

AFSC 3F3X1

MANPOWER



Basic



Senior



Master

CAREER FIELD
EDUCATION AND TRAINING PLAN

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**CAREER FIELD EDUCATION AND TRAINING PLAN
MANPOWER SPECIALTY
AFSC 3F3X1**

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**CAREER FIELD EDUCATION AND TRAINING PLAN
MANPOWER
AFSC 3F3X1**

Part I

Preface

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

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

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

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

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

Abbreviations and Terms Explained

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

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

Air Force Career Field Manager (AFCFM). Representative appointed by the respective HQ USAF Deputy Chief of Staff or Under Secretariat, to ensure assigned AF specialties are trained and utilized to support AF mission requirements. AFCFM is the OPR; however, works in concert with MAJCOM, FOA, DRU, ANG, and AFRC Functional Managers (FMs) as required. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy and guidance.

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

Air Force Training Record (AFTR). An internet application that is accessible from any .mil or .com location via the Advanced Distributed Learning System (ADLS). AFTR is designed to track career field management for all Active Duty, Air Force Reserve (AFR), and Air National Guard (ANG) personnel.

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

Black Belt (BB). BBs are experienced process improvement practitioners and have significant and recognized process improvement experience. They are capable of applying Six Sigma and Theory of Constraints process improvement methodologies, as well as Lean concepts. BBs are equipped with skills and competencies to facilitate teams across organizational boundaries to solve complex process/performance problems, particularly those with vertical/horizontal integration, i.e., cross-functional/cross-echelon. BBs display a level of mastery of continuous process improvement (CPI) tools and principles on a level that delivers transformation and sustainable lean operations across organizational value streams.

Bridge Course. During UGT/OJT trainees will be assigned to different Manpower enterprise employment levels (Base Manpower Office, Manpower Requirements Squadron, MAJCOMs,

etc.) yet we must provide a mechanism to ensure a comprehensive training standard is met. To facilitate this, AFMAA/MAT will deliver a bridge course for core STS items and certify completion. The bridge course training objectives will measure 7-level core task proficiency and is mandatory for 7-level upgrade.

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

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

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

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

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

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

DCAPES. Deliberate and Crisis Action Planning and Execution Segments is an Air Force system that compliments the Joint Operation Planning and Execution System (JOPES). It does what JOPES does but provides a more detailed look down to the individual Airman versus stopping at the unit level. JOPES only goes to the unit level. DCAPES also allows us to accomplish force accountability and plan for supporting rotational operations.

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

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

Field Technical Training (Type 7). Technical, operator, and other training either a Training Detachment (TD) or field training team conducts at operational locations on specific systems and associated direct-support equipment for maintenance and aircrew personnel.

Green Belt (GB). GBs are novice process improvement practitioners, who take up continuous process improvement (CPI) implementation along with their other job responsibilities. They operate under the mentorship of an experienced BB and/or Master BB. GBs are equipped with basic problem-solving skills and competencies, primarily using Lean tools and techniques, to solve process problems that do not cross-organizational boundaries. For example, GB level work includes the deployment and application of Lean principles, concepts and methods locally, within a work cell, work group or value stream. Process problems that require higher-level tool/techniques application will require the Green Belt to seek out a Black Belt for assistance.

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

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

Lean. A methodology for continuous process improvement, focused on work flow, customer value, and eliminating process waste; unique from traditional process improvement strategies in that its primary focus is on eliminating non-value added activities.

Logistics Composite Model. A computer model developed to simulate the overall operations and support functions at an Air Force base. LCOM consists of three main programs: a preprocessor, a simulation program, and a postprocessor.

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

Manpower Programming and Execution System (MPES). MPES is the current Manpower Data System, is an online management information system designed to collect, and disseminate Total Force execution of programmed end strength.

Master Task List (MTL). The MTL is an integral part of your training plan. It is a list of all required tasks in a work center and is a source from which you select tasks for training and is a source from which you select tasks for developing individual CFETPs.

Manpower Enterprise Training Program (METP). The career field launched a comprehensive continuum of learning strategy in 2018. The program involves four targeted phases of functional training a Manpower Airman will be exposed to over a 20-year period. During this period an Airman can achieve a certification in one or many terminal focus areas in our career field.

Master Training Plan (MTP). Use a MTP to plan, manage, and execute training activities. The MTP will employ a strategy for ensuring the completion of all work center job requirements by using a Master Task Listing it provides milestones for task, Career Development Course (CDC) completion, and prioritizes deployment/UTC, home station training tasks, upgrade, and qualification tasks.

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

Occupational Analysis Report (OAR). A detailed report showing the results of an occupational survey of tasks performed within a particular AFS. For more information contact HQ AETC A3/Occupational Analysis @ <http://oa.aetc.af.mil>.

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

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

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

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

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

Specialty Training. The total training process used to qualify airmen in their assigned specialty.

Specialty Training Requirements Team (STRT). A forum of MAJCOM Air Force Specialty Code (AFSC) functional managers, Subject Matter Experts (SMEs), and AETC training personnel that determines career ladder training requirements to identify any resource constraints prior to a U&TW.

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

Specialty Tracks. These are key METP courses available to Manpower Airmen after completing 60 credits hours on Manpower core training. These courses are specific to key employment levels/functions in the Manpower career field. Manpower Airmen must complete two (2) Specialty tracks in order to be eligible for METP certification.

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

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

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

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

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

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

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

Section A - General Information

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

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

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

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

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

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

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

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

2.3. 81 TRSS/TSQ Qualification Training Flight (Q-Flight) personnel develop training packages (AFJQSs/AFQTPs) based on requests submitted by the MAJCOMs and according to the priorities assigned by the CFM.

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

2.5. Submit recommended CFETP corrections to the 81 TRSS Q-Flight Customer Service Desk at 81 TRSS/TSQS, 601 D Street, Keesler AFB MS 39534-2235 or call DSN 597-3343. To contact electronically send email to: qflight.customer.service@us.af.mil.

2.6. Submit recommended CFETP additions/deletions through your MAJCOM Functional Manager.

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

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

Section B - Career Field Progression and Information

4. Specialty Description. This information supplements the AFECD. The AFECD can be found at: <https://mypers.af.mil/>.

4.1. Specialty Summary. Performs the following manpower core competencies: Organization Structure, Requirements Determination, Program Allocation and Control, and Performance Management. Manages manpower and organization (MO) functions including: Air Force organization structure, organizational and manpower standards, manpower resources, military grades, manpower data systems, peacetime and wartime manpower requirements and utilization, and workforce mix. Manages process reengineering, continuous improvement initiatives, and management consulting services. Supports operational planning and execution. Related DoD Occupational Subgroup: 150000.

4.2. Duties and Responsibilities.

4.2.1. Evaluates Air Force organization structures for effectiveness and efficiency. Studies organization's mission, structure, and workload. Performs organizational analysis and develops organization change requests. Prepares organization charts. Prepares organizational G-series orders.

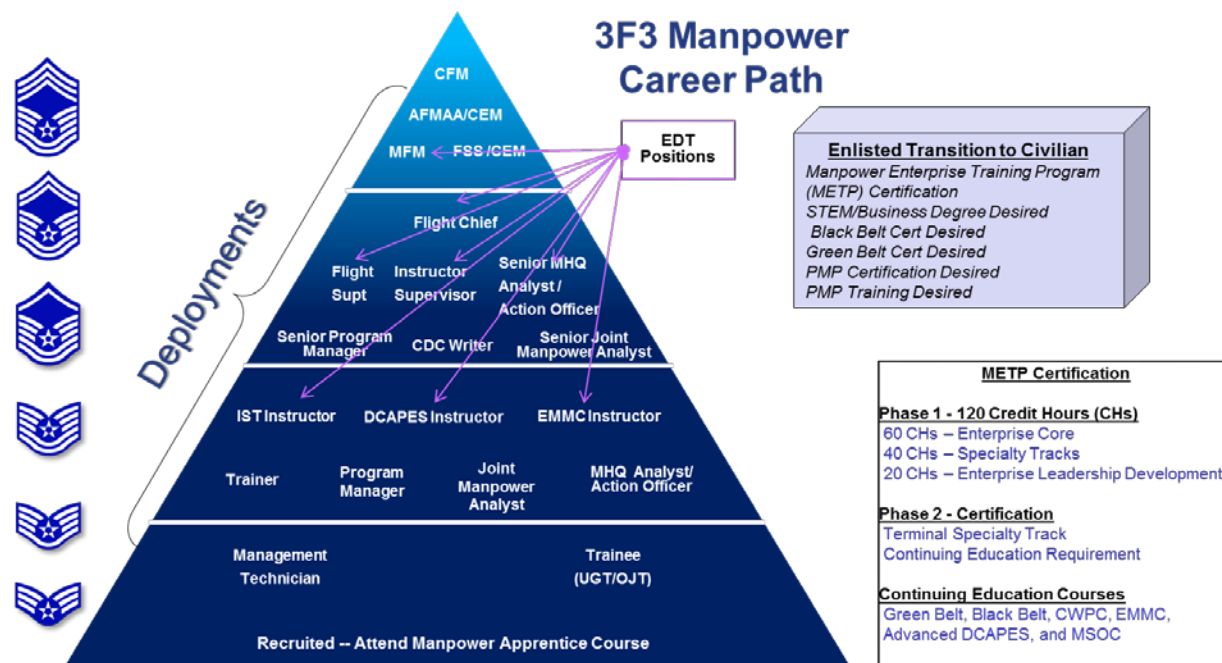
4.2.2. Develops and maintains standardized Air Force organizational structures and manpower standards. Coordinates with staff agencies and assists management with study implementation.

Applies organization and manpower standards, analyzes impact, and revises manpower documents. Conducts reengineering studies to define defensible manpower requirements, building statistical equations to meet future programming needs. Manages and conducts commercial services studies including development of statements of work, most efficient organizations, and cost comparisons. Establishes and maintains manpower readiness and force management to include maintaining and operating the DCAPES system. Performs manpower wartime support for operational, contingency and exercise planning and execution. Participates in mobility planning with the manpower and personnel readiness team. Participates in total force assessments to define in-place and deployment capabilities. Correlates status of resources and training system data to unit manpower data. Evaluates and approves unit type code changes. Conducts operational theater and overseas manpower requirements reviews. Provides analysis and recommendations on resource augmentation duty requirements. Reviews and develops manpower annexes for support agreements.

4.2.3. Allocates and controls position mix among military, civilian, and contract personnel to ensure mission accomplishment with the most efficient and effective use of resources. Allocates military grades according to directives. Develops and applies programming factors and functional estimating equations. Maintains manpower allocations with troop strength ceilings or floors and mandates. Prepares, tracks, and manages manpower allocations. Designs, operates, and maintains manpower data systems at base, major command (MAJCOM), or Headquarters USAF. Develops and prepares manpower change documents. Prepares and maintains manpower reports and data extracts.

4.2.4. Manage performance through planning, designing, advising, and facilitating organizational and functional process improvement through integrated process teams, benchmarking, process mapping, work measurement, modern business practices, metric development for manpower requirements, performance measurement, and organizational design. Plans and organizes manpower activities for conducting management consulting services, to include operations research, systems and procedures analysis, workload essentiality, work distribution and work flow, skill mix, work methods and simplification, layout analysis, benchmarking, and work measurement and analysis. Designs methods and tailors consultation to improve organizational performance. Uses industrial engineering and computer techniques to facilitate work measurement and process improvement. Measures and analyzes organizational systems performance including data collection and analysis, metric development, system effectiveness surveys, and forecasting system performance. Facilitates in developing short and long-term goals and strategies relating to performance management. Designs systems with focus on effectiveness and efficiency. Assists organizations participating and benefiting from Air Force productivity enhancement programs, to include the Airmen Powered by Innovation Program (API).

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



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

6.1. Initial Skills Training. The Manpower Apprentice Course serves as the initial skills course and must be completed for the award of AFSC 3F331.

6.2. Five-Skill Level Training. The Manpower Career Development Course (CDC), reinforces and expands on the initial skills taught in the apprentice course, while working on-the-job. Once course is complete, implementation instructions will be distributed to the field; (2) completing all core tasks identified for 5-level; (3) meeting time-in-training requirements IAW AFI 36-2201; and (4) obtaining supervisor recommendation and commander approval for the award of AFSC 3F351

6.3. Seven-Skill Level Training. Requires completion of bridge course requirement which standardizes training across the enterprise. Once course is complete, implementation instructions will be distributed to the field; (2) completing all core tasks identified for 5-level; (3) meeting time-in-training requirements IAW AFI 36-2201; and (4) obtaining supervisor recommendation and commander approval for the award of AFSC 3F371.

6.4. Nine-Skill Level Training. Requires completion of Manpower Flight Chief Course which prepares the SNCO for leadership roles in the Manpower enterprise. UGT is complete once (1) course is complete, (2) meeting time-in-training requirements IAW AFI 36-2201; and (3) obtaining supervisor recommendation and commander approval for the award of AFSC 3F391.

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

7. Community College of the Air Force (CCAF). CCAF is one of several federally chartered degree-granting institutions; however, it is the only 2-year institution exclusively serving military enlisted personnel. The college is regionally accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award AAS degrees designed for specific Air Force occupational specialties and is the largest multi-campus community college in the world. Upon completion of basic military training and assignment to an AF career field, all enlisted personnel are registered in a CCAF degree program and are afforded the opportunity to obtain an Associate in Applied Science degree. In order to be awarded, degree requirements must be successfully completed before the student separates from the Air Force, retires, or is commissioned as an officer. See the CCAF website for details regarding the AAS degree programs at <http://www.au.af.mil/au/barnes/ccaf/>.

7.1. CCAF Degree Requirements. All enlisted airmen are automatically entered into the CCAF program. Prior to completing an associate degree, the 5-level must be awarded and the following requirements must be met:

	<u>Semester Hours</u>
Technical Education.....	24
Leadership, Management, and Military Studies	6
Physical Education.....	4
General Education.....	15*
Program Elective.....	15*
	Total: 64

**Note: The Paralegal degree requires 18 semester hours (SH) of general education (addition of a 3 SH general education elective) and 12 SH of program elective.*

Attaining the journeyman (5) level is waived for students in occupational specialties that do not have journeyman levels (3N2X1, 3F1X1, 7S0X1). This may apply to personnel within the manpower community prior to 1 Oct 2012.

7.1.1. Technical Education (24 Semester Hours): Completion of the career field apprentice course satisfies some semester hours of the technical education requirements. A minimum of 24 semester hours of Technical Core subjects/courses must be applied and the remaining semester hours applied from Technical Core/Technical Elective courses. Some academic degree programs have specific technical education requirements. Refer to the CCAF General Catalog for specific degree requirements for your specialty.

7.1.2. Leadership, Management, and Military Studies (6 Semester Hours): Enlisted Professional Military Education (EPME) and/or civilian management courses.

7.1.3. Physical Education (4 Semester Hours): This requirement is satisfied by completion of Basic Military Training.

7.1.4. General Education (15 Semester Hours): Applicable courses must meet the criteria for application of courses to the General Education Requirements (GER) and be in agreement with the definitions of applicable General Education subjects/courses as provided in the CCAF General Catalog.

7.1.5. Program Elective (15 Semester Hours): Satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects/courses, including natural science courses meeting GER application criteria. A maximum of nine semester hours of CCAF degree applicable technical credit otherwise not applicable to the program of enrollment may be applied. See the CCAF General Catalog for details regarding the Associates of Applied Science for this specialty.

7.1.6. Residency Requirement (16 Semester Hours): Satisfied by credit earned for coursework completed in an affiliated school or through internship credit awarded for progression in an Air Force occupation specialty. Enlisted members attending Army, Navy, and/or DOD initial or advanced training do not receive resident credit since these schools are not part of the CCAF system. However, the college awards proficiency credit to AF enlisted members completing these courses. Note: Physical education credit awarded for basic military training is not resident credit.

7.2. Professional Certifications. Certifications assist the professional development of our Airmen by broadening their knowledge and skills. Additionally, specific certifications may be awarded collegiate credit by CCAF and civilian colleges, saving time and Air Force tuition assistance funds. It also helps airmen to be better prepared for transition to civilian life. To learn more about professional certifications and certification programs offered by CCAF, visit <http://www.au.af.mil/au/barnes/ccaf/certifications.asp>. In addition to its associate degree program, CCAF offers the following certification programs and resources:

7.2.1. CCAF Instructor Certification (CIC) Program. CCAF offers the three-tiered CIC Program for qualified instructors teaching at CCAF affiliated schools who have demonstrated a

high level of professional accomplishment. The CIC is a professional credential that recognizes the instructor's extensive faculty development training, education and qualification required to teach a CCAF course, and formally acknowledges the instructor's practical teaching experience.

7.2.2. CCAF Instructional Systems Development (ISD) Certification Program. CCAF offers the ISD Certification Program for qualified curriculum developers and managers who are formally assigned at CCAF affiliated schools to develop and manage CCAF collegiate courses. The ISD Certification is a professional credential that recognizes the curriculum developer's or manager's extensive training, education, qualifications and experience required to develop and manage CCAF courses. The certification also recognizes the individual's ISD qualifications and experience in planning, developing, implementing and managing instructional systems.

7.2.3. CCAF Professional Manager Certification (PMC). CCAF offers the PMC Program for qualified Air Force NCO's. The PMC is a professional credential awarded by CCAF that formally recognizes an individual's advanced level of education and experience in leadership and management, as well as professional accomplishments. The program provides a structured professional development track that supplements Enlisted Professional Military Education (EPME) and Career Field Education and Training Plan (CFETP).

7.2.4. Air Force Credentialing Opportunities On-Line (AF COOL). AF COOL replaced the CCAF Credentialing and Education Research Tool (CERT). The AF COOL Program is managed by CCAF and provides a research tool designed to increase an Airman's awareness of national professional credentialing and funding opportunities available for all Air Force occupational specialties. AF COOL also provides information on specific occupational specialties, civilian occupational equivalencies, AFSC-related national professional credentials, credentialing agencies, and professional organizations. AF COOL contains a variety of information about credentialing and licensing and can be used to:

- Get background information about civilian licensure and certification in general and specific information on individual credentials including eligibility requirements and resources to prepare for an exam.
- Identify licenses and certifications relevant to an AFSC.
- Learn how to fill gaps between Air Force training and experience and civilian credentialing requirements.
- Get information on funding opportunities to pay for credentialing exams and associated fees.
- Learn about resources available to Airmen that can help them gain civilian job credentials.

To learn more about AF COOL and funding processes, visit <https://afvec.langley.af.mil/afvec/Public/COOL/Default.aspx>

7.3. Air University Associate to Baccalaureate Cooperative Program (AU ABC Program). Directs Airmen with Associate in Applied Science Degrees from the CCAF to a collection of

accredited military friendly colleges and universities to consider when completing a four-year degree. The program maximizes the application of military career education and training, and provides a multitude of online academic and support services for the enlisted member.

7.4. Additional Off-Duty Education. Off-Duty education is a personal choice that is encouraged for all. Individuals desiring to become an Air Education and Training Command Instructor should be actively pursuing an associate degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

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

9. Career Field Progression Strategy.

9.1. Manpower and Organization Core Competencies. The Manpower and Organization function is structured around four core competencies: Requirements Determination, Program Allocation and Control, Organization Structure, and Performance Management. These competencies were established during Manpower's functional reengineering effort. The CFETP is foundational to the comprehensive training program that guides the career field through all facets of the enterprise competencies.

- Predictive Analysis
- Strategic Planning
- Process Improvement
- Consulting (Day 1)

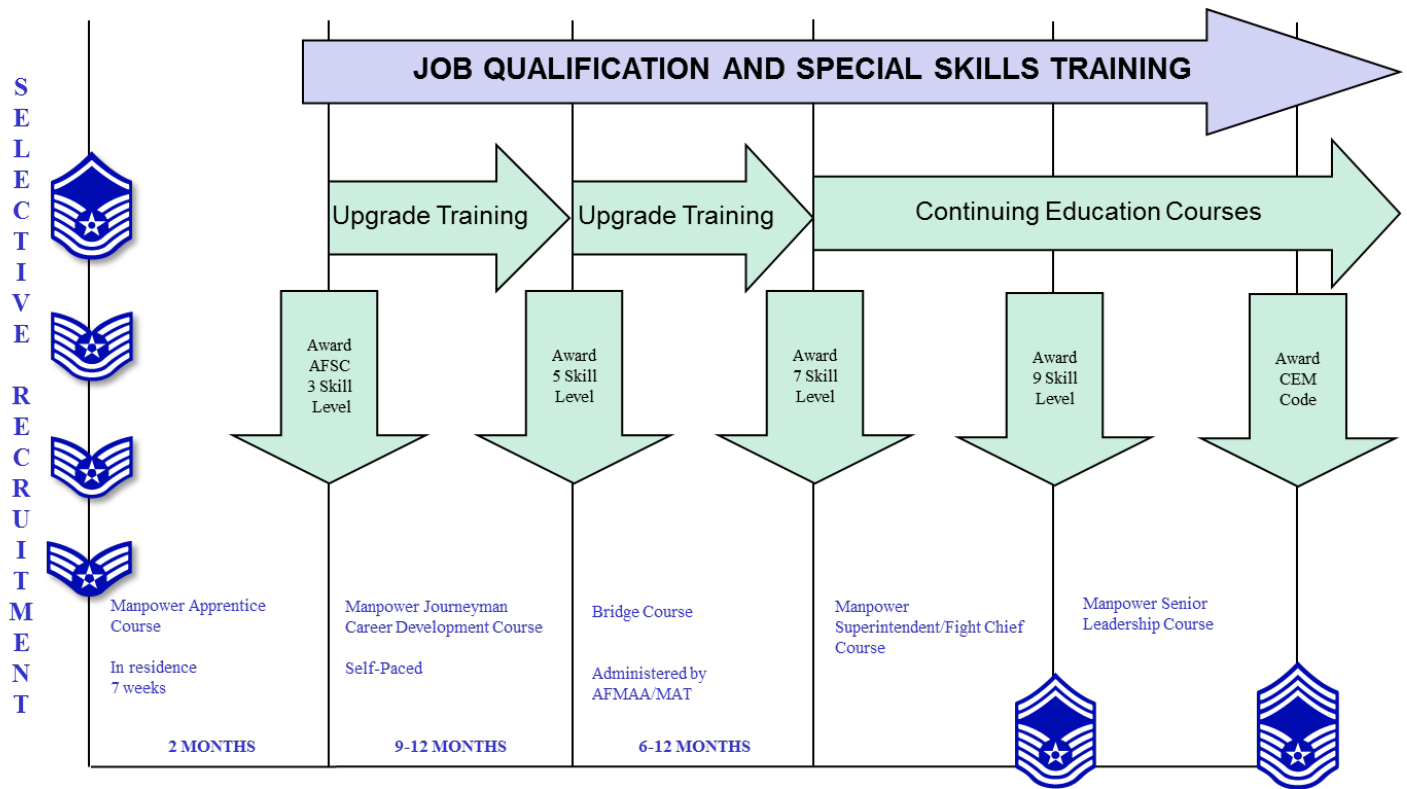
- Activations
- Inactivations
- Redesignations
- Reorganizations
- Objective Structures



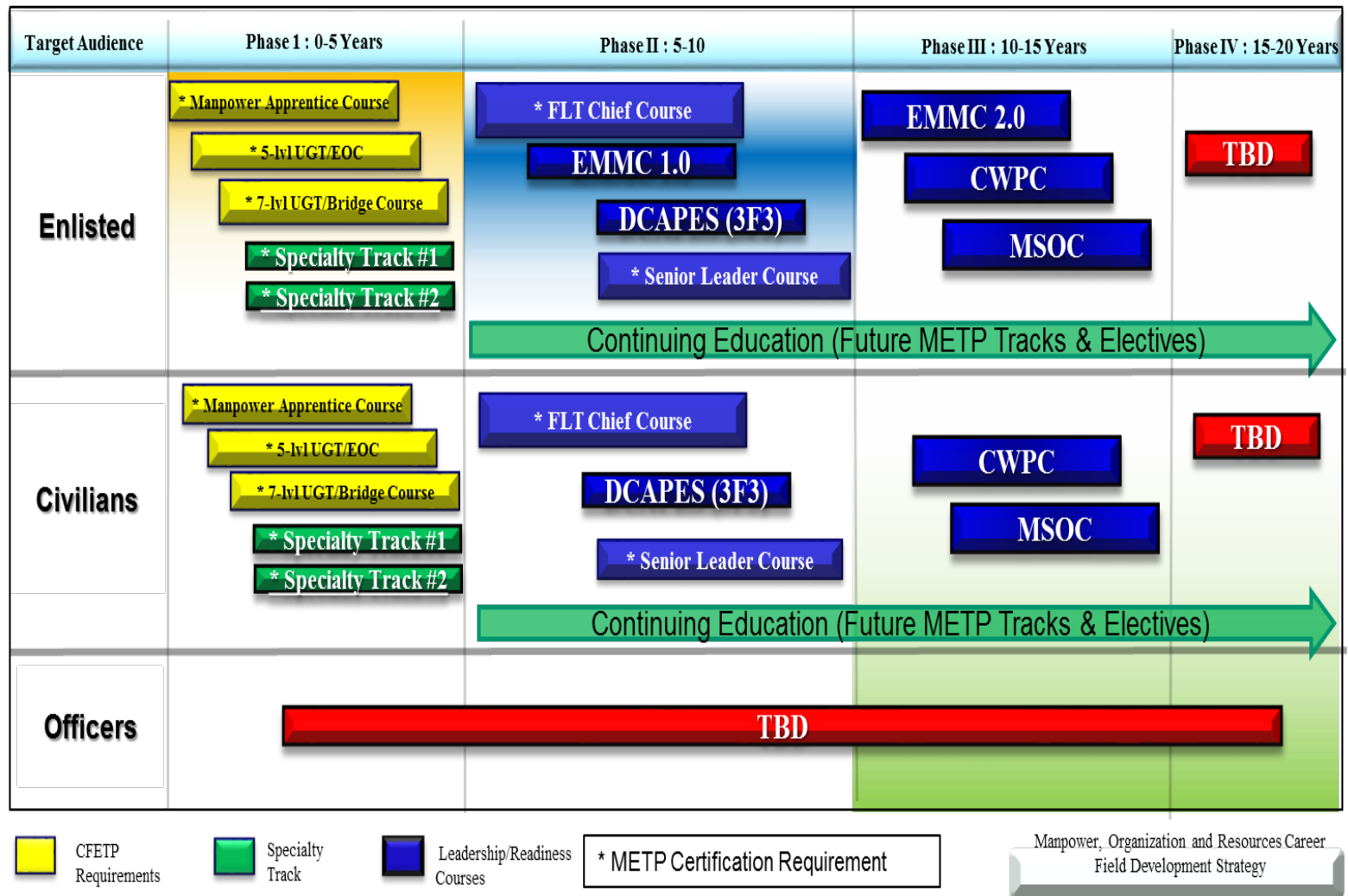
- SPPBE
- FYDP Allocation
- End Strength Management
- Congressional Impacts
- Military Grades

- LCOM/Simulation Modeling
- Wartime Planning/Execution
- Management Advisory
- Manpower Standards
- Workforce Mix

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



9.2.1. Manpower Enterprise Training Program (METP) Continuum of Learning. In 2018, we introduced a new deliberate development strategy to the Manpower enterprise. This will include the Manpower Apprentice Course, Readiness training, Certifications, and continuing education options. Here is a visual aid that suggest when Airman should expect to complete each requirement.



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

9.2.3. Core tasks identified in the STS and Readiness JQS are intended to ensure the technician has an overarching understanding of the core competencies. Like previous core task

documentation requirements, once upgrade training is completed, supervisors are required to readdress these items as an individual's duty position and responsibilities change.

9.2.4. To ensure the entire enterprise is trained to the same standard, we will use a bridge course concept. This concept is similar to a 7-level course, but will be administered by AFMAA/MAT. The bridge course will address all 7-level core task requirements and associated proficiency codes. Once the trainee completes the bridge course, AFMAA/MAT will certify course completion. **NOTE: The trainer must upload the completion certificate into the trainee's training record prior to award of 7 skill level.**

9.2.5. Continuing Education Training. There are many ancillary courses which enhance the manpower capability and also fall under the training life cycle. The list is not finite, but once developed they will be listed here.

9.3. Manpower Enlisted Development Team.

9.3.1. The 3F3 Enlisted Development Team (EDT) is the deliberate force development steering group for the Manpower 3F3X1 career field. The 3F3 EDT outlines the training, education, and experience requirements for critical Manpower duty positions, and provides recommendations for the best qualified Senior Non-Commissioned Officers (SNCOs) into key Manpower leadership positions across the Air Force. The 3F3 EDT also identifies other developmental opportunities for Manpower SNCOs to facilitate their deliberate development. These recommendations or vectors are the 3F3 EDT's collective recommendation for experience level, training and/or education opportunity, or position type that a member should be considered and seek out for professional growth. 3F3 vectoring will consist of recommendations for identified positions (i.e. development, leadership and strategic positions) within the Manpower construct for which a member should be considered in subsequent assignments, but will not identify a specific location of assignment.

9.3.2. As directed by the *Enlisted Development Teams Memorandum*, dated 24 Aug 2012, signed by Robert E. Corsi, Jr., Assistant DCS, Manpower, Personnel and Services, Attachment 1; this charter remains in effect until terminated or superseded per direction of the convening authorities, and will be reviewed annually.

9.3.3. This charter authorizes the 3F3 EDT to provide the necessary tools and formal guidance to maximize the capabilities of Manpower SNCOs and ensure the USAF can provide air, space and cyberspace power in support of our nation's security. This authorization will enable appropriate developmental opportunities during the operational and strategic phases of an individual's career. The resulting knowledge, skills, experience, and motivation will produce highly qualified Manpower enlisted leaders to execute Air Force missions. Implementation will be realized through a series of deliberate and rewarding challenges in education, training, and experience.

9.3.4. There are optimal gateways which develop the Manpower Airmen for increased technical and leadership roles. Not every Manpower Airmen will move through each gateway due to the current assignment system. However as we enhance our talent management strategy to meet

future demands, the EDT process will provide detailed feedback so that Airmen can proactively seek these opportunities.

SNCO EDT Gateways.

SNCO					
Tier	EDT	Type	EDT Code	Description	Vector Prerequisites
1	KDP	Developmental	1CH - Manpower Office	Installation Manpower Analyst	None - Foundational
1	KDP	Developmental	1CF - MRS	Manpower Requirements Squadron Analyst	None - Foundational
2	KDP	Developmental	1CB - MAJCOM/NAF	MAJCOM Staff Action Officer/Program Manager	1CH, 1CF
2	KDP	Developmental	1CC - AFMAA HQ	AFMAA HQ Staff Action Officer/Program Manager	1CH, 1CF
3	KEP	Experience	1CM - Joint	Joint Staff Action Officer/Program Manager	1CH, 1CF, 1CB/1CC
3	KEP	Experience	1CA - HAF	HQ Air Force Action Officer/Program Manager	1CH, 1CF, 1CB/1CC
3	KEP	Experience	1CI - Continuous Process Improvement	SAF/MG or MPO Action Officer/Program Manager (Place holder)	1CH, 1CF, 1CB/1CC
3	KEP	Experience	1CJ - EMMC Section Chief	Expeditionary Manpower Mgmt Course Program Manager/Instructor	1CH + (deployment)
3	KEP	Experience	1CN - Subject Matter Expert	Key Manpower Advisor to non-Manpower Leadership	1CH, 1CF, 1CB/1CC
3	KEP	Experience	1CO – Instructor Supervisor	Manpower Apprentice Course Instructor	1CH, 1CF, 1CB/1CC
4	KLP	Leadership	1CD - Flight Superintendent	Wing Level	1CH, 1CF, 1CB, 1CC, 1 KEP
4	KLP	Leadership	1CE - MRS Superintendent	Manpower Requirements Squadron	1CH, 1CF, 1CB, 1CC, 1 KEP
4	KLP	Leadership	1CG - Manpower Office Chief/Branch Chief	Flight Chief or Sole Leadership Position	1CH, 1CF, 1CB, 1CC, 1 KEP

NCO EDT Gateways.

NCO					
Tier	EDT	Type	EDT Code	Description	Vector Prerequisites
1	KDP	Developmental	1CH - Manpower Office	Installation Manpower Analyst	None - Foundational
1	KDP	Developmental	1CF - MRS	Manpower Requirements Squadron Analyst	None - Foundational
2	KDP	Developmental	1CB - MAJCOM/NAF	MAJCOM Staff Action Officer/Program Manager	1CH, 1CF
2	KDP	Developmental	1CC - AFMAA HQ	AFMAA HQ Staff Action Officer/Program Manager	1CH, 1CF
3	KEP	Experience	1CM - Joint	Joint Staff Action Officer/Program Manager	1CH, 1CF, 1CB/1CC
3	KEP	Experience	1CA - HAF	HQ Air Force Action Officer/Program Manager	1CH, 1CF, 1CB/1CC
3	KEP	Experience	1CI - Continuous Process Improvement	SAF/MG or MPO Action Officer/Program Manager (Place holder)	1CH, 1CF, 1CB/1CC
3	KEP	Experience	1CJ - EMMC Instructor	Expeditionary Manpower Mgmt Course Program Manager/Instructor	1CH + (deployment)
3	KEP	Experience	1CN - Subject Matter Expert	Key Manpower Advisor to non-Manpower Leadership	1CH, 1CF, 1CB/1CC
3	KEP	Experience	1CO – Formal Instructor	Manpower Apprentice Course Instructor	1CH, 1CF, 1CB/1CC
4	KLP	Leadership	1CD - Flight Superintendent	Wing Level	1CH, 1CF, 1CB, 1CC, 1 KEP
4	KLP	Leadership	1CE - MRS Superintendent	Manpower Requirements Squadron	1CH, 1CF, 1CB, 1CC, 1 KEP
4	KLP	Leadership	1CG - Manpower Office Chief/Branch Chief	Flight Chief or Sole Leadership Position	1CH, 1CF, 1CB, 1CC, 1 KEP

Section C - Skill Level Training Requirements

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

11. Specialty Qualification Requirements:

11.1. Specialty Qualification.

11.1.1. Knowledge. Knowledge is mandatory of: Air Force MO policies, methods, and procedures for organizational development; consultation, facilitation and benchmarking; productivity enhancement; survey techniques, process improvement, performance measures development, and costing analysis; principles of industrial engineering techniques and; procedures, officer and airman classification procedures, manpower allocation processes, manpower readiness and force management; automated data processing system operations and utilization; and organization analysis, structures, and missions.

11.1.2. Education. For entry into this specialty, completion of high school or General Education Development equivalency, with courses in mathematics including algebra or demonstrated algebra proficiency (proficiency in algebra must be current) is mandatory. Proficiency with computer desktop applications (word processing, spreadsheet, presentation) is required. Database management is desirable.

11.2. Apprentice Level Training:

11.2.1. Training. For award of AFSC 3F331, completion of the basic Manpower Apprentice course is mandatory.

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

11.2.3. Implementation. Entry into training is accomplished by approved retraining from any AFSC at the 5-skill level or higher (or 3-skill level, if no 5-skill level exists); must be a SrA (E-4) or higher, and be interviewed/certified by Chief of Manpower and Organization, minimum General AQE score of 66, and passing the math test to show expertise in Algebra. After graduation, OJT starts when an individual is assigned to their first duty position. Thereafter, it is initiated anytime an individual is assigned duties they are not qualified to perform. The Installation Manpower Office Chief will complete their portion of the mandatory Manpower Retraining Certification Memo. The MAJCOM Manpower Functional Manager must coordinate on each Retraining Memo.

11.3. Journeyman Level Training:

11.3.1. Training. For award of AFSC 3F351, completion of the Manpower Journeyman Career Development Course, core tasks and local training requirements.

11.3.2. Experience. Qualification in and possession of AFSC 3F331. Also, experience in performing functions such as evaluating operational methods and procedures; workload measurement; process improvement and system performance; costing analysis; assisting in

developing organization and process standards; determining manpower requirements; accomplishing contingency force management; or analyzing organization structures.

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

11.3.4. Implementation. Entry into UGT is initiated when an individual possesses the 3-skill level. The 5-skill level is awarded when trainee completes the mandatory CDCs, all core tasks identified in part II of this CFETP, and other duty position tasks identified by the individual's supervisor.

11.4. Craftsman Level Training:

11.4.1. Training. For award of AFSC 3F371, trainee completes all core tasks identified in Part II of this CFETP and the bridge course.

11.4.2. Experience. Qualification in and possession of AFSC 3F351. Also, experience performing or supervising functions such as evaluating operational methods and procedures; facilitating and consulting organizational development and process improvement studies; analyzing and reengineering process improvement and system performance; costing analysis; developing organizational and process standards; determining manpower requirements; accomplishing contingency force management; or analyzing organizational structures.

11.4.3. Training Sources and Resources. The STS identifies all the tasks required for qualification. UGT/OJT is provided by qualified trainers using available resources. A list of training courses is available in Part II, Section C of this CFETP.

11.4.4. Implementation. Entry into UGT is initiated when an individual possesses the 5-skill level and is in the grade of SSgt or above. Applicable core tasks and the 7-skill level bridge course must be completed to be awarded the 7-skill level.

11.5. Superintendent Level Training:

11.5.1. Experience. Qualification in and possession of AFSC 3F371. Also, experience managing functions such as management engineering, productivity, and organizational development studies; development and implementation of performance measures; determining manpower requirements; or organizing and implementing force management structures during contingencies.

11.5.2. Training Sources and Resources. Continuation (advanced) training courses are available and attendance should be used based on the individual's particular training needs.

11.5.3. Implementation. 9-level is awarded only to a SMSgt possessing a 3F371 AFSC, when recommended by their supervisor and upon completion of the Manpower Flight Chief course.

11.6. Other Qualifications. For award and retention of AFSCs 3F351/3F371/3F391/3F300 must maintain an Air Force Network License according to AFI 33 115, Vol 2, Licensing Network Users and Certifying Network Professionals.

Section D - Resource Constraints

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

13. Apprentice Level Training: No Constraints

14. Journeyman Level Training: No Constraints

15. Craftsman Level Training: No Constraints

16. Superintendent Level Training: No Constraints

Section E. Transitional Training Guide

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

Part II

Section A - Specialty Training Standard

1. Implementation. This STS will be used for technical training provided by AETC Apprentice classes beginning 181001.

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

2.1. Lists in the column 1 (Task, Knowledge, and Technical Reference) the most common tasks, knowledge, and technical references (TR) necessary for airman to perform duties in the 3-, 5-, and 7-skill level. Column 2 (Core Tasks) identifies, by (5 or 7), specialty-wide training requirements.

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

2.3. Shows formal training and correspondence course requirements. Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task/knowledge and the career knowledge provided by the correspondence course.

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

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

2.5.1. Documentation. Using the master task list (MTL), identify all duty position requirements, including those core tasks associated with the current duty position as directed by the AFCFM or MFM, by circling the sub-paragraph number next to the task statement. As a minimum, complete the following columns in Part II of the CFETP: training start date (day, month, year), training complete date (day, month, year), trainee initials (upon completion of training), trainer initials (upon completion of training) and Certifier initials when required by AFCFM (for tasks requiring third-party certification). An AFJQS may be used in lieu of Part II of the CFETP only upon approval of the AFCFM.

Note: The AFCFM may supplement these minimum documentation procedures as needed or deemed necessary for his/her career field.

Note: All entries on documents contained in or on the AF Form 623, to include the CFETP, AFJQS, AF Form 797, AF Form 1098, Special Task Certification and Recurring Training, AF Form 803, and any additional training documents as determined by local requirements, will be documented in pencil, unless forms are automated and tracked in an approved electronic system.

Entries on forms that are not subject to change, such as the front cover of the AF Form 623, signatures and AF Form 623a entries will be made in black or blue ink. However, if these publications/forms make up an automated training documentation package, pencil entries are not required.

Note: Training on all applicable core tasks is still required for upgrade unless otherwise stated by the AFCFM. Deviations in documentation of the MTL may be necessary when using electronic records as long as all required tasks are recorded on the document.

2.5.1.1. Transcribing. Transcribing documentation to a new CFETP is an administrative function, not a re-evaluation of training. Therefore, supervisor and trainer are considered synonymous for the purpose of documentation. Transcribe within 120 days (240 days for ARC) of CFETP revision date or from date revision is posted to automated training records system. Upon publication of a new CFETP, use the following procedures to transcribe:

2.5.1.1.1. Use the new CFETP to identify past and current training requirements and to transcribe qualifications from the previous CFETP.

2.5.1.1.2. For tasks previously qualified/certified and required in the current duty position, circle the subparagraph number next to the task statement and enter the current date in the completion column. Trainee initials in the trainee column and the current task certifier or supervisor/trainer initials in the trainer column.

2.5.1.1.3. For tasks previously certified but not required in the current duty position (do not circle), transcribe only the previous certification date (no initials). If the task later becomes required in the duty position, recertify using current dates and initials.

2.5.1.1.4. Annotate the AF Form 623a or automated version, (for example, “I certify the information contained in the CFETP dated XX was transcribed to the CFETP dated XX, and the trainee was given the superseded CFETP.” Signed and dated by supervisor and trainee).

2.5.1.2. Knowledge training. Knowledge training is required if no CDC is available for the AFS or training must be documented for a CDC waiver. Define (and develop, if necessary) evaluation criteria for career knowledge items to ensure comprehension. Document knowledge training IAW paragraph 2.5.1.

Note: Career knowledge must be documented prior to submitting a CDC waiver.

2.5.1.3. Decertification and Recertification. When a supervisor determines an airman is unqualified on a task previously certified for their duty position, the supervisor erases the previous certification, or deletes certification when using automated system. Appropriate remarks pertaining to the reason for decertification are entered on the AF Form 623a. Begin recertification (if required) following procedures in paragraph 2.5.1.

2.5.2. Performance Standard. Tasks are trained and qualified to the “Go” level. “Go” means the individual can perform the task without assistance and meets local demands for accuracy,

timeliness, and correct use of procedures (“Go” level equates to 3c in the STS proficiency code key).

2.6. Is a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). Specialty Knowledge Tests (SKTs) are developed at the AETC Airman Advancement Division, by senior NCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the WAPS catalog. Individual responsibilities are in Chapter 1 of AFI 36-2605, Air Force Military Personnel Testing System. WAPS is not applicable to the ANG.

3. Recommendations. Comments and recommendations are invited concerning the quality of AETC training. A customer service information line (CSIL) has been installed for the supervisors' convenience. For a quick response to concerns, call our CSIL at DSN 597-4566, or fax us at DSN 597-3790, or e-mail us at 81trg-tget@us.af.mil. Reference this STS and identify the specific area of concern (paragraph, training standard element, etc.).

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

BRIAN T. KELLY
Lieutenant General, USAF
DCS, Manpower, Personnel and Services

Attachments:

1. Qualitative Requirements
2. 3F3X1 Specialty Training Standard

QUALITATIVE REQUIREMENTS

<i>THIS BLOCK IS FOR IDENTIFICATION PURPOSES ONLY</i>		
NAME OF TRAINEE		
PRINTED NAME (<i>Last, First, Middle Initial</i>)	INITIALS (<i>Written</i>)	Last 4 of SSAN
PRINTED NAME OF SUPERVISOR/TRAINER AND WRITTEN INITIALS		
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	

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

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/ information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
1. MANPOWER OVERVIEW	Note 1										
1.1. Manpower Career Field History TR: AU/ACSC/212/1998-04, B. Norman						A	-	-	B	-	-
1.2. Manpower Overview, Policies and Responsibilities TR: DoDD 1100.4; DoDI 1100.22; DoDI 5100.73; AFPD 38-2						A	-	-	B	-	C
1.3. Duties of AFSC 3F3X1 TR: 38 Series; AF Enlisted Classification Directory (AFECD)						A	-	-	B	-	-
1.4. Career progression TR: CFETP Part I						A	-	-	B	-	-
1.5. Career Field Recruitment TR: Manpower Recruiting Handbook; AFECD						A	-	-	B	-	-
2. ORGANIZATION STRUCTURE TR: AFI 38-101 / JFSC Pub 1 / Joint Pub (JP) 1 / JP 3-0 / AFD 1 / Title 10, US Code, Armed Forces											
2.1. Principles of Organization						B	-	-	B	-	-
2.2. Air Force Organization Structure						B	-	-	B	-	-
2.3. Analyze Organization TR: AFI 38-101	5,7					-	-	-	b	-	2c
2.4. Organization Change Process TR: AFI 38-101, Chapter 6						B	-	-	B	-	-
2.5. Process Organization Change Request TR: AFI 38-101, Para 6.2	7					-	-	-	b	-	2c
3. PROGRAM ALLOCATION AND CONTROL											
3.1. Planning Programming Budgeting & Execution (PPBE) System TR: DoDD 7045.14; AFPD 38-2; AFPD 16-5; AFPD 90-11; AFI 16-501; AFI 38-204						A	-	-	B	-	-

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS Note 1	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/ information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
3.2. Program Objective Memorandum (POM) TR: DoDD 7045.14; AFD 90-11; AFI 38-204; POM Preparation Instruction						-	-	-	B	-	C
3.3. Future Years Defense Program (FYDP) TR: DoDD 7045.14						A	-	-	B	-	-
3.4. FYDP allocation process TR: DoDD 7045.14; AFI 38-204; AFD 90-11						-	-	-	B	-	-
3.5. Major Force Program Categories TR: AFI 38-204, A4.3.1						A	-	-	B	-	-
3.6. Program Element Code (PEC) TR: AFI 16-501; AFI 38-204						A	-	-	B	-	C
3.7. Programming Factors TR: AFI 38-204						-	-	-	B	-	-
3.8. Manpower Strength Limitations TR: US Code Title 10; NDAA; AFI 38-204, Chapter 2; AFI 38-201						A	-	-	B	-	-
3.9. Overseas Manpower Considerations TR: AFI 38-204, Chapter 5						A	-	-	B	-	-
3.10. Military Grade Constraints TR: AFI 38-201											
3.10.1. Officer Grades TR: AFI 38-201; Title 10 United States Code, Subtitle A, Chapter 32, Section 523						A	-	-	B	-	-
3.10.2. Enlisted Grades TR: AFI 38-201						A	-	-	B	-	-
3.10.3. Colonel Grade Allocation TR: AFI 38-201						A	-	-	B	-	C
3.10.4. CMSgt Grade Allocation TR: AFI 38-201						A	-	-	B	-	C
3.10.5. Officer and Enlisted Grade Allocation TR: AFI 38-201						A	-	-	B	-	C
4. REQUIREMENTS DETERMINATION PART 1 - MANAGEMENT ENGINEERING (ME) TR: AFMAN 38-208 Vol 1, 2, and 3; AFI 38-201											
4.1. ME Overview											

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
4.1.1. ME Terms TR: AFI 38-201; AFMAN 38-208 Vol's 1, 2, and 3						A	-	-	B	-	-
4.1.2. Common ME applications TR: AFMAN 38-208 Vol 1, Para 1.2.						A	-	-	B	-	C
4.1.3. Documentation Requirements TR: AFMAN 38-208 Vol 1, Para 2.3.2; and Figure 3.16.						-	-	-	B	-	C
4.1.4. Staffing Process TR: AFMAN 38-208 Vol 1, Para 2.3.2						-	-	-	B	-	C
4.2. Research/Familiarization											
4.2.1. Review Policies and Directives TR: AFMAN 38-208 Vol 1, Para 3.8.1						2b	-	-	-	-	2c
4.2.2. Analyze Baseline						2b	-	-	-	-	2c
4.2.3. On-site Observations											
4.2.3.1. Interview Principles TR: AFMAN 38-208 Vol 1, Para. 3.8.2						B	-	-	-	-	-
4.2.3.2. Conduct Interviews TR: AFMAN 38-208 Vol 1, Para. 3.8.2						-	-	-	b	-	3c
4.2.3.3. Functional Equipment Identification						A	-	-	B	-	-
4.2.3.4. Crew Size Identification						A	-	-	B	-	-
4.2.3.5. Training Requirements Identification						A	-	-	B	-	-
4.2.3.6. Data Systems Identification						A	-	-	B	-	-
4.2.4. Barrier Analysis TR: AFMAN 38-208 Vol 1, Para 3.3.1.2.						A	-	-	B	-	-
4.2.5. Determine Study Approach TR: AFMAN 38-208 Vol's 1, 2, and 3	7					2b	-	-	b	-	3c

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
4.2.6. Develop Project Plan TR: AFMAN 38-208 Vol 1, Figure 4.1; and Para 3.11.	7					a	-	-	b	-	3c
4.3. Define Work											
4.3.1. Identify Outputs TR: AFMAN 38-208 Vol's 1, 2, and 3	7					a	-	-	b	-	3c
4.3.2. Identify Inputs TR: AFMAN 38-208 Vol's 1, 2, and 3	7					a	-	-	b	-	3c
4.3.3. Activities/Processes TR: AFMAN 38-208 Vol's 1 and 2											
4.3.3.1. Describe Activity TR: AFMAN 38-208 Vol 1, Para. 3.5						a	-	-	-	-	2c
4.3.3.2. Describe Work Classification						a	-	-	-	-	2c
4.3.4. Identify Workload TR: AFMAN 38-201 Vol 1	5,7					a	-	-	b	-	3c
4.3.5. Identify Data Collection Options TR: AFMAN 38-208 Vol's 1 and 2						A	-	-	-	-	-
4.3.6. Process Flow Charts						A	-	-	B	-	C
4.3.7. Process Oriented Description/Standard Work Document TR: AFMAN 38-208 Vol 1; Manpower Guidance Memorandum (MGM) 16-04; Manpower Service Delivery Guide (MSDG) 16-01.						A	-	-	B	-	-
4.3.8. Functional Description/Statement						A	-	-	B	-	-
4.4. Improve Determinant Process TR: AFMAN 38-208 Vol 1											
4.4.1. Identify Improvement Opportunities TR: AFMAN 38-208 Vol 1, Section 3D						a	-	-	-	-	-
4.4.2. Identify Bottlenecks						-	-	-	-	-	-
4.4.3. Identify Waste						-	-	-	-	-	-

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS Note 1	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/ information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
4.4.4. Identify Variation						-	-	-	-	-	-
4.4.5. Identify Core Activities						-	-	-	-	-	-
4.4.6. Identify Non-value Added Activities											
4.4.7. Identify Technological Options						-	-	-	-	-	-
4.4.8. Identify Value Stream Processes						-	-	-	-	-	-
4.4.9. Develop To-Be Process TR: AFMAN 38-208 Vol 1, Section 3F	5,7					a	-	-	2b	-	3c
4.5. Quantify Manpower Requirement TR: AFMAN 38-208 Vol's 1 and 2											
4.5.1. Identify Standard Activity Times						-	-	-	-	-	-
4.5.2. Collect Workload Counts						-	-	-	-	-	-
4.5.3. Collect Cycle Times / Touch Times						-	-	-	-	-	-
4.5.4. Quantification Methods TR: AFMAN 38-208 Vol 1											
4.5.4.1. Quantification Processes						B		-	B	-	C
4.5.4.2. Technical Estimate						B	-	-	B	-	-
4.5.4.3. Historical Record						B	-	-	B	-	-
4.5.4.4. Directed Requirement						B	-	-	B	-	-
4.5.4.5. Good Operator Timing						B	-	-	B	-	-
4.5.4.6. Staffing Pattern TR: AFMAN 38-208 Vol 2, Chapter 12						B	-	-	B	-	-
4.5.4.7. Minimum Manpower						B	-	-	B	-	-
4.5.4.8. Determine Post Manpower Requirements TR: AFMAN 38-208 Vol 2, Section 7A						2b	-	-	-	-	-
4.5.4.9. Position Manning						-	-	-	-	-	-

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
4.5.4.10. Time Study TR: AFMAN 38-208 Vol 2, Chapter 14						A	-	-	B	-	-
4.5.4.11. Work Sampling TR: AFMAN 38-208 Vol 2, Chapter 15						A	-	-	B	-	-
4.5.5. Work Classification TR: AFMAN 38-208 Vol 1, Table 3.2.; AFMAN 38-208 Vol 2, Chapter 13											
4.5.5.1. Direct Work						B	-	-	B	-	C
4.5.5.2. Indirect Work						B	-	-	B	-	C
4.5.5.3. Assumed						B	-	-	B	-	C
4.5.5.4. Inferred						B	-	-	B	-	C
4.5.6. Time Classification											
4.5.6.1. Delay						B	-	-	B	-	C
4.5.6.2. Standby						B	-	-	B	-	C
4.5.7. Quantification Instructions TR: AFMAN 38-208 Vol's 1, Para 3.24.3.						B	-	-	B	-	C
4.6. Analyze											
4.6.1. Review Data											
4.6.1.1. Validate Data Accuracy TR: AFMAN 38-208 Vol 2, Chapter 2						-	-	-	-	-	-
4.6.1.2. Identify Outliers TR: AFMAN 38-208 Vol 1, Para 2.8						-	-	-	-	-	-
4.6.1.3. Conduct Data Analysis	5,7					2b	-	-	b	-	2c
4.6.1.4. Validate Sources						-	-	-	-	-	-
4.6.1.5. Identify Patterns TR: AFMAN 38-208 Vol 2, Chapter 1						-	-	-	-	-	-
4.6.2. Conduct Trend Analysis	7					-	-	-	b	-	2c

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/ information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
4.6.3. Analysis Tools TR: AFMAN 38-208 Vol 2, Chapter 1	Note 1										
4.6.3.1. Data Gathering Tools						A	-	-	B	-	C
4.6.3.2. Data Analysis Tools						A	-	-	B	-	C
4.6.3.3. Data Display Tools						A	-	-	B	-	C
4.6.3.4. Simulation Modeling						A	-	-	B	-	C
4.6.4. Statistics											
4.6.4.1. Principles and Symbols						B	-	-	B	-	C
4.6.4.2. Measures of Central Tendencies TR: AFMAN 38-208 Vol 2						B	-	-	B	-	-
4.6.4.3. Measures of Dispersion TR: AFMAN 38-208 Vol 2						B	-	-	B	-	-
4.6.5. Data Analysis and Computations											
4.6.5.1. Perform Correlation and Regression Analysis TR: AFMAN 38-208 Vol 2, Section 2A						2b	-	-	-	-	-
4.6.5.2. Compute Extrapolation Limits TR: AFMAN 38-208 Vol 2, Section 2C						2b	-	-	-	-	-
4.7. Develop Determinant											
4.7.1. Model Development TR: AFMAN 38-208 Vol 1; AFMAN 38-208 Vol 2, Chapter 6											
4.7.1.1. Test Model						-	-	-	-	-	-
4.7.1.2. Select Best Model	7					a	-	-	b	-	2c
4.7.1.3. Impact Analysis						B	-	-	B	-	-
4.7.2. Draft Manpower Determinant											
4.7.2.1. Draft Application Instructions TR: AFMAN 38-208, Vol 2; AFI 38-201, A4						-	-	-	b	-	2c

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/ information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
4.7.2.2. Develop Manpower Table (MANTAB) TR: AFMAN 38-208 Vol 2	Note 1					2b	-	-	b	-	2c
4.7.2.3. Statement of Conditions (SoC) TR: AFMAN 38-208 Vol 1, Para 3.24.3.2.2.2.						A	-	-	B	-	-
4.7.2.4. Statement of Applicability TR: AFMAN 38-208 Vol 1, Figure 3.16						A	-	-	B	-	-
4.7.3. Document / Final Report TR: AFMAN 38-208 Vol 1, Figure 2.2.						B	-	-	-	-	-
5. REQUIREMENTS DETERMINATION PART 2 - UMD MANAGEMENT AFMAN 38-208 Vol 1, 2 and 3, AFI 38-201, AFI 65-503 (Table A-34)											
5.1. Apply Equation/Model	5					2b	-	-	c	-	-
5.2. Man-hour Availability Factors						A	-	-	B	-	-
5.3. Perform Impact Analysis	5,7					2b	-	-	c	-	3c
5.4. Aircrew Requirements TR: AFI 38-201, Chapter 17						A	-	-	B	-	-
5.5. Aircrew Coding TR: AFI 38-201, Chapter 17						A	-	-	B	-	-
5.6. Augmentation Options											
5.6.1. Air Reserve Component TR: AFI 38-204; US Code Title 10 and 32											
5.6.1.1. Individual Mobilization Augmentee (IMA) TR: AFI 38-204; AFI 38-201, Chapter 11						A	-	-	B	-	C
5.6.1.2. Active Guard Reserve TR: AFI 38-201, Chapter 7						A	-	-	-	-	-
5.6.2. Overtime TR: AFMAN 3-208 Vol 2						A	-	-	B	-	-
5.6.3. Term Hires TR: AFI 38-201, Chapter 5						A	-	-	-	-	-
5.6.4. Temporary Hires TR: AFI 38-201, Chapter 5						A	-	-	-	-	-

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS Note 1	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/ information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
5.7. Civilian Position Management TR: AFI 38-201, Chapter 5											
5.7.1. Overhire Utilization						A	-	-	B	-	C
5.7.2. Position Descriptions						A	-	-	B	-	C
5.8. Contract Review TR: DoDI 1100.22; AFI 38-201, Para 2.4.8.4.1						A	-	-	B	-	C
5.9. Manpower Data System TR: MPES User Guide											
5.9.1. Database Structure and Attributes						B	-	-	B	-	-
5.9.2. Data System Overview						B	-	-	B	-	-
5.9.3. Operate the Data System	5,7					2b	-	-	c	-	3c
5.9.4. Build Manpower Project	7					2b	-	-	-	-	3c
5.10. Manpower Documents TR: AFI 38-201, MPES											
5.10.1. Unit Manpower Document (UMD)											
5.10.1.1. UMD Concepts						B	-	-	B	-	-
5.10.1.2. Interpret UMD						2b	-	-	-	-	-
5.10.1.3. Analyze UMD	5,7					2b	-	-	b	-	3c
5.10.2. Authorization Change Request (ACR)											
5.10.2.1. Evaluate ACR	5,7					2b	-	-	b	-	3c
5.10.2.2. Authorization Change Notice (ACN)						-	-	-	B	-	-
5.10.2.3. Interpret ACN						2b	-	-	-	-	-
5.10.2.4. Analyze ACN	5,7					-	-	-	b	-	3c
5.10.3. Support Agreements TR: AFI 25-201; AFI 38-204; DODI 4000.19						A	-	-	B	-	C

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/ information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
5.10.4. Complete Support Agreement Review TR: AFI 25-201; AFI 38-204; DODI 4000.19; AFI 38-201, Para 2.4.8.						-	-	-	b	-	2c
5.10.5. Military Position Review TR: AFI 38-201 Page 29-32, Para 4.5, Para 4.6						A	-	-	B	-	-
6. Expeditionary Manpower Management TR: AFI 38-205; AFI 10-401, AFI 10-403											
6.1. Contingency Planning TR: JP1; JP3						A	-	-	B	-	-
6.2. National Security Strategy						A	-	-	B	-	C
6.3. Command and Control											
6.3.1. Joint and Service Organizations						A	-	-	B	-	C
6.3.2. Command Authorities						A	-	-	B	-	C
6.4. Global Force Management						A	-	-	B	-	C
6.5. Adaptive Planning						A	-	-	B	-	-
6.6. USAF War Mobilization Plan (WMP)						A	-	-	B	-	C
6.7. Global Command and Control System (GCCS)						A	-	-	B	-	-
6.8. Joint Operation Planning and Execution System (JOPES)						A	-	-	B	-	-
6.9. Manpower and Equipment Force Packaging System (MEFPAK)						A	-	-	B	-	-
6.10. Deliberate and Crisis Action Planning and Execution Segment (DCAPES)						B	-	-	B	-	-
6.11. Operate DCAPES System	5,7					-	-	-	b	-	2c
6.12. Unit Type Code (UTC)											
6.12.1. UTC Construct						B	-	-	-	-	-

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS Note 1	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/ information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
6.12.2. UTC Review Process											
6.12.2.1. Review Title						2b	-	-	-	-	-
6.12.2.2. Review Manpower Force Element						2b	-	-	-	-	-
6.12.2.3. Review Mission Capability Statement (MISCAP)						2b	-	-	b	-	-
6.13. Time Phased Force Deployment Data						A	-	-	B	-	C
6.14. Force Modules						A	-	-	B	-	-
6.15. Force Management											
6.15.1. USAF Readiness Community						A	-	-	B	-	-
6.15.2. Manpower Functional Roles and Responsibilities						A	-	-	B	-	-
6.16. Deployment Roles and Responsibilities TR: AFI 38-205											
6.16.1. Deployment Requirements Manning Document (DRMD)						A	-	-	B	-	-
6.16.2. Analyze DRMD	7					2b	-	-	-	-	3c
6.16.3. Evaluate Force Requirement Change Requests	7					-	-	-	-	-	3c
6.16.4. Evaluate Expeditionary Organization Structure	5,7					2b	-	-	b	-	3c
6.16.5. Build Expeditionary Organization Chart	5					2b	-	-	b	-	-
6.16.6. After Action Report TR: AFI 38-205 Para 2.5.3.1.5.10, AFI 10-403 Chapter 9						A	-	-	B	-	-

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS Note 1	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/ information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
6.17. In-Garrison Roles and Responsibilities TR: AFI 38-205											
6.17.1. Deployment Tasking Validation Process						A	-	-	B	-	-
6.17.2. Determine In-Place Requirements/Posturing Code	5,7					2b	-	-	b	-	2c
6.17.3. Identify Available Planning Resources						-	-	-	-	-	-
6.17.4. Base Support Planning						A	-	-	B	-	-
6.17.5. Exercise Plan Development						A	-	-	B	-	C
6.17.6. UTC/UMD Analysis TR: AFI 38-205											
6.17.6.1. Comparison Principles						-	-	-	B	-	-
6.17.6.2. Perform Comparison	7					2b	-	-	-	-	3c
6.17.6.3. Resolve Mismatch TR: AFI 38-205 Para 4.8.4, 2.3.9.5, 2.5.2.1.2, 2.5.2.1.3, 2.1.4	5,7					a	-	-	b	-	3c
6.17.6.4. Document Results TR: AFI 38-205 Para 4.8.5						2b	-	-	b	-	3c
6.17.7. Total Force Assessment						A	-	-	B	-	-
6.18. Unit Readiness and Assessment Tools											
6.18.1. Status of Resources and Training System (SORTS) TR: AFI 10-201, Chapter 1; AFI 38-205 Para 4.8.6.5, 2.3.9.7.1, 2.3.9.3, 2.1.4, AFD 10-2						A	-	-	B	-	-
6.18.2. Designed Operational Capability (DOC) Statement Review TR: AFI 10-201, Chapter 1						A	-	-	B	-	-

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
6.18.3. Civilian Emergency Essential Program TR: AFI 10-201; AFI 10-403; AFI 36-507						A	-	-	B	-	-
6.18.4. Describe Augmentation Program. (formally READY) TR: AFPAM 10-243, Para 3.4.2.2						-	-	-	a	-	-
7. PERFORMANCE MANAGEMENT											
7.1. Air Force Inspection Program TR: AFI 90-201; AFI 38-201.											
7.1.1. Two-Year Evaluation Process						A	-	-	B	-	-
7.1.2. Major Graded Areas						A	-	-	B	-	-
7.1.3. Manpower's Role						A	-	-	B	-	C
7.2. Air Force Strategic Planning TR: AFPD 90-11, Chapter 2											
7.2.1. Air Force Strategy, Planning, and Programming Process (SP3) TR: AFPD 90-11, Para. 2.8, 2.12.						A	-	-	B	-	-
7.2.2. Air Force Strategy TR: Air Force Strategic Master Plan (SMP) Introduction						A	-	-	B	-	-
7.2.3. Strategic Alignment TR: AFI 1-2, Para. 3.4.1.; AFI 90-201, Attachment 4, Para. 3.1.						A	-	-	B	-	C
7.3. Air Force Continuous Process Improvement (CPI)											
7.3.1. CPI Governance TR: AFI 1-2, Para. 3.4.; AFI 90-201, Attachment 4, Major Graded Area 3; AFI 38-401, Para. 1.1.; AFMAN 38-208 Vol, Para. 3.3.2.						A	-	-	B	-	-
7.3.2. CPI Lean TR: AF CPI Green Belt Standard Courseware, Principles of Lean											

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS Note 1	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/ information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
7.3.2.1. Lean Principles						B	-	-	B	-	-
7.3.2.2. Lean Value Added Activities						B	-	-	B	-	-
7.3.2.3. Lean Waste Identification						B	-	-	B	-	-
7.3.3. CPI Six Sigma						B	-	-	B	-	-
7.3.4. CPI Theory of Constraints						B	-	-	B	-	-
7.3.5. CPI Business Process Reengineering (BPR)						B	-	-	B	-	-
7.3.6. CPI Tools											
7.3.6.1. 5S						B	-	-	B	-	-
7.3.6.2. CPI Standard Work						B	-	-	B	-	-
7.3.6.3. Visual Management						B	-	-	B	-	-
7.3.6.4. Mistake Proofing						B	-	-	B	-	-
7.3.6.5. Takt Time						B	-	-	B	-	-
7.3.6.6. Cell Design TR: AFMAN 38-208 Vol, Para. 3.3.1.1. & 3.3.1.4.						B	-	-	B		-
7.3.7. Practical Problem Solving Methodology (PPSM) TR: AFI 38-401, Para. 3.1.											
7.3.7.1. Step 1 – Clarify & Validate the problem	7					2b	-	-	b	-	3c
7.3.7.2. Step 2 – Break down the problem/identify performance gaps						2b	-	-	b	-	-
7.3.7.3. Step 3 – Set improvement target						2b	-	-	b	-	-
7.3.7.4. Step 4 – Determine root cause						2b	-	-	b	-	-
7.3.7.5. Step 5 – Develop countermeasures						2b	-	-	b	-	-
7.3.7.6. Step 6 – See countermeasures through						2b	-	-	b	-	-
7.3.7.7. Step 7 – Confirm results & processes						2b	-	-	b	-	-

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS Note 1	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/ information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) Bridge Course
7.3.7.8 Step 8 – Successful process standardization						A	-	-	A	-	-
8. WORK CENTER MANAGEMENT AND OFFICE SKILLS											
8.1. Presentation, Staffing and Coordination TR: AFH 33-337											
8.1.1. Prepare Written Correspondence						2b	-	-	-	-	-
8.1.2. Develop Briefing						2b	-	-	b	-	-
8.1.3. Present Briefing	7					2b	-	-	-	-	3c
8.1.4. Develop Electronic Staff Summary Sheet						-	-	-	-	-	2b
8.1.5. Project Management Concepts						A	-	-	B	-	C
8.1.6. Demonstrate Project Management Capability	7					-	-	-	-	-	2c
8.2. Facilitation TR: AFMAN 38-208 Vol 2, Para. 10.5.; AF CPI Green Belt Standard Courseware, Facilitation											
8.2.1. Facilitating Teams						B	-	-	B	-	-
8.2.2. Team Development Stages						B	-	-	B	-	-
8.2.3. Facilitation Techniques						-	-	-	-	-	2c
8.2.4. Principles of brainstorming and clarification						B	-	-	B	-	-
8.2.5. Nominal Group Technique (Round Robin) TR: AFMAN 38-208 Vol 2, Para. 10.6.						B	-	-	B	-	-
8.2.6. Affinitize Group Ideas						B	-	-	B	-	-

NOTE 1: 5 and 7-level core tasks are identified with a 5 and/or 7 in Column 2.

Section B - Course Objective List

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

Section C - Support Material

5. Not Used. *This area is reserved.*

Section D - Training Course Index

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

7. Air Force In-Residence Courses.

COURSE NUMBER	TITLE	LOCATION
E3ALR3F331 0A1A	Manpower Apprentice	Keesler AFB, MS
RXACO_7LVL00V01	Bridge Course	Randolph AFB, TX
RYAAO_MGTHQ0V01	Specialty Track: Management HQs	Randolph AFB, TX
RYAAO_MO0000V01	Specialty Track: Installation MO	Randolph AFB, TX
RYAAO_MRS000V01	Specialty Track: MRS	Randolph AFB, TX
RYAAO_FLTCH0V01	Manpower Flight Chief	Randolph AFB, TX
RYAAO_SRLDR0V01	Manpower Senior Leader	Randolph AFB, TX
RYAAO_EMMC00V01	EMMC	Tyndall AFB, FL
RYAAO_DCAPES0V01	DCAPES Advanced User	JBMDL, NJ
RYAAO_MSOC00V01	MSOC	Maxwell AFB, AL

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

COURSE NUMBER	TITLE	LOCATION
3S353N Edit Code 2	Manpower Journeyman	CDC's

9. Exportable Courses. There are currently no exportable courses.

10. Courses Under Development/Revision. There are currently no courses under development.

11. AF Manpower Training Course List. Visit the Air Force Directorate of Manpower, Organization and Resources Share Point site (AF/A1M) (<https://cs2.eis.af.mil/sites/11190/AFMAA/MAT>) for a list of courses available.

Section E - MAJCOM Unique Requirements

12. Contact servicing MAJCOM for availability of MAJCOM unique requirements.