RXXX AFSCs.

4.5.2.5.2. An initial evaluation must be performed on any individual within 90 days after occupying a new duty position. It must be documented on AF 623a and filed in the AF 623. Many units use a standardized format in all records.

4.5.2.6. STS. The specialty training standard outlines the duties and responsibilities of the career field. It may either be hard copy or an AF-approved automated soft-copy (computer generated). The identification block of the STS must identify authorized trainers and certifiers. This allows individuals reviewing the records to identify whose initials are present in the certification columns. (**NOTE:** AF Career Field Managers (AFCFMs) determine tasks requiring 3d party certification).

4.5.2.6.1. Training documentation will be in accordance with AF directives and can be found in AFI 36-2201, Vol 3.

4.5.2.6.2. If an item is no longer required as a part of the duty position, erase the circle and the initials should remain. If the item becomes a duty position requirement in the future, an assessment of the knowledge and skills is obtained and the identified accordingly. Again, it must be emphasized that if an item is identified as a duty position task, proficiency should be guaranteed.

4.5.2.6.3. Instructions for decertification and recertification are in AFI 36-2201, Vol 3. Ensure appropriate remarks are entered on the AF 623a regarding the rationale for decertification.

4.5.2.7. AF 797, *Job Qualification Standard Continuation/Command*. This optional form may be used to document items not otherwise covered in the STS/ Job Qualification Standards (JQS) portion of the CFETP.

4.5.2.8. AF 623a. Comments on this form may refer to anything *training related*. This form is used to cover things such as reasons for STS transcription, training performed, plans for training, counseling sessions, CDC progression, initial interviews/evaluations, appointments of trainers, supervisors, etc. It is recommended that the AF 623a be updated monthly identifying the progression of the trainee as this documentation may be needed at a later date to support supervisor and recommendations on individuals.

4.6. Special Certification Roster:

4.6.1. Some maintenance personnel will be authorized to perform, evaluate and/or inspect critical work. The authorization is documented on a SCR and is described in detail in ANGI 21-101. Some examples of certification/inspector tasks that may be identified include: clear red X, in-process-inspections, (IPs), engine run, flight control rigging, egress, towing, refuel/defuel, liquid oxygen (LOX) servicing, borescope, or any other training items that necessitate an increased form of accountability. The MXOT is responsible for development, coordination, and update of the SCR. Unit commanders are the first line approval authority for changes to the SCR. Although the frequency of updating may be determined by the unit/mission, quarterly is a good rule of thumb for publishing any updates. Minimum requirements are listed in ANGI 21-101.

4.6.2. Use an approved automated training subsystem such as Core Automated Maintenance Systems (CAMS) or G0-81 for the SCR.

4.6.3. Procedures should be established with commanders for maintaining, updating and the frequency for distributing these reports. Unit procedures and policies on maintenance of the SCR should be delineated in unit OIs.

4.6.3.1. An example of a quarterly routing is listed below. It is provided as a framework for developing an OI and should be tailored to the unit's needs.

4.6.3.1.1. MXOT coordinate/distribute a draft copy of the SCR to unit commanders, with a return suspense date of seven workdays.

4.6.3.1.2. Unit commanders coordinate/distribute the SCR with their Element Chiefs.

4.6.3.1.3. Element Chiefs verify information on the SCR and submit changes to unit commander for approval.

4.6.3.1.4. Unit Commanders submit approved copy of the SCR to MXOT.

4.6.3.1.5. MXOT.

4.6.3.1.5.1. Verifies accuracy of document and updates any changes in the ATS.

4.6.3.1.5.2. Coordinates the final copy of the SCR with unit commanders and Quality Assurance.

4.6.3.1.6. Unit Commanders and Quality Assurance (QA) sign approval for publication.

4.6.3.1.7. MXOT submits coordinated copy of SCR to the MXG commander for signature and release for publication.

4.6.3.1.8. MXG commander approves document and returns to MXOT for publication.

4.6.3.1.9. MXOT.

4.6.3.1.9.1. Publishes document.

4.6.3.1.9.2. Distributes hard copy with original signature to QA.

4.6.3.1.9.3. Maintains hard copy in Training Management.

4.6.3.1.9.4. Distributes hard copy to affected shops.

4.6.3.2. An example of how to provide interim SCR changes is listed below.

4.6.3.2.1. Deletions.

4.6.3.2.1.1. Deletions will be red-lined with ink on the SCR in the workcenter.

4.6.3.2.1.2. Unit commanders are responsible to ensure that red-line changes are coordinated with MXOT and QA.

4.6.3.2.1.3. MXOT will update the ATS with the changes.

4.6.3.2.2. Additions.

4.6.3.2.2.1. If essential, interim additions may be made and will be accomplished using a locally developed form.

4.6.3.2.2.2. The locally developed form will have all approval signatures as the SCR and will serve as a source document for the addition.

4.6.3.2.2.3. The original source document form will be maintained in QA with the current SCR until a new master SCR is run. The MXOT and the affected workcenter will also keep a copy.

Chapter 5

AUTOMATED TRAINING SYSTEMS

5.1. Scope:

5.1.1. Automated systems may be used to document training. They may be used for all or any part of the training documentation process. There are several different types of approved ATS, i.e., CAMS, G0-81. Consult the appropriate manuals for specific guidance. If an automated training record is used, it must contain as a minimum the core tasks identified in the CFETP (automated training records are not available for use with G0-81).

5.1.2. The MXOT must ensure that there is reasonable security in-place to avoid erroneous updates in the ATS. A source document of some type must be used to identify the individual responsible for certifying the training was accomplished. One suggestion for accountability and for use as a source document is an AF 2426, *Training Request and Completion Certification*. The AF 2426 provides space for the employee numbers, employee names, course codes, and an authorization signature certifying training was accomplished. This document should be filed for a period of time from six months to a year as the source document for the update.

5.1.2.1. Locally developed substitutes for the AF 2426 are allowed.

5.1.3. Data entries will not be considered as overdue/unqualified until the last day of the month they become due unless otherwise specified in other instructions.

5.1.4. Automated CFETPs can only be used on approved AF systems. A hardcopy of the CFETP must be used when requesting training waivers from ANG/LGMM.

5.2. Core Automated Maintenance Systems (CAMS):

5.2.1. CAMS provides visibility of all training established or scheduled for the maintenance complex. It provides the capability to enter required and accomplished training into the computer database. This information is retrieved to plan and control desired training situations. There are two types of retrieval functions. There is the processing of small volumes of information on-line and the preparations of reports and listings by background batch programs that process independently of the on-line system. Use AF Computer Systems Manual (AFCSMAN) 21-570, Vol 2, *Training Management*, for an index of CAMS screens (TRICs). A glossary of terms can be found in AFCSMAN 21-556, Vol 1, *Software Center Operator Manual* for inputting information in CAMS.

5.2.1.1. The MXOT has the responsibility for maintaining and using information that may have Privacy Act implications. Users have a special responsibility to protect personal data from unauthorized disclosure and alteration. CAMS terminals will not be left open, unattended, or unsecured. The user will be responsible for determining procedures for physical security of the terminal equipment.

5.2.1.2. This guide is not written to give detailed information on CAMS usage, but to highlight some of the more important screens and reports that will enhance the Maintenance training program. Review the CAMS index screens for the various training screens available. Advertise the Training Task Table (TTT) files.

5.2.2. Personnel Management.

5.2.2.1. When new personnel process into the unit, they must be loaded in CAMS. The Plans and Programs office will normally accomplish this. When the Maintenance Personnel Roster (MPR) processes (person is loaded), an employee number is generated. This employee number will be permanently assigned to the individual and will be used to document all transactions in the CAMS system.

5.2.2.2. There is also a background product (meaning the job request goes into a queue and instant feedback will not be available) to go along with the MPR. The Maintenance Personnel Listing (MPL) will provide a listing of everyone within the organization. On-line reports such as the Workcenter Roster (WCR) may also be used to provide immediate feedback for an inquiry.

5.2.3. Training Course Table (TCA). The TRA is used to load, change, or delete training courses to the database. Training courses loaded into CAMS may include, but are not limited to: ancillary requirements listed in Education Training Course Announcement (ETCA), *USAF Formal Schools*, recurring training requirements, one-time requirements not listed in the CFETP, formal training courses, etc.

5.2.4. Training Course Report (TQE). This background routine is used to retrieve data loaded to the TRA. This product contains all the courses currently loaded to the database. The report can be obtained numerically or alphabetically (by course prefix). This document should be made available for all workcenter supervisors to review all courses loaded to the database. It is recommended that this product be distributed to work center supervisors annually.

5.2.5. Workcenter Training Requirements Record (WCT). The workcenter training requirements record is used to load courses against a workcenter. This creates a database of courses that is automatically loaded to an employee number when it is loaded to a workcenter. This should be used only for courses that affect a majority of the individuals within the workcenter. This product should be filed with the MTL in each workcenter.

5.2.6. Individual Training Update (ITU). Courses identified as unique to one or several individuals can be loaded using the ITU. This TRIC can also be used to update, change or delete courses assigned to an individual. Use the TRIC TQA ("Training Required" Notice) to retrieve on-line (meaning instant feedback on the inquiry) training requirements data for an individual.

5.2.7. Training Forecast (TMA). This background product is used to obtain a listing that shows the current status of all individuals' training by organization code and has the capability of selecting various options for all status codes or just those in overdue (OVDUE) and awaiting action (AWACT) status. The MXOT or workcenter should run awaiting action/overdue monthly.

5.2.8. Course Status Inquiry (CSI). The CSI is an on-line inquiry that gives a current status for a specific course code for an individual or individuals within a workcenter. This is a useful tool for workcenter supervisors in scheduling and requesting training for a specific task.

5.2.9. Course Status Report (CSR). The CSR is a background report used for monitoring and providing reports on course statuses for a unit, organization, or workcenter. It can be used to determine training requirements.

5.2.10. Special Certification Roster. The SCR is a background report that will extract specific tasks designated as special certification courses (CERT) or inspector (INSP) courses for individuals. The SCR is described in detail in ANGI 21-101 and procedures for development are listed in section 4 of this manual.

5.2.11. Detailed OJT Reports (DOJTR). The DOJTR is used to monitor detailed progress of individuals in upgrade training. This report tracks an individual's progress in upgrade training including date entered training, CDCs active or completed, supervisor information, etc. A suggestion is to run this product monthly in triplicate. Retain one copy for file and distribute the other two. One should be filed in the upgrade trainee's training record (replacing the prior month's DOJTR) and the other should come back signed by the supervisor with any updates. This ensures that a review of the OJT report monthly by the supervisor and may reduce the tendency to allow training to get behind.

5.2.12. CAMS Automated JQS System.

5.2.12.1. AF Job Qualification Standards (AFJQS) or CFETPs may be loaded into the CAMS automated program. A manual copy (hard copy original) must be kept in the workcenter available for review. The CAMS automated training record JQS program has advantages and disadvantages. Information in this manual is a basic overview and will not include any how-to directions or guidance. This system may be used if the automated training system includes core tasks as identified in the CFETP and supervisor-designated core and/or duty position tasks. MXOT's that have the CAMS automated JQSs, may file a copy of the CFETP in the individual AF 623 under the automated JQS for reference for the trainer.

5.2.12.2. Core tasks are identified in the automated program as directed in AFCSM 21-570, Vol 2. Trainer initials are required. AFCFM determine if tasks also require a set of certifier's initials.

5.2.12.3. Before deciding whether to load JQSs into CAMS, there are several considerations.

5.2.12.3.1. How much time can be devoted to setting up the program such as typing in the CFETP, or downloading a Pseudo file from the HQ USAF web-site?

5.2.12.3.2. How much time can be devoted to meeting with the supervisors to determine workcenter task assignments (WTA) and individual training assignments (ITAs)?

5.2.12.3.3. How much time can be devoted to classes for trainers and supervisors on the how to update and maintain individual training records?

5.2.12.3.4. Once an automated CAMS program is in place it is fairly easy to maintain but the system is time intensive to begin from scratch.

5.3. G0-81 Training Sub-System Purpose and Utilization (AMC Gained Units Only)

5.3.1. Overview. G0-81 is a data management system that feeds information to major commands (MAJCOMs) and FMC for fleet wide management. It runs on a centrally located mainframe at Tinker AFB, OK. It is managed by the unit Management Information System (MIS) and Analysis (G0-81 Management) section through Headquarters Air Mobility Command/Logistics Plans (HQ AMC/LGXP) and HQ AMC Logistics Quality Assurance (HQ AMC/LGQA). Within G0-81 is a training subsystem. HQ AMC Aircraft Maintenance Training Section (HQ AMC/LGMMT), manages it. Specific instructions for the G0-81 Training Subsystem may be found in AMC G0-81 Training Management User's Manual.

5.3.2. Purpose.

5.3.2.1. The training subsystem is used to document personnel training in conjunction with CFETPs and AFJQSs. Duplication between the manual and automated methods of documentation should be avoided. The primary focus of this system is to document and schedule courses, recur-

ring training items, special certifications, inspector authorizations, enlisted specialty upgrade and qualification training if desired, and MAJCOM directed items. One-time qualifications manually documented in the CFETP should not be duplicated in G0-81 unless there are uncommon circumstances or MAJCOM/ OI directed.

5.3.2.2. Shop Level Utilization. Supervisors should maximize the capability of this system. Training conducted at the shop level may be updated in G0-81 at that shop levels much like any qualification in a CFETP or JQS. This reduces paperwork on their part and results in real-time statuses in the MIS. The Unit Training Manager may grant proper access levels to supervisors or their designee to ensure timely updates to the MIS.

5.3.3. Types of Programs. There are typically five ways to interface with G0-81. All of them use a similar process for accessing the system.

5.3.3.1. Batch Programs. These programs generate reports on paper or disk, which provide you with specific data on fields that you select. Commanders, managers, and supervisors typically use batch reports to review status, manage assets, allocate resources, and assist in management decisions.

5.3.3.1.1. Batch programs are 67XXX series programs, which provide you with specific data based on fields you enter using programs 9058 and 9029. The local G0-81 manager will initially set up the batch programs and then grant access to process most of your own batch reports.

5.3.3.1.2. 9032T – Training Report Batch Request – This report provides various types of output to shop supervisors and training managers. Reports provide real-time training statuses as well as future statuses of recurring training courses for all maintenance personnel at a specific base. There are 29 different reports available from this program.

5.3.3.2. Variable Information Retrieval and Focus Programs. These programs provide a valuable tool for managers at all levels. They are batch reports are written by your local G0-81 manager and extract information custom tailored to your specific needs.

5.3.3.3. Output Programs. These programs are similar to batch reports; however, information is entered through formatted screens and processed on-line. Although these screens provide valuable information to managers and supervisors, they are also beneficial to all G0-81 users by allowing them to check previous input actions.

5.3.3.4. Input Programs. Input programs are the heart of the system in that they update the database. Most of the input data is provided by maintenance personnel based on completed maintenance/training actions. It is critical that everyone using the system ensures the accuracy of the data being input. Management decisions at all levels rely on valid and timely data.

5.3.3.5. Help Screens. Help screens have been developed to assist you by making the system user-friendlier. They may be accessed with the “F1” key on the keyboard.

5.3.3.6. Program Screens. Some program screens to be familiar with are as follows:

5.3.3.6.1. 9046 – This program is used to add, update, delete, and transfer personnel records from one base/shop to another. It may also be used to generate reports on individual employees or it can be used to place personnel on special shifts. You may perform a search by employee

number and base code or find an employee by their last name and base code if needed. Also used for adding “red X” certifications.

5.3.3.6.2. 9118 – This program is used to look up information or to find a particular course code.

5.3.3.6.3. 9119 – This program is used to establish and update shop personnel training records, establish and update a shop’s master training requirements, or list training requirements loaded to personnel in your shop.

5.3.3.6.4. 9119B – This program is used to add a class event, change information previously loaded to a class, delete a class, and schedule classes for personnel.

5.3.3.6.5. 9119L – This program is used to schedule allocations from the base teaching the class. Unit, workcenter, or squadron can schedule allocations. Refer to AMC user guides for additional screens.

Chapter 6

ADVANCED DISTRIBUTED LEARNING

6.1. Scope:

6.1.1. Advanced Distributed Learning (ADL) is defined as “a method of instruction that does not require the instructor to be physically present with the student”. ADL will increasingly become a mainstay as a way to provide training for our airmen of the future. It is cost effective in that it yields a highly trained individual for a nominal amount of money on a per student basis. ADL will never totally replace OJT or in-residence training but it will be a factor in reducing the amount of in-residence training required in the future. It is an inexpensive tool to help augment training, provide realistic simulations, and will train our personnel to higher levels of competency. Additionally, it has the potential to accommodate personnel that may otherwise be unable to secure the training they need due to an inability to attend lengthy formal school temporary duty (TDY). ADL instructional media may be computer based, video based, or in a written format. Future plans include exploring the possibilities of carrying this type of training to the World Wide Web (WWW), cable television, and directly to deploying personnel during their transport phase.

6.2. Computer Based ADL:

6.2.1. Computer based ADL is emerging as a viable source of instruction for initial, proficiency, and skills enhancement training. There are several different terms and acronyms used to describe different types of computer training. They include Interactive Courseware (ICW), CBT, etc. Typically, they each involve a student participating in a lesson given by the software on the computer. The student interacts with the computer program and the computer measures how well the student grasps the material presented. Upon completion of the lesson, the student is tested either through the computer or written test. These tests may be graded immediately or in some cases the test must be returned to the authoring organization for grading.

6.2.2. Numerous Field Training Detachment (FTD) courses are being offered in a computer-based format. This was originally driven by the FTD drawdown. They provide the same degree of instruction and certification as the previous “in residence” version of the courses. This is significantly more cost-effective than sending personnel TDY to school.

6.2.3. Computers are listed in the General Services Administration (GSA) catalog and may be purchased by units through their local contracting office. However, if it is anticipated your unit will use the software developed by AF Education and Training/Education & Training (AETC/TRSS), it is important to contact them to ensure that these systems are compatible with their hardware before purchase. Most software written today will run on the majority of computers currently utilized in the ANG.

6.2.4. All AETC developed software is free and can be found on the *Air Force Education and Training Course Announcements (ETCA)* web site at <https://etca.randolph.af.mil>. AETC/TRSS's catalogs may be requested by calling the program configuration management section.

6.3. Managing Computer Based Training:

6.3.1. Formal CBT courses are requested by using the Technical Training Exportable Training Request worksheet form in the distance learning (DL) guide. This will include the course number, number of students, etc. The individuals taking the course do not have to be specified when ordering. Normally, only the number of students is stated.

6.3.1.1. The distribution function at the technical training center (Sheppard AFB, TX, Keesler AFB, MS, etc.) send the course materials to the Job Site Training (JST) POC at the unit. They will send copies of the course, depending on the number of students. They will also send one test disk and one test generator disk with instructions. The JST POC must supply one formatted floppy disk to each student for the course. It is important to note that the student is welcome to take the course home to accomplish if desired.

6.3.1.2. The JST POC completes the necessary forms (i.e., AETC Form 325, *Student Accounting and Attendance Record*) to submit showing students enrolled in the course and then the course is distributed to the students. Upon completion of the course, the students should schedule with the JST POC for an End-of-Course test. The JST POC administers the test and returns the student disk to the technical training center for grading and issuance of a course completion certificate. The course is maintained by the JST POC for future enrollees.

6.3.2. Software may be ordered directly from AETC/TRSS and the programs available may be found in their catalog as well as in the CFETP. For units that have purchased computer systems through AETC/TRSS, software shipments are automatic as they are developed and do not have to be requested. Updates to software are normally sent out on a quarterly basis.

6.4. Video Teletraining (VTT):

6.4.1. Air Technology Network (ATN) is a satellite-based educational network for providing distance-learning capabilities. AETC closes the gap between education and training requirements and shrinking education and training dollars by providing quality instruction over the ATN. ATN is a one-way video/two-way-audio satellite network. ANG is utilizing the same technology with our version of ATN called the Warrior Network.

6.4.2. ANG created the Warrior Network combining command and control and training missions. ANG Training and Education Center (ANG/TEC) broadcasts the Non-Commissioned Officer (NCO) Academy Seminar program. The number of other courses available via this type of ADL media is growing. As courses become available through AETC, AF Institute of Technology (AFIT), Air University (AU), or ANG, they are included in an ADL catalog that is e-mailed to your BETM and your VI technician. Some transmissions do not have the lead-time necessary to be included in the ADL catalog and are advertised through a special advertisement that is also e-mailed to your BETM and your Visual Information (VI) technician. Your base should have a process identified for the advertising and requesting of any courses that are available. Courses may be advertised through a WWW site.

6.5. Other ADL Technologies: Other ADL technologies include media that you are already familiar with such as correspondence, videotape, and telephones. These technologies will continue to play a large role in the training programs of our personnel now and in the future. Each ADL media has its positive, as well as negative, aspects. As a training issue is identified, the best media will be selected in order to obtain the desired training objective.

6.6. Field Participation in DL: Besides using the new ADL media and integrating it into their training programs, units should also identify issues that in one format or another would enhance or improve their training program. Training issues may be addressed to ANG Personnel Development Division (ANG/DPD), either through the unit's BETM or the CFM at ANGR. Issues will be evaluated and resolved through the cooperative efforts of the CFM and ANG/DPD.

Chapter 7

CLASSIFICATION OF PERSONNEL

7.1. Scope:

7.1.1. Individuals are classified according to their position within the training structure. The AF 2096, *Classification/On-the-Job Training*, is used to assign personnel to authorized positions consistent with requirement, individual grades, and skill levels. It may also be used to award, downgrade, and withdraw AFSCs and SEIs. The immediate supervisor or Programs and Resources section in coordination with the training manager may initiate AF 2096. Classification actions may also be accomplished using Personnel Concepts (PC) III.

7.1.2. All airmen are in a training status code. A brief description of each code may be found in AFI 36-2201, Vol 3.

7.1.3. Before any upgrade to a skill level may occur, all CFETP requirements must be met. This includes items such as minimum time requirements, CDCs, mandatory schools, CBT, core tasks, and any additional duty position tasks identified as mandatory by the supervisor. Supporting documentation may be found in AFI 36-2201V3, AFI 36-2101, *Classifying Military Personnel (Officers and Airmen)*, AFMANs 36-2105, *Officer Classification*, and 36-2108, *Airman Classification*.

7.1.4. The MXOT is responsible for identifying some way to recognize individuals that are not fully qualified for their duty positions. The process should be standardized throughout the areas of responsibility. It would be beneficial to provide instructions for tracking these individuals in an OI.

Chapter 8

UTILIZATION AND TRAINING WORKSHOPS (U&TW)

8.1. Scope: This section is designed to provide an understanding of how career field requirements are determined and implemented. U&TWs are held approximately every three to five years for each AFSC. This section is specifically tailored to explain ANG's role in the training design process. Further guidance may be found in AFI 36-2201, Vol 5.

8.2. Responsibilities:

8.2.1. The AFCFM is appointed by the respective HQ USAF Deputy Chief of Staff/Assistant Chief of Staff to ensure development, implementation, and maintenance of CFETPs for the assigned AF specialties. AFCFMs communicate directly with MAJCOM Functional Managers (MFMs) and AETC Training Managers (AETCTM) to disseminate AF and career field policies and program requirements. The AFCFM uses the U&TW as a forum to determine and manage career field education and training requirements as they apply to mission needs. The major benefits from the U&TW process are the participation and input from the field. ANGRC normally requests Subject Matter Expert (SME) support from the units for the affected weapons system. Field units are always welcome to send personnel at units' expense and need only coordinate this with the ANG/LGMM training manager.

8.2.2. The CFETP is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum requirements for each specialty. It provides personnel a clear career path to success and instills rigor in all aspects of career field training. The AFCFM develops a CFETP as the core education and training document for a specialty. Normally developed from the U&TW, the CFETP establishes the framework for managing career field education and training; that is, the CFETP specifies the "what, when, where, and how" to progress. The CFETP will be developed according to the Training Impact Decision System (TIDES) template found in AFI 36-2201V5.

8.2.3. AFCFMs will review the CFETP annually to ensure that the plan is current. Normally, a suspense is sent to the MAJCOMs for input. This suspense is generally very short, particularly if ANGRC must request input from the field. Field units should be maintaining a file on each CFETP outlining problem areas or areas for improvement. This reduces the turnaround time for the suspense to HQ USAF for recommended changes. When input is requested from the AFCFM for changes to the CFETP, ANGRC will normally request for SME support from field units to consolidate a report of recommended changes for the AFCFM.

8.2.4. The AFCFM also oversees the CDC program for the assigned specialties. Specifically, AFCFMs review the CDCs for accuracy, initiate action to develop new or revise CDCs to meet new needs, and determine the appropriate CDCs to use when career fields under their control merge.

8.3. Determining the Need for a U&TW:

8.3.1. HQ USAF determines the need for a U&TW. The need may be management directed, as was done by the Chief of Staff of the AF (CSAF) to implement Year of Training policies within each career field, or a functional community choice based on changes to career field mission or roles. In either case, a U&TW allows AFCFMs to better manage the quality of airmen by periodically review-

ing and evaluating the methods and means of effectively training them. The U&TW has a wide range of uses. Specifically, the U&TW serves as a forum and a quality control tool.

8.3.2. As a forum, the U&TW is used to determine education and training requirements by bringing together the expertise necessary to establish the most effective and efficient mix of formal and on-the-job training for skill level of a specialty, prepare training standards, and set responsibilities for providing training. It is critical that ANG field units are represented to articulate technical aspects of ANG structure and usage of career fields.

8.3.3. As a quality control tool, the U&TW helps to ensure accuracy, feasibility, and viability to the specialty and allows merging career fields to determine transitional training requirements and plan for any constraints.

8.4. Conducting Research : In-depth research is the key to effectively conducting a U&TW and eventually preparing a CFETP. Thorough preparation is essential because U&TWs usually involve a large number of representatives, cover a wide range of information and decisions, determine the training necessary for airmen in a specialty to perform the mission, result in large designation of resources, and direct millions of training and study hours. Research is begun when the decision to conduct a U&TW and develop a strawman CFETP is made. Unit level research involves being prepared to discuss ANG concerns as they fit into the overall AF picture. It is essential we help to develop our training plans to meet AF objectives.

8.5. Identifying Points of Contact:

8.5.1. For ANG, SMEs from field units will provide the most accurate and up-to-date information to enhance the decisions made at the U&TW. Therefore, ANGRC will relay information about upcoming U&TWs as it receives the notices. Typically, the appropriate weapons systems Single Point of Contact (SPOCs) are contacted and assistance from SMEs is requested. The SMEs along with ANG/LGMM functional and/or career field management support will attend the U&TW for ANG representation.

8.5.2. Other agencies included in the U&TW include the AFIADL, AETC Training Group CDC technical writer, AFOMS, AFPC classification analysis section. Additionally, every affected MAJCOM, HQ USAF, Forward Operating Agency (FOA), and any other agency providing resources supporting the specialty training requirements will also be in attendance.

8.6. Supporting Documents : Documents that drive requirements and responsibilities of the field are gathered, reviewed and evaluated for pertinent information. Documents are acquired that provide policy, procedure, or information to assist in the management of the specialty. Some examples are AFPDs, AFIs, AFMAN, or AF Pamphlets (AFPAM). AFOMS can provide occupational support data, such as OSR and training extracts. The AFSC STS, Part II of the CFETP, will provide the previously designated tasks and technical references. The AETCTM for the AFSC will be the focal point for policy, procedure, or information relating to the development of training and can provide the course training standard (CTS), course chart, and the plan of instruction for any technical training courses affecting the specialty.

8.7. Functional Management Input : The best, and quickest, method for gathering information from the field is for the field to already have their inputs available. The training manager for the maintenance unit should be keeping a file of problems associated with each AFSC they are responsible for managing. The file should address pertinent questions/problem areas. This information will be used to help ANGRC determine minimum training requirements, standards, and support resources, and develop the strawman

CFETP. If this information is kept on a continual basis it becomes more readily available and will be a better, well thought out product. As the U&TWs are announced, these products should be made available for ANG/LGMM review. If there are significant problem areas in a career field this allows for ANG/LGMM to communicate these areas to the schoolhouse and the other MAJCOMs prior to the workshop.

8.8. Identify Job Descriptions: Field units should also include a review of the existing specialty descriptions and provide recommendations for changes. The AF Specialty (AFS) description is currently available in officer and airman classification instructions (AFMANs 36-2105 and 36-2108). These career field descriptions provide a representation of the duties and responsibilities performed and the technical and supervisory skills required by skill level. The description does not attempt to include all duties and responsibilities of all jobs in the specialty. These details will be identified in the CFETP, Part I.

8.9. Identify Job Performance Requirements: This information is available in the STS, AFJQS, and AFSC OSR. This is a key reason the OSR surveys are so important. This product should be a definitive list of all duties and tasks of the job. Skill level advancement and CDC requirements are also determined as well as items that will be taught in the abbreviated, wartime course.

8.10. Identify Core Tasks:

8.10.1. This tends to cause the most debates at the U&TW. More time is spent identifying core tasks than anything else. Core tasks are those tasks identified as a minimum qualification requirement within an AFS/AFSC or duty position. Core tasks are the minimum, mandatory qualification task requirements that must be accomplished before an upgrade can occur.

8.10.2. Further guidance on core tasks is given under Career Field Education and Training. (See [Chapter 4](#)).

8.11. Identify Any MAJCOM Unique Requirements: Functional Managers identify MAJCOM specific training requirements, and must come prepared to offer all available resources to assist in implementing or supporting these needs. These inputs give an overview of the unique, or perceived as unique, MAJCOM requirements. Before the CFETP is published, it must be a life-cycle document that supports every MAJCOM. Personnel representing ANGRC must be ready to discuss ANG unique issues as applicable.

Chapter 9

COMMUNICATING/COORDINATING

9.1. Scope: Communication is a very important aspect of the any training manager's job. The MXOT must be able to establish a rapport with personnel both up and down the chain of command. Information flow is vital to the health of an organization. The MXOT is responsible to ensure that the organization remains well informed of changes affecting training policy or procedures. This may be accomplished in a number of ways. This chapter will discuss the training meetings that must be held periodically in accordance with criteria established in applicable training publications as well as information flowing from ANGRC.

9.2. Training Meetings:

9.2.1. Requirements of a training manager include conducting training meetings with supervisors and training monitors in the organization. Requirements for this meeting may be found in AFI 36-2201, Vol 3. Other than passing on policy changes, training meetings should be utilized to present the SOT briefings since they are an indicator of the overall health of the training program. Meetings may be used to discuss techniques and procedures used in managing workcenter training programs, and should discuss strengths and weaknesses of training in order to solve problems and prevent recurrences. These meetings may also be used for teaching and conducting training sessions, improving CDC administration, trainee motivation, proper use and documentation of training documents, or other areas needing improvement or emphasis.

9.2.2. The meetings held by the MXOT with supervisors and training monitors provide an excellent opportunity for communication. There are many key elements to having a successful meeting. Perhaps the most important is to be prepared. Know what to say and have the data readily available to support the message. Prepare and distribute an agenda of the topics, including time limits, ahead of time. This allows the attendees to be prepared as well. Simply put; ensure that the following five elements are met:

9.2.2.1. Goal clarity.

9.2.2.2. Climate.

9.2.2.3. Leadership.

9.2.2.4. Decision strategy.

9.2.2.5. Follow-up.

9.2.3. Remember; be prepared before the meeting. Ensure that total credibility is maintained. Present an air of confidence. Remember eye contact, use natural gestures and movements, be careful of pronunciation, and vary the pitch and rate as well as volume of your voice. Pay particular attention to how emphasis is placed on the words and phrases used. Using these tips will help to make your training meetings a positive experience that benefit the entire organization and lend credibility to the training office. Visual presentations are always helpful!

9.2.4. When the meeting begins, start off on a positive note. This will help keep an adversarial air out of the conversation. Take control of the meeting and keep the attendees on track. Do not allow personal differences to interfere with keeping a professional environment. However, some disagreement

is advantageous for getting people to think and air their views. If the meeting is quiet, it probably is ineffective. If there is a lot of interaction, it should be apparent the audience is truly concerned and is making an attempt to help solve some difficult situations. Let ideas flow by allowing each member to speak and allow other attendees to help evaluate the responses. Remember, if there is a free exchange of ideas there is bound to be some conflict. This interaction should be encouraged, but effectively managed.

9.2.5. After the meeting is over, ensure that it is summarized, brought to a closure, action items are taken as necessary, and check with the attendees to see if the meeting was a success or not. Remember, they are the customers and your report card is based on their needs being filled; nobody can make an accurate assessment of their own work.

9.3. Policy Changes:

9.3.1. As the focal point for training, the MXOT will be expected to deliver and help implement many of the changes and policies that apply to your workcenters' training programs. This can be done in various methods depending on the nature of the change. If it applies to just one area, a one-on-one with the shop supervisor may be appropriate. If the change applies to the majority of the organization, you may wish to utilize OJT meetings to coordinate and implement the changes. In this environment, open discussion among the attendees most often can result in a plan to implement the new procedures. Ensure that this is captured in the meeting minutes. It is desirable that units develop an Operating Instruction (OI) that will give guidance on the implementation. This provides the backing of the Commander in writing. OIs are useful when there is no other regulatory guidance available.

9.4. Single Point of Contact (SPOC) for Maintenance Training:

9.4.1. Each weapons system has one or more SPOCs. They are recommended by ANG/LGMM and are usually approved by the MXG Commanders' Advisory Council. The philosophy behind establishing SPOCs is so ANG/LGMM can better feel the pulse of the ANG maintenance training programs and enhance its ability to make sound managerial and technical decisions. This results in providing better service and support to units. Many questions from MXOTs could be resolved by contacting a SPOC or counterpart first instead of a direct call to ANGRC. While ANG/LGMM is always open to questions from field units, there could be an existing fix that a SPOC has experienced. This allows some problem solving to be held to a lower level. This may reduce response time and allows the "chain" a chance to work.

9.4.2. Responsibilities of the SPOC include but are not limited to:

9.4.2.1. Liaison between ANGRC and MXOTs:

9.4.2.1.1. Forward information from ANGRC to units.

9.4.2.1.2. Survey units and provide ANGRC feedback.

9.4.2.2. Mentor for MXOTs: Provide guidance and technical assistance.

9.4.2.3. Stay informed of new policies and programs and feed that information to supported field units.

9.4.2.4. Attend meetings and workshops when requested by ANGRC.

9.4.2.5. Maintain AFSC files as storage for information concerning career field problems to be presented at the U&TW.

9.4.3. MXOTs have certain responsibilities to the SPOC, to include:

9.4.3.1. Respond to requests for information within time limits.

9.4.3.2. Gather information and forward to SPOC regarding career field concerns, i.e., core task difficulties. These concerns will be brought up at the next AFSC U&TW.

9.4.3.3. Keep their SPOC and ANGRC informed of any changes in their DSN or e-mail address.

9.4.3.4. Forward pertinent information received from the SPOC (or ANGRC) to affected shops.

Chapter 10

FORMAL TRAINING

10.1. Scope:

10.1.1. The formal school process develops a more knowledgeable trainee. Professional instructors are utilized and the student learns in a controlled environment. This allows the student to be away from typical home-station duties and responsibilities allowing them adequate time to study and learn the AFSC. Additionally, OJT time is always reduced when formal training is utilized. The MRA program further reduces the home station OJT burden since units receive a person capable of being utilized immediately after arrival at home station.

10.1.2. In order to meet mission requirements, individuals may be expected to complete many formal training courses during their career. The base recruiting office is responsible for acquiring Basic Military Training and 3-level awarding technical schools for all non-prior service personnel. Although local policy may dictate otherwise, in most places, the MXOT is responsible for ensuring schools are requested for personnel who are retraining. Review the ETCA on the Internet for any prerequisites.

10.1.2.1. The MXOT should ensure the BETM is kept informed of formal training occurring in the MXG.

10.1.3. It is the MXOT's responsibility to work with the supervisors to ensure that the trainee completes all training required within their AFSC or duty position. This may include, CDC, specialized correspondence courses, Training Detachments (TDs), 7-level awarding technical courses, Professional Military Courses, and various DLCs, which consists of satellite, VTT, and CBTs. Civilian agencies may also be utilized to meet the training needs of the organization. Forms such as DD Form 1556, *Request, Authorization Agreement, Certification of Training and Reimbursement*, need to be filled out for Type 1 classes. Refer to AFI 36-2201 for Type 1 classes. Instructions on completing DD Form 1556 are on the form.

10.2. Days and Dollars:

10.2.1. Funding to support non-prior service personnel to attend BMT and Technical Training (3-level) courses is centrally funded at ANGRG. Formal School Training (FST) Workdays and military personnel (MIL PERS) dollars to support prior service members attending mandatory training is distributed to each MPF at the beginning of the fiscal year (FY). However, full time technicians and active guard reserve (AGR) TDY to school is funded from a different "pot" of money called Operations & Maintenance (O&M). O&M funds are unit funds obligated for such purposes as operating the base, payrolls, flying and repairing aircraft/equipment, and full-time/AGR TDYs.

10.2.2. In some cases, your unit may allow members to use their annual training to attend formal school. In that case, the supporting funds come from your bases military funds. Another avenue of funding for school is through the State. There may be funding available for civilians to attend Type 1 (contractor) schools. Check with your Human Resources Management Office for more information on this type of funding and accomplish the DD form 1556 to request the training.

10.2.3. There are many types of days and dollars available for use in attending formal schools. For current policies and detailed information on types of days and funding, check with your BETM, Resource Advisor, Unit Workday Control Monitor, and your Human Resources Management Office.

Additional information may be found in ANGI 36-2001, *Management of Training and Operational Support Within the Air National Guard*.

10.3. Mission Ready Airman (MRA):

10.3.1. The MRA is a dual phased training program combining classroom theory mixed with hands-on training in a controlled academic environment. It is designed to result in significant task certification and concentrates on tasks an individual will perform during the first 6-12 months in the duty section. MRA training enhances the current 3-level technical courses, giving us a more qualified individual to start work immediately. This relieves much of the burden of OJT from our supervisors for the initial phase in getting personnel qualified. The graduate returns to the unit from an MRA course with a CFETP that includes documented task certifications from the school.

10.3.2. Graduates from MRA schools may only have one set of initials on both the trainer and certifier blocks, even within AFSCs that require third party certification. AETC instructors are the only personnel authorized to act as both trainer and certifier, signing both blocks. Identify documentation discrepancies to ANG/LGMM.

10.3.3. Seasoning days are for both non prior and prior services personnel upon completion of training that leads to the award of the 3-skill level.

10.3.3.1. Authorized usage of days is not limited to the 3-level awarding school and may include FTD or OJT as approved in ANG policy sources. AGR and Technician personnel are not authorized to use seasoning days.

10.3.3.2. Seasoning requirements may be found in the FY Workday Planning and Allocation Document signed by the Resources Division in ANG/DPR. The document is normally located on the ANG Personnel and Training (ANG/DP) web site.

10.3.3.2.1. Seasoning days are not mandatory and should only be utilized when needed.

10.3.3.2.2. Non-prior service (NPS) members must complete these days while still on IADT.

10.4. Field Training Detachment Courses:

10.4.1. The 982d TG, Sheppard AFB, TX, manages the resource requirements for the FTD program. It works with the supported MAJCOMs to approve:

10.4.1.1. Activations.

10.4.1.2. Deactivations.

10.4.1.3. Relocations.

10.4.1.4. Discontinuance of field training support units.

10.4.2. Requesting FTDs:

10.4.2.1. FTDs are scheduled by the MXOT directly with the host base Military Training Flight (MTF). The phone numbers are in the ETCA. If any problems are encountered in the process of obtaining seats in an FTD course ANG/LGMM should be contacted.

10.4.2.2. Once a seat has been procured the MXOT will forward the following information to ANG/LGMM, and normally will be requested using an automated system:

- 10.4.2.2.1. Course name and number.
- 10.4.2.2.2. Schoolhouse providing training.
- 10.4.2.2.3. POC at schoolhouse and their DSN.
- 10.4.2.2.4. Dates of training.
- 10.4.2.2.5. Student's name, rank, and SSAN.
- 10.4.2.2.6. Student's unit of assignment.
- 10.4.2.2.7. Student's status (AGR, Technician, Drill Status Guardsman).
- 10.4.2.2.8. Whether course is mandatory or non-mandatory.

10.4.2.3. The request is loaded into a database and a Training Line Number (TLN) will be assigned. It is important that the MXOT coordinate requirements with the BETM. Because this is not an Oracle Training Administration (OTA) assigned TLN, Base Training will not receive a Record of Individual Personnel (RIP).

10.4.3. Scheduling a Mobile Training Team (MTT). When a course is required by numerous individuals, an MTT might provide the best utilization of funds. MTTs are scheduled through training managers at the 982d TG. When a training need is identified, MXOT should contact the appropriate Training Manager with the following information:

- 10.4.3.1. Unit requesting training.
- 10.4.3.2. Course(s) to be taught.
- 10.4.3.3. Number of individuals requiring training.
- 10.4.3.4. Timeframe requested.
- 10.4.3.5. POC at unit.

10.4.4. Once training has been scheduled, the information above needs to be e-mailed to ANG/LGMM. ANG/LGMM will then issue a Training Line Request (TLR) and inform the 982d TG/TRG of this line number. Once the timeframe has been established and MXOT has a list of attendees, this information will be e-mailed to ANG/LGMM and TLNs will be issued.

10.4.5. In most situations, the unit is required to pay for the instructors' TDY expenses including either a rental car or a military vehicle. Do not set up an MTT expecting funds for the training to come from somewhere else unless previously coordinated with the funding source.

10.5. Training Waivers:

10.5.1. ANGCFMs have the authority for training waivers equal to that of the AF Air Staff CFMss. This is outlined in AFI 36-2201, Vol 3. "Blanket" waivers are prohibited; each waiver must be looked at individually. ANG/LGMM has responsibility for 2AXXX, 2PXXX and 2RXXX AFSCs. ANG Logistics Armament Section (ANG/LGMW), is responsible for the 2WXXX career fields.

10.5.2. Waivers are considered in cases where equivalent training has been obtained through alternative training and are granted to prevent repetition of previously validated requirements in the CFETP, AFI 36-2201, Vol 3, AFMAN 36-2108, or AFMAN 36-2101. Waivers are *not* granted as a *convenience* for an individual or unit. Waivers are not granted solely on monetary concerns. Waivers will

not normally be granted to allow for home station OJT in lieu of attendance at a formal school. Waivers of 3- or 7-level technical schools, the basic electronics portion of a technical school or maintenance oriented courses, and upgrade time requirements are some of the types of waivers you may elect to process through your State HQ and up to ANG Logistics Group (ANG/LG).

10.5.2.1. Formal schools are the preferred choice and are always used when possible.

10.5.2.2. Two-time failures of CDCs are waiverable at the unit level.

10.5.2.3. CDC reenrollments not capable of being resolved at the unit level go to the BETM who in turn processes them with ANG/DPD.

10.5.3. For a successful training/classification waiver package, the information in the following paragraphs must be followed. *Packages that do not meet the minimum requirements will be returned without action.*

10.5.3.1. Always include a current personnel RIP. This *must* be a PC III or similar product. It may *not* be a local/CAMS product. The RIP must show the member has already been moved into the duty position.

10.5.3.2. Always include the current edition of the CFETP. Verify its currency before submitting the package! The latest copies and their changes are published on the Internet. *A stand-alone AFJQS or an automated product is not acceptable for a waiver request.* All minimum requirements must have been addressed for the type waiver being requested. For instance, some items may not have been accomplished; however, a training plan must have been submitted with a path for getting the necessary minimum training accomplished. This may include items of equipment not applicable to your organization but which are significant for a career field. In any case, if 3-level items have not been signed off, provide an explanation why not.

10.5.3.3. Any CDC applicable to the waiver must have a copy of the AFIADL/ECI Form 9, *Consolidated Student Report*, or equivalent showing when the requirements were completed. If you do not have the ECI Form 9, use the Career Development/Student Assistance/Registrar (CDSAR) on-line program or contact AFIADL and they will send a copy of the record.

10.5.3.4. It is *mandatory* the unit commander's endorsement be included on the cover sheet. This cover sheet must identify the name of the individual being waived, rank, SSN, exactly what the request is for, what, if any, alternative choices are being requested. Alternatives may be a different school and should include the name of the school and the applicable course number, i.e., want to send them to a TD instead of a tech school. The cover sheet will also state why the individual is requesting the waiver. This may include reasons such as degrees, licenses, and qualifications/alternative schools previously attended pertinent to the career field. A letter, with supporting statements, from the unit commander *and* supervisor, *should* be included. This letter need not repeat statements from the cover sheet.

10.5.3.5. If supporting documentation is to be considered, it must be included. This includes items such as licenses, certificates, transcripts, work history documentation from current/past employers, diplomas, AF 2096s, etc.

10.5.3.6. The waiver must have gone through, as a minimum, the unit Commander, Base Education and Training Manager, the State TAG office, and then to NGB/DP classifications branch. Also, it is always beneficial to get a letter of endorsement by the commander (both unit and MXG). A review by the MXOT can help ensure that it meets requirements for submission.

10.5.4. Upon receipt of the waiver package at ANG/DP, it will be logged in and put in suspense to the applicable ANGCFM. The ANGCFM has 30 days suspense to complete the evaluation. Upon approval/disapproval, the cover sheet is mailed directly back to the State HQ and a copy sent to ANG/DP to clear their suspense files.

10.5.5. Plain Talk on Waivers (PTOW) is a pamphlet updated on an annual basis. An updated copy can be found on the ANG/DP web site. In addition to specific instructions on applying for a waiver, including package content, it provides career field unique requirements. For Maintenance, it provides guidelines for cross flowing from one AFSC to another and outlines exceptions to the waiver process.

10.6. Course Prerequisite Waivers:

10.6.1. Many technical training courses require prerequisite courses or qualifications. Course prerequisites are listed in the ETCA. If a member has previously met the requirement, it is in the best interest of the member, the unit, and the ANG to pursue a waiver. A good example is the prerequisite course for Electronic Principles that is mandatory for all of the electronic/avionics courses. If a member has previously attended a formal school that included the Electronics Principles course, the requirement can be waived for the retraining course. Request these types of waivers through ANG/DP. Once received by DP, the request is forwarded to the ANGCFM who in turn coordinates it with the schoolhouse. The schoolhouse will review the request and, in most cases, contact you with further instructions, such as the new reporting date for those with Electronic Principles waivers. Do not send a student to school without checking the prerequisites. No student should clear base without having this accomplished. This includes minimum Armed Services Vocational Aptitude Battery (ASVAB) scores, prerequisite courses, minimum skill level requirements, etc.

10.7. Student Report Card: AETC Form 156, *Student Training Report*, is a tool used to improve feedback in technical training on all enlisted students completing 3-Level technical training. It documents areas of training completed, actual performance, strengths, and weaknesses. The AETC Form 156 will be forwarded from the schoolhouse to the BETM for processing. The BETM should forward this through the squadron commander to the immediate supervisor. Supervisors use the student-training report card during the initial evaluation of knowledge and skills to provide training on any identified weak areas.

10.8. Graduate Assessment Survey (GAS): This is an AETC survey for recent technical school graduates to determine if the school was a positive experience as well as an effective learning tool. This 3-question survey provides feedback from the supervisor to determine if the outcome meets with their expectations for the course. This feedback is both internal to AETC as well as external to the MAJCOMs. Surveys are used to identify training requirements and standards and have become web-based with a tasking normally sent to units two to four months after the student graduates. The GAS surveys normally allow a 90-day suspense for ANG and AFRC.

Chapter 11

CAREER DEVELOPMENT COURSE (CDC) PROGRAM MANAGEMENT

11.1. Scope:

11.1.1. CDCs are self-study courses produced to help enlisted personnel complete the specialty knowledge portion of the dual-channel on-the-job-training program. Enlisted personnel must complete the CDC courses successfully at various stages to advance in their careers.

11.1.2. CDCs are mandatory courses and may not be taken on a voluntary basis by enlisted personnel. However, commanders may require a CDC to be taken for qualification in a duty position outside of the normal upgrade when it is in the best interest of the unit. Enrollments in this situation will be handled the same as if in upgrade training.

11.1.3. Personnel entered into upgrade or retraining are required to complete CDCs when available. The AFIADL Internet Web-Site contains descriptions of CDCs. AFIADL produces a quarterly listing of AFSCs with CDCs required. Policy and procedures for enrollments, extensions, course examinations, reactivations and re-enrollment procedures, course time limits, and prerequisites are found in this catalog.

11.2. CDC Enrollments:

11.2.1. When an individual is entered into upgrade training, review the AFIADL listing to see if a CDC is required. Follow procedures implemented by the BETM for ordering CDCs. A record of the transaction should be kept on file. This provides a history of when the course was ordered. A recommendation is to set up a suspense system for CDC transactions until that action is accomplished. It is essential that the CDC program be effectively managed. If not, a CDC could expire requiring a CDC reactivation.

11.2.1.1. Trainees must complete the CDC that was required when they entered upgrade training, unless the AFCFM publishes specific effective dates for newly activated or reactivated courses. As AFIADL curriculum changes, subsequent lists may reflect changed mandatory requirements. Therefore, it is strongly recommended that previous copies of the list be retained. The most current listing of the AFIADL course catalog can be found on the Internet at <http://www.maxwell.af.mil/au/afiadl>.

11.2.1.2. In some cases, more than one CDC is required for upgrade. Coordinate with the supervisor to order the CDC that is applicable to the current training situation. When the trainee has successfully completed the first CDC, enroll them in the subsequent course upon supervisor approval. CDCs are AFSC-specific. They are not airframe or mission-specific. For AFSCs where multiple CDCs are identified, all CDCs applicable to the career field must be accomplished.

11.2.1.3. Members are automatically entered into 7-skill level training upon promotion to Staff Sergeant (SSgt). At this time MXOT will order the appropriate set of CDCs for award of the 7-skill level.

11.2.2. AFI 36-2201, Vol 3 sets the maximum interval for volume completion for ANG as well as active duty participants. It is important that personnel are not set up for failure. Supervisors, as well as training managers, are responsible to the trainee to ensure that a briefing is given on the importance of the CDC and what to expect when taking it.

11.2.3. Consideration should be given to placing local CDC management guidance in a unit OI.

11.3. CDC Extensions:

11.3.1. CDC extensions may be necessary in some situations. Course extensions are considered out of the norm and should not be encouraged. Emphasize to supervisors that trainees should meet established volume completion time frames in AFI 36-2201, Vol 3. Course extensions were designed to help students when events beyond their control prevent them from meeting the time requirements.

11.3.2. Extensions may be requested through PC III or the BETM. Consult your BETM for local procedures. If no base-wide procedures exist, consider placing procedures in an OI. The procedures should specify a level of authority for approval for the extension.

11.3.3. Extensions should be requested three months prior to the course completion date.

11.4. Course Examinations (CE): Coordinate with the trainee's immediate supervisor to order the CE when the trainee has completed the last volume of their CDC. Advise the supervisor approximately how long it will take for the CE to arrive at the test control facility. Upon receipt of the CE, coordinate with the supervisor to schedule the trainee to take the course exam.

11.5. CDC Reactivations: A trainee has one year, plus a possible four-month extension to complete most CDCs. If the CDC is not completed in this time frame, a one-time reactivation for course completion is available in most cases. A reactivation is not a re-enrollment. When the reactivation is approved, students have 90 days to complete the reactivated course. For reactivation, check with your BETM and local policies.

11.6. Specialized Courses (SCs):

11.6.1. Specialized courses are also available for career enhancement. AFIADL lists all SCs available for enrollment. SCs may be taken on a voluntary basis, much like the PME courses.

11.6.2. Some specialized courses may actually take the place of a CDC and be mandatory for career field advancement.

Chapter 12

LESSON PLANS

12.1. Lesson plans are used to ensure that standardization for knowledge and performance task training so any trainer/instructor will present material in the same way to all students. A lesson plan provides information in the proper sequence, shows the relationship of one subject to another, and identifies all tools, equipment, and references necessary for teaching. Lesson plans help the instructor's confidence by utilizing proven methods and materials.

12.2. Although there are many formats for lesson plans, they are usually broken down into two distinct parts:

12.3. Plan of Instruction (POI) is useful in planning, organizing, and managing classes/courses, and consists of three parts:

12.3.1. Heading.

12.3.2. Course content.

12.3.3. Supporting materials and guidance.

12.4. The heading identifies the lesson subject. The course content lists, in outline format, the unit of instruction, the objective and the teaching steps for each objective. The support materials and guidance identifies student materials, audiovisual aids, training equipment, training time, and instructional guidance.

12.5. The teaching guide consists of three main parts. They are:

12.5.1. Introduction.

12.5.2. Body.

12.5.3. Conclusion.

12.6. The introduction is the crucial part of the presentation because it establishes rapport with the students and sets the stage for the teaching/learning process. The introduction is written in a single column format and includes the following elements:

12.6.1. Attention. Opening statement to gain the attention of the students.

12.6.2. Motivation. Stresses the reasons why the student needs to learn the skill or knowledge presented and to increase student confidence by relating the content to past experiences and future applications.

12.6.3. Overview. Includes sequence of events, what is required of them, evaluation procedures, and safety procedures.

12.6.4. Transition. Bridges the gap between the introduction and the body of the lesson. Helps the flow of material presentation from previous to new.

12.7. The body includes the actual accomplishment of the objective and is presented in two-column format either on one page or two pages, face-to-face in a notebook. The left column lists the material to be taught and is usually in outline format and contains:

12.7.1. Presentation. The “what” and “how” of the lesson and testable material based on the objective.

12.7.2. Application. Students perform tasks, projects, or exercises if applicable.

12.7.3. Evaluation. Allows the instructor to determine the effectiveness of the instruction and student learning. The right column is used for personalization of the lesson plan.

12.8. The conclusion is prepared in single column format. The conclusion includes:

12.8.1. Summary. Reemphasizes the objective, main teaching steps and sub-teaching steps. This enhances the student’s retention of the information.

12.8.2. Re-motivation. Re-motivate the students by emphasizing the reasons for remembering and using the information and skills taught.

12.8.3. Closure. Use appropriate comments to let the students know without doubt that the lesson is completed. This releases the student from further participation.

12.9. Lesson plans should also include a review page that indicates the validity of the information included. Reviews should be accomplished annually by a subject matter expert, and should provide space for remarks and suggested changes. Further information on lesson plans can be found in AFMAN 36-2236.

DANIEL JAMES III, Lieutenant General, USAF
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Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

DoDI 1322.20, Development and Management of Interactive Courseware for Military Training
AFI 33-360, Vol 1, Publications Management Program
AFPD 36-22, Military Training
AFPD 36-80, Reserve Training and Education
AFI 36-2101, Military Personnel Classification Policy
AFI 36-2105, Officer Classification
AFI 36-2108, Airman Classification
AFI 36-2201V1, Training Development, Delivery and Evaluation
AFI 36-2201V2, Training Management
AFI 36-2201V3, On The Job Training Administration
AFI 36-2201V4, Managing Advanced Distributed Learning (ADL)
AFI 36-2201V5, Career Field Education and Training
AFI 36-2201V6, Total Force Education and Training Review Process (TFTERP)
AFI 36-2202, Managing and Conducting Military Training Programs
AFI 36-2232, Maintenance Training
AFCSM 21-570, Equipment Maintenance Core Automated Maintenance System (CAMS)
AFH 36-2235, Information for Designers of Instructional System, Volumes 1-11
AFH 36-2236, Handbook for Air Force Instructors
AFMAN 36-2234, Instructional System Development
AFI 36-2201V5, Managing Career Field Education and Training
AFPAM 36-2211, Guide for Management of Air Force Training Systems
ACCI 36-2251, Aircraft Maintenance Training Program (ACC)
AMCI 21-104, Aircraft Maintenance Training (AMC)
ANGI 21-101, Maintenance Management of Aircraft
ANGI 36-2001, Management of Training and Operational Support Within the Air National Guard

Abbreviations and Acronyms

ACC—Air Combat Command

AETC—Air Education and Training Command

AFCFM—Air Force Career Field Manager
AETCTM—AETC Training Managers
AFH—Air Force Handbook
AFI—Air Force Instruction
AFIADL—Air Force Institute for Advanced Distributive Learning
AFIND—Air Force Index
AFIT—AF Institute of Technology
AFJQS—Air Force Job Qualification Standard
AFMAN—Air Force Manual
AFPC—Air Force Personnel Center
AFOMS—Air Force Occupational Measurement Squadron
AFP—Air Force Pamphlet
AFPD—Air Force Policy Directive
AFRC—Air Force Reserve Command
AFS—Air Force Specialty
AFSC—Air Force Specialty Code
AFTMS—Air Force Training Management System
AGR—Active Guard Reserve
ANG—Air National Guard
ANG/DP—ANG Personnel and Training
ANG/LGMM—ANG Logistics Systems Support
ANGCFM—ANG Career Field Manager
ANGI—Air National Guard Instruction
ANGRC—Air National Guard Readiness Center
APU—Auxiliary Power Unit
ARPC—Air Reserve Personnel Center
ASVAB—Armed Services Vocational Aptitude Battery
ATN—Air Technology Network
ATS—Automated Training Subsystem
AU—Air University
AV—Audio Visual
AWACT—awaiting action

BETM—Base Education & Training Manager
CAFSC—Control Air Force Specialty Code
CAI—Computer Assisted Instruction
CAMS—Core Automated Maintenance System
CBT—Computer Based Training
CCAF—Community College of the Air Force
CDC—Career Development Course
CDSAR —Career Development/Student Assistance/Registrar
CE—Course Examination
CERT—Certification
CFETP—Career Field Education & Training Plan
CJQS—Command Job Qualification Training
CPR—Cardio Pulmonary Resuscitation
C&SRL—Compliance and Standardization Requirement List
CTS—Course Training Standard
CUT—Cross Utilization Training
DAFSC—Duty Air Force Specialty Code
DL—distance learning
DOC—Design Operational Capabilities
DoD—Department of Defense
DOJTR—Detailed OJT Reports
DSN—Defense Switched Network
ECI—Extension Course Institute
EST—Enlisted Specialty Training
ETCA—Education & Training Course Announcements
E&T—Education and Training
FST—Formal School Training
FTD—Field Training Detachment
FY—Fiscal Year
GMAJCOM—gaining major commands
GSA—General Services Administration
HQ AMC/LGXP—Headquarters Air Mobility Command/Logistics Plans

INSP—Inspection
IPIs—in-process-inspections
ISD—Instructional System Development
ITA—Individual Training Assignments
ITU—Individual Training Update
JQS—Job Qualification Standard
JST—Job Site Training
LG—Logistics Group
LGMW—Logistics Armament Section
LOX—liquid oxygen
MFR—Memorandum for Record
MIL PERS—military personnel
MIS—Management Information System
MOI—Maintenance Operating Instructions
MPL—Maintenance Personnel Listing
MPR—Maintenance Personnel Roster
MRA—Mission Ready Airman
MTF—Military Training Flight
MTP—Master Training Plan
MXG—Maintenance Group
MXOT—Maintenance Training Manager
MAJCOM—Major Command
MCFM—Major Command Functional Manager
MFR—Memo for Record
MPF—Military Personnel Flight
MRT—Mission Ready Technician
MTL—Master Task Listing
MTT—Mobile Training Team
NCO—Non-Commissioned Officer
O&M—Operations & Maintenance
OCR—Office of Collateral Responsibility
OI—Operating Instruction

OJT—On-the-Job Training
OPR—Office of Primary Responsibility
OSR—Occupational Survey Report
OTA—Oracle Training Administration
OVDUE—overdue
PAFSC—Primary Air Force Specialty Code
PCIII—Personnel Concept III
PDS—Personnel Data System
PME—Professional Military Education
POC—Point of Contact
POI—Plan of Instruction
PTOW—Plain Talk on Waivers
QA—Quality Assurance
QT—Qualification Training
QTP—Qualification Training Package
RIP—Record of Individual Personnel
SATAF—Site Activation Task Force
SAV—Staff Assistance Visit
SC—Specialized Courses
SME—Subject Matter Experts
SORTS—Status of Resources and Training
SOT—Status of Training
SPOC—Single Point of Contact
STS—Specialty Training Standard
TCA—Training Course Table
TCF—Test Control Facility
TCO—Test Control Officer
TD—Training Detachment
TDY—Temporary Duty
TEC—Training and Education Center
TIDES—Training Impact Decision System
TLN—Training Line Number

TLR—Training Line Request
TMA—Training Forecast
TO—Technical Order
TQE—Training Course Report
TQR—Training Quality Report
TRICS—Transaction Identifier
TSC—Training Status Codes
TTT—Training Task Table
UGT—Upgrade Training
UMD—Unit Manpower Document
UPMR—Unit Personnel Manning Report
URE—Unit Review Exercise
UTA—Unit Training Assembly
UTC—Unit Type Code
UETM—Unit Education & Training Manager
U&TW—Utilization and Training Workshop
VI—Visual Information
VRE — Volume Review Exercise
VTT—Video Teletraining
WCR—Workcenter Roster
WCT—Workcenter Training
WTA—workcenter task assignments
WWW—World Wide Web

Terms

Additional Tasks Training —Tasks required to be performed by a workcenter that are not mandatory for skill level upgrade training.

Advanced Training —A formal training course for selected career airmen at the advanced level of an AFS for a technical or supervisor-level AFS.

Air Force Specialty —A group of positions requiring common qualifications. Each AFS has a title and a code.

Air Force Job Qualification Standard (AFJQS) —A comprehensive task list common to all persons serving in the duty position, which describe a particular job type or duty position

Ancillary Training —Programs or courses that contribute to mission accomplishment, but are separate

from the requirements in an individual's primary AF specialty (AFS) or occupational series. Ancillary training ensures that AF personnel receive an adequate blend of both general and technical knowledge and capabilities. ATPs fall into three categories: (1) Functional and additional duty; (2) General; (3) Awareness

Awareness Ancillary Programs —These are programs not requiring attendance at formal training sessions or documentation (such as standards of conduct training). Members satisfy requirements informally by: (1) Newspaper and bulletin articles; (2) Commanders' call topics; (3) Read-and-sign items.

Career Field Education and Training Plan (CFETP) —A comprehensive core-training document that identifies: (1) Life-cycle education and training requirements; (2) Training support resources; (3) Minimum core task requirements for a specialty. The CFETP aims to give personnel a clear career path and instill a sense of industry in career field training.

Certification —A formal indication of an individual's ability to perform a task to required standards.

Certification Official —A person whom the commander assigns to determine an individual's ability to perform a task to required standards.

Contract Training —Type I training that receive the same priority funding as AF-directed training. It supports initial groups of instructors, operators, and so on that the AF requires for new or modified weapon systems.

Core Task —Tasks that AFCFMs identify as minimum qualification requirements within an AFSC. These are the minimum tasks necessary for certification for an individual to be upgraded.

Course Training Standard (CTS) —A training standard that identifies the training members will receive in a specific course.

Critical tasks —Tasks identified by the workcenter supervisor as having a detrimental effect on mission accomplishment if not performed correctly. These may be directed from higher authority.

Cross Utilization Training (CUT) —Training designed to qualify personnel to perform tasks that are not established requirements in their awarded AFSC. Examples may be found in AMCI 21-104 and ACCI 36-2251.

Distributed Training —Formal courses that a training wing or a contractor develops for export to a field location (in place of resident training) for trainees to complete without the on-site support of the formal school instructor.

Exportable Course —Instructional packages that personnel design for use in the field. The course may include printed, computer-based, or other audiovisual materials.

Familiarization Training —Field training courses that personnel modify to acquaint field personnel with specific weapon systems and subsystems. This training primarily helps supervisory personnel reach their required knowledge level.

Field Training —Technical, operator, and other training that either an FTD or field training team conducts at operational locations on specific systems and associated direct-support equipment for maintenance.

Field Training Backlog —A backlog of trainees that the AF specifically identifies (according to the classifications of "available," "priority," and "total") in order to manage field-training requirements more efficiently. *Available Backlog*- The number of persons waiting training and available for class attendance

in a particular field training course that a designated field training unit offers (as AF 898, *Field Training Requirements Scheduling Document*, documents and validates). *Priority Backlog*- The number of persons available for training in a priority course that the servicing field training unit will not be able to conduct within the next 2 months (as AF 898 documents and certifies). A priority course is a MAJCOM-designated, workcenter-related FTD course that satisfies basic MDS (Mission, Design, Series) and equipment specific training in sortie producing and job certification skills as HQ USAF identifies (see AFCAT 36-2223, chapter 6). Unit level priority courses are additional courses that the OG or MXG commander determines to be priority. *Total Backlog*- The total number of persons waiting training in a particular course that a designated field training unit offers.

Formal Staff Assistance Visits —A carefully planned and comprehensive visit resulting in a documented assessment of the effectiveness and quality of training along with required assistance provided.

FTD Operating Location (OL) —A field-training site geographically separated from its parent FTD that supports a continuing training requirement in a limited number of specialties. These are no longer called FTDs although the term is still used. The correct term for FTD has been changed to TD.

Field Training Team (FTT) —A team of TD instructors who conduct on-site training for a specified and limited period of time. FTTs commonly support: (1) Unit activations and conversions; (2) The SATAF.

Functional and Additional Duty Ancillary Training —Formal training for: A specific group of persons in subjects with a direct mission impact; An individual preparing for an additional duty.

Go/No Go —In OJT, the stage at which an individual has gained enough skill, knowledge, and experience to perform the tasks without supervision. The individual meets local requirements for accuracy and time.

Host Unit —One or more units for which the AF sets up a TD based on its projected field training requirement.

Informal Staff Assistance Visits —Any assistance provided that result in improvements to a workcenter's training program.

Initial Skills Training —A formal resident course which results in award of the entry level.

Job Site Training —Formal training tailored via distance learning for use at the job site rather than in-residence.

Master Task Listing —Document maintained within the workcenter that identifies all tasks performed in workcenter. This includes core, critical, and wartime tasks. This document can be automated.

Master Training Plan (MTP) —A comprehensive plan for workcenter. It includes the MTL, QTPs, AFJQS, CFETP, and any other document that supports training.

Mobile Training Team —Trainers, training aids, and operational equipment that formal schools send to bases or operating locations.

Mobile Training Set (MTS) —A portable set of system training equipment, consisting of trainers, training aids, and operational equipment that personnel design for maintenance training in the field.

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

Partial Course —Selected portions of a course that the FTD commander or chief and the MXG or OG

commander: Jointly approve for presentation; Offer on a recurring basis with no need to issue AF 1256

Position Qualification Training —Training designed to qualify an airman in a specific position.

Qualification Training —Hands-on performance training that personnel design to qualify an airman in a specific position. This training occurs both during and after upgrade training.

Quality Control —Procedures authorities set up to evaluate airmen qualifications.

Specialized Skill Training —AF specialty training that provides the skills and knowledge needed to perform at an advanced skill level or in a supervisory position. Members receive this training after gaining work experience in an AF specialty.

Special Training —Formal courses of instruction that personnel design to meet specific, one-time training needs.

Specialty Training Standard —An AF publication that describes skills and knowledge that airman in a particular AF specialty needs on the job. It further serves as a contract between the Air Education and Training Command and the user to show the overall training requirements for an AF specialty code that the formal schools teach.

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 standard indicates a fixed quantity or quality.

Supplemental Training —Training for a portion of an AFS without a change in AFSC. This involves formal training dealing with new equipment, methods, or technology that are not suited for on-the-job training.

Task —A unit of work activity or operation that forms a significant part of a duty. A task usually has clear beginning and ending points and directly observable or otherwise measurable processes, frequently but not always resulting in a product that can be evaluated for quantity, quality, accuracy, or fitness in the work environment. A task is performed for its own sake; that is, it is not dependent upon other tasks, although it may fall in a sequence with other tasks in a duty or job array.

Task Certifier —See Certification Official.

Task-Oriented Training (TOT) —System training that emphasizes: Hands-on practice with the applicable equipment; Performance of maintenance tasks.

Trainer —A trained and qualified person that teaches airmen to perform specific tasks through OJT. Also, this identifies equipment that the trainer uses to teach airmen specified tasks.

Training Capability —The ability of a unit or base to provide training. Authorities consider the availability of equipment, qualified trainers, study reference materials, and so on in determining a unit's training capability.

Training Detachment (TD) —An AETC detachment that provides maintenance-oriented technical training, at an operational location, on specific systems and their aerospace ground equipment. A TD aims to: Qualify personnel on new equipment or in new techniques and procedures; Maintain proficiency and to increase skill and knowledge; Acquaint personnel with specific systems; Keep personnel aware of changing concepts and requirements.

Training Equipment —The generic term for items that trainers use to train aircrew, missile,

maintenance, support, or operator personnel. Trainers teach with these items by picturing, simulating, or otherwise demonstrating the characteristics of a system, facility, or piece of equipment.

Trained Personnel Requirements (TPR) —Number of personnel programmed to be trained against AF requirements.

Training Provider —An organization that develops or conducts training.

Training Session —Training that trainers conduct based on technical data for a maintenance task that existing courses couldn't support.

Type 1 Training —"Contract training" or "factory training" that: The AETC arranges for AF and other DoD personnel; Contractors conduct at either the contractor's location or a DoD facility.

Type 2 Training —AETC special, resident, one-time training that AETC instructors conduct at an AETC base or operating location to qualify new groups of operations and maintenance personnel working on new or modified weapons systems.

Type 3 Training —AETC regular, resident training (see ETCA). **NOTE:** Some special training requirements may involve this type of training.

Type 4 Training —Special or regular onsite training that FTDs or MTTs conduct. These FTDs and MTTs consist of AETC instructors that authorities have temporarily assigned to conduct onsite training at operational units.

Type 5 Training —Special training AF personnel receive from: The other services; DoD; Other Government agencies; AF activities other than the AETC or the Aerospace Medical Division of the AF Materiel Command (AFMC).

Type 6 Training —See "Job Site Training".

Upgrade Training —Training that leads to the award of a higher skill level.

Wartime Tasks —Tasks necessary to provide a wartime capability for a unit. These may vary between units depending on a unit's wartime mission.