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MANPOWER



Basic



Senior



Master

CAREER FIELD
EDUCATION AND TRAINING PLAN

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**CAREER FIELD EDUCATION AND TRAINING PLAN
MANPOWER SPECIALTY
AFSC 3S3X3**

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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 guide requirements for SrA through MSgt.

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 Qualification Training Package (QTP) 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.

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. L-COM 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.

Master Training Plan (MTP). Use an 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.

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

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

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.

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 is the AFS specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, 9-skill level. Qualification training is actual hands-on task performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills and knowledge required to do the job. Advanced training is formal specialty training used for selected airmen. Proficiency training is additional training, either in-residence or exportable advanced training courses, or on-the-job training provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes some are:

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

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

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

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

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

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

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

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

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

Section B - Career Field Progression and Information

4. Specialty Description. Performs core competencies: Organization structure, Manpower Requirements Determination, Program Allocation and Control, and Improve Performance.

4.1. Specialty Summary. Performs the following manpower core competencies: Organization Structure, Requirements Determination, Program Allocation and Control, and Improve Performance. 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 commercial services to include strategic sourcing. 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. Improves 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 Progression. Adequate training and timely progression from the apprentice to the superintendent skill level play an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training must do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure that each individual receives viable training at appropriate points in their career.

6. Training Decisions. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Manpower career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. Training decisions were made at the 15-17 July 2014 STRT/U&TW.

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

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

6.3. Seven-Skill Level Training. Completion of local training requirements.

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

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

7.1. 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. To learn more, visit CCAF at <http://www.au.af.mil/au/barnes/ccaf/>.

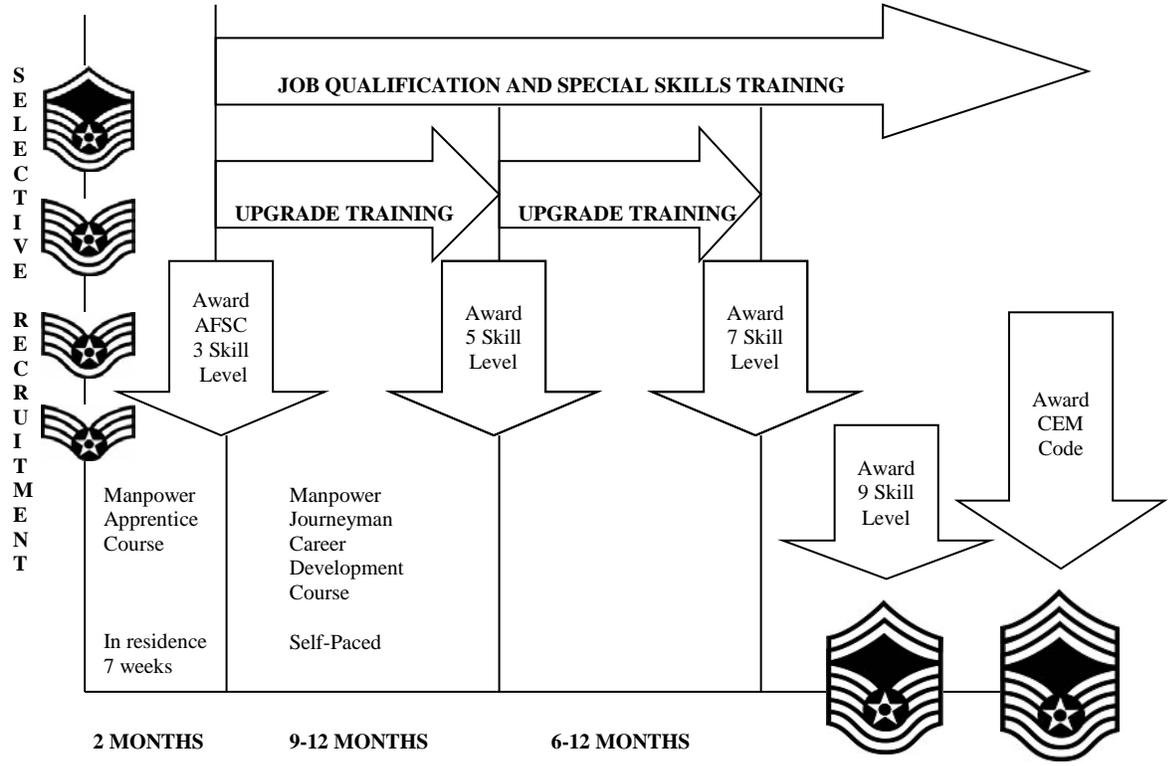
7.2. Instructor Educational Requirements. Individuals desiring to become an Air Education and Training Command Instructor should be actively pursuing an associate's degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

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

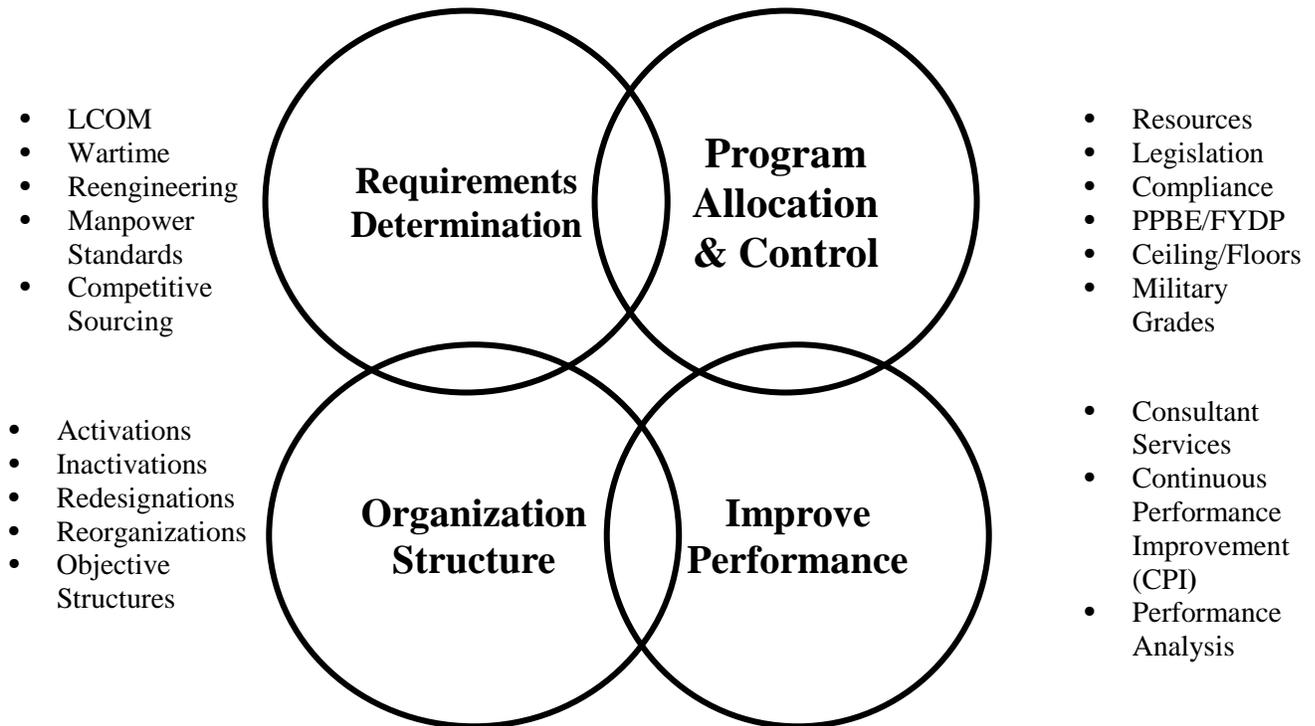
8. Professional Affiliations and Fraternal Organizations. The Air Force recognizes the importance and supports associations with professional organizations and membership in fraternal organizations as a vital tool in your continuing education and professional development. Such affiliations and membership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

9. Career Field Path

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



9.2. Manpower and Organization Core Competencies



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

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

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

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

GRADE	TOURS OF DUTY	YEARS OF SERVICE	EDUCATION/ TECHNICAL TRAINING	TYPE ASSIGNMENT	TYPE DUTY	PME	CIVILIAN EDUCATION	GOALS, OBJECTIVES, AND ACTIVITIES	KNOWLEDGE, SKILLS, AND ABILITIES
SRA	1	<8	-3-Level Apprentice Course - 5 level qualification in previous AFSC -Upgrade Training	-Wing/ AFPC/MA Squadron -Overseas Assignment	-Analyst	-Airman Leadership School	-Some College -Continuing Education and Professional Development -Certifications -Associations	-Develop Competency -Readiness -Operational Credibility	-Community Service -Technical Expertise
SSGT	2	<15	-5-Level Journeyman Course -Upgrade Training - Readiness Training	-Wing/ AFPC/MA Squadron -Overseas Assignment	-NCOIC		-CCAF in Prior AFSC -Continuing Education and Professional Development -Certifications -Associations	-Build Depth -Readiness -Operational Credibility	-Leader -Supervisor -Community Service -Technical Expertise
TSGT	3	<20	-7-Level Craftsman Course -Upgrade Training - Readiness Training	-Wing/ AFPC/MA Squadron -Management Headquarters -Overseas Assignment	-NCOIC	Course 15 version 1. -NCO Academy	-CCAF in Manpower AFSC -Continuing Education and Professional Development -Certifications -Associations	-Build Breadth -Readiness -Operational Credibility	-Leader -Supervisor -Deployment -Joint/Special Duty -Career Broadening -Professional/Private Organizations -Technical Expertise
MSGT	4	<24	-7-Level -Upgrade Training - Readiness Training	-Wing/ AFPC/MA Squadron/ -Management Headquarters -Overseas Assignment	-NCOIC	Course 14 version 6 -SNCO Academy	-Bachelor's Degree -Continuing Education and Professional Development -Certifications -Associations	-Build Breadth -Readiness -Operational Credibility -Key Advisor	-Leader -Manager -Supervisor -Deployment -Joint/Special Duty -Career Broadening - Professional/Private Organizations Technical Expertise
SMSGT	5	<26	- 9-Level -MSOC - Readiness Training	-Wing/ AFPC/MA Squadron -Management Headquarters -Overseas Assignment	-Superintendent -Flight, Section, or Branch Chief	-SNCO Academy	-Master's Degree -Continuing Education and Professional Development -Certifications -Associations	-Key Advisor -Readiness -Operational Credibility	-Leader -Manager -Supervisor -Deployment -Joint/Special Duty -Career Broadening - Professional/Private Organizations
CMSGT	6	<30	-MSOC - Readiness Training	-Wing/ AFPC/MA -Management Headquarters	- Flight, Section, or Branch Chief - Wing or Group Superintendent - Nominative Job	-- Chief Leadership Course	- Master's Degree -Continuing Education and Professional Development -Certifications -Associations	-Key Advisor -Readiness -Operational Credibility	-Leader -Manager -Supervisor -Special Duty -Career Broadening - Professional/Private Organizations

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 3S333, 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, job QT starts when an individual is assigned to their first duty position. Thereafter, it is initiated anytime an individual is assigned duties they are not qualified to perform. 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. For SrA: The Air Force Career Field Manager must also coordinate on each Retraining Memo.

11.3. Journeyman Level Training:

11.3.1. Training. For award of AFSC 3S353, completion of the Manpower Journeyman Career Development Course, core tasks and local training requirements.

11.3.2. Experience. Qualification in and possession of AFSC 3S333. 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. Other. For award and retention of AFSCs 3S353/73/93/000 must maintain an Air Force Network License according to AFI 33-115, Vol 2, *Licensing Network Users and Certifying Network Professionals*.

11.3.4. 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. MAJCOMs maintain a current list of QTPs. A list of training courses is available in Part II, Section C of this CFETP.

11.3.5. 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, applicable QTPs (QTPs located at <https://cs3.eis.af.mil/sites/AF-DP-00-53>), all core tasks identified in part II of this CFETP, and other duty position tasks identified by the individual's supervisor. QT is initiated anytime an individual is assigned duties he/she is not qualified to perform.

11.4. Craftsman Level Training:

11.4.1. Training. For award of AFSC 3S373, trainee completes all core tasks identified in Part II of this CFETP.

11.4.2. Experience. Qualification in and possession of AFSC 3S353. 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. Other. For award and retention of AFSCs 3S353/73/93/000 must maintain an Air Force Network License according to AFI 33-115, Vol 2, *Licensing Network Users and Certifying Network Professionals*.

11.4.4. Training Sources and Resources. The STS identifies all the tasks required for qualification. UGT and QT are provided by qualified trainers using available resources.

MAJCOMs maintain a current list of QTPs. A list of training courses is available in Part II, Section C of this CFETP.

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

11.5. Superintendent Level Training:

11.5.1. Experience. Qualification in and possession of AFSC 3S373. 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. Other. For award and retention of AFSCs 3S353/73/93/000 must maintain an Air Force Network License according to AFI 33-115, Vol 2, *Licensing Network Users and Certifying Network Professionals*.

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

11.5.4. Implementation. 9-level is awarded only to a SMSgt possessing a 3S373 AFSC and when recommended by their supervisor.

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

Section E. Transitional Training Guide

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

Part II

Section A - Specialty Training Standard

1. Implementation. This STS will be used for technical training provided by AETC Apprentice classes beginning 151001 and graduating 151124.

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 asterisk (*), specialty-wide training requirements.

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

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

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

SAMUEL D. COX
Lieutenant General, USAF
DCS, Manpower, Personnel and Services

OFFICIAL

1 Atch
Qualitative Requirements

Attachment 1

<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	

QUALITATIVE REQUIREMENTS

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

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINEE INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
1. MANPOWER OVERVIEW											
1.1. Duties of AFSC 3S3X3/ 38F TR: 38 Series; Enlisted Classification Directory; Officer Classification Directory						A	-	-	B	-	-
1.2. Career progression TR: CFETP Part I						A	-	-	B	-	-
1.3. Career field recruitment TR: Recruiting and Selection Handbook						A	-	-	B	-	-
1.4. Awards program TR: A1 Awards Program Guide; AFI 36-2819						-	-	-	-	-	-
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. Organization evaluation	*					B	-	-	B	-	-
2.4. Organization change						B	-	-	-	-	-
2.5. Build organization change	*					-	-	-	b	-	-
2.6. Organization documentation						-	-	-	B	-	-
3. PROGRAM ALLOCATION AND CONTROL											
3.1. Planning Programming Budgeting & Execution (PPBE) System TR: DoDD 7045.14; AAFP 38-2; AAFP 16-5; AAFP 90-11; AFI 16-501; AFI 38-204						A	-	-	A	-	-
3.2. Program Objective Memorandum (POM) TR: DoDD 7045.14; AAFP 90-11; AFI 38-204; POM Preparation Instruction (PPI)						-	-	-	B	-	-
3.3. Future Years Defense Program (FYDP) TR: DoDD 7045.14						A	-	-	A	-	-
3.4. FYDP allocation process TR: DoDD 7045.14; AFI 38-204; AAFP 90-11						-	-	-	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	TRAINEE INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.5. FYDP management TR: MPES; AFI 38-204											
3.5.1. FYDP & UMD (funded authorizations) compare						-	-	-	B	-	-
3.5.2. FYDP & UMD (funded authorizations) adjustments						-	-	-	A	-	-
3.6. Programming factors and functional estimating equations											
3.6.1. Apply programming factors TR: AFI 38-204						-	-	-	b	-	-
3.6.2. Develop Functional Estimating Equations (FEE) TR: AFMAN 38-208, Volume 2						-	-	-	b	-	-
3.7. Manpower resource management											
3.7.1. Military grades and skills TR: AFI 38-201						A	-	-	B	-	-
3.7.2. Military position review TR: AFI 38-201						A	-	-	B	-	-
3.7.3. Civilian position management TR: AFI 38-201											
3.7.3.1. Overhires						A	-	-	B	-	-
3.7.3.2. Position descriptions						A	-	-	B	-	-
3.7.4. Document Contract Full-time Equivalent (CFTE) requirements TR: AFI 38-201						a	-	-	b	-	-
3.7.5. Aircrew coding TR: AFI 38-201						A	-	-	B	-	-
3.7.6. Individual Mobilization Augmentee (IMA) TR: AFI 38-201; AFI 38-204						A	-	-	B	-	-
3.7.7. Guard and Reserve TR: AFI 38-201; AFI 38-204; US Code Title 10						A	-	-	B	-	-
3.7.8. Program Element Code (PEC) TR: AFI 16-501; AFI 38-204						B	-	-	B	-	-
3.7.9. Overseas manpower considerations TR: AFI 38-204						A	-	-	A	-	-
3.7.10. Manpower strength limitations TR: US Code Title 10; DAA; DPG; APPG						A	-	-	A	-	-

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	TRAINEE INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
3.8. Manpower data system TR: MPES User Guide											
3.8.1. Database structure and attributes						B	-	-	B	-	-
3.8.2. Data system operation						-	-	-	B	-	-
3.8.3. Operate the data system	*					2b	-	-	-	-	-
3.8.4. Build manpower project	*					2b	-	-	-	-	-
3.8.5. Manpower documents TR: AFI 38-201, MPES											
3.8.5.1. Unit Manpower Document (UMD)	*					-	-	-	B	-	-
3.8.5.2. Interpret UMD	*					2b	-	-	-	-	-
3.8.5.3. Authorization Change Request (ACR) evaluation	*					-	-	-	B	-	-
3.8.5.4. Evaluate ACR	*					b	-	-	-	-	-
3.8.5.5. Authorization Change Notice (ACN)	*					-	-	-	B	-	-
3.8.5.6. Interpret ACN	*					b	-	-	-	-	-
4. REQUIREMENTS DETERMINATION PART 1 - MANAGEMENT ENGINEERING (ME) STANDARDS DEVELOPMENT TR: AFMAN 38-208											
4.1. ME Overview						A	-	-	A	-	-
4.2. Feasibility phase											
4.2.1. Stability						B	-	-	B	-	-
4.2.2. Degree of standardization						B	-	-	B	-	-
4.2.3. Manpower baseline						B	-	-	B	-	-
4.3. Familiarization phase											
4.3.1. Documentation review						B	-	-	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	TRAINEE INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
4.3.2. Questionnaires						B	-	-	B	-	-
4.3.3. Interviews						B	-	-	B	-	-
4.3.4. On-site observations						B	-	-	B	-	-
4.3.5. Benchmarking						A	-	-	B	-	-
4.3.6. Memorandum of agreement						B	-	-	B	-	-
4.4. Study design phase											
4.4.1. Flow process charts	*					B	-	-	B	-	-
4.4.2. Process Oriented Description (POD)	*					-	-	-	B	-	-
4.4.3. Prepare POD	*					2b	-	-	-	-	-
4.4.4. Statement of Conditions (SOC)						B	-	-	-	-	-
4.4.5. Opportunity research						B	-	-	-	-	-
4.4.6. Select Potential Workload Factors (PWLFs)						b	-	-	b	-	-
4.4.7. Workshop measurement facilitation						B	-	-	B	-	-
4.4.8. Measurement plan development											
4.4.8.1. Part one – general study information						B	-	-	B	-	-
4.4.8.2. Part two – measurement instructions						B	-	-	B	-	-
4.4.8.3. Part three – measurement report instructions						B	-	-	B	-	-
4.5. Measurement phase											
4.5.1. Work measurement methods											
4.5.1.1. Workload measurement method						B	-	-	-	-	-
4.5.1.2. Operational audit						-	-	-	B	-	-
4.5.1.3. Perform operational audit	*					2b	-	-	-	-	-
4.5.2. Minimum manpower requirement						-	-	-	B	-	-

1. TASKS, KNOWLEDGE AND TECHNICAL REFERENCES	2. CORE TASKS	3. OJT Task Qualification Documentation				4. Proficiency codes used to indicate training/information provided by the technical school					
		A	B	C	D	A 3 SKILL LEVEL		B 5 SKILL LEVEL		C 7 SKILL LEVEL	
		START DATE	COMP DATE	TRAINEE INITIALS	TRAINER INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
4.5.3. Determine minimum manpower requirement	*					2b	-	-	-	-	-
4.5.4. Staffing pattern						A	-	-	A	-	-
4.5.5. Time study						A	-	-	B	-	-
4.5.6. Work sampling						A	-	-	B	-	-
4.5.7. Work classification	*					B	-	-	B	-	-
4.5.8. Time classification	*					B	-	-	B	-	-
4.5.8.1. Available											
4.5.8.1.1. Productive time						-	-	-	-	-	-
4.5.8.1.2. Nonproductive											
4.5.8.1.2.1. Unavoidable delay						-	-	-	-	-	-
4.5.8.1.2.2. Idle						-	-	-	-	-	-
4.5.8.1.2.3. Standby						-	-	-	-	-	-
4.5.8.1.2.4. On Call						-	-	-	-	-	-
4.5.8.2. Nonavailable time						-	-	-	-	-	-
4.5.8.3. Borrowed						-	-	-	-	-	-
4.5.8.4. Loaned						-	-	-	-	-	-
4.5.8.5. Overtime						-	-	-	-	-	-
4.6. Analysis phase											
4.6.1. Tools											
4.6.1.1. Use data gathering tools	*					2b	-	-	-	-	-
4.6.1.2. Use data analysis tools	*					2b	-	-	-	-	-
4.6.1.3. Use data display tools						2b	-	-	-	-	-
4.6.2. Statistics											

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	TRAINEE INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
4.6.2.1. Principles and symbols						B	-	-	B	-	-
4.6.2.2. Compute measures of central tendencies						2b	-	-	c	-	-
4.6.2.3. Compute measures of dispersion						2b	-	-	c	-	-
4.6.3. Ratio unit times											
4.6.3.1. Develop						2b	-	-	c	-	-
4.6.3.2. Apply						2b	-	-	b	-	-
4.6.4. Simulation modeling						A	-	-	B	-	-
4.6.5. Rounding rules						-	-	-	-	-	-
4.6.6. Data analysis & computations											
4.6.6.1. Perform correlation and regression analysis						2b	-	-	c	-	-
4.6.6.2. Select equation/model						2b	-	-	c	-	-
4.6.6.3. Compute extrapolation limits						2b	-	-	c	-	-
4.6.7. Develop manpower table (MANTAB)						2b	-	-	c	-	-
4.6.8. Develop variance	*					2b	-	-	b	-	-
4.7. Reporting phase											
4.7.1. Final report development						A	-	-	B	-	-
4.7.2. Staffing and coordination						A	-	-	B	-	-
5. REQUIREMENTS DETERMINATION PART 2 AFMAN 38-208											
5.1. Apply equation/model	*					2b	-	-	c	-	-
5.2. Man-hour availability factors TR: AFI 38-201						A	-	-	B	-	-
5.3. Apply man-hour availability factors	*					2b	-	-	c	-	-
5.4. Perform impact analysis	*					2b	-	-	c	-	-
5.5. Aircrew requirements TR: AFI 38-201						-	-	-	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	TRAINEE INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
5.6. Determine aircrew requirements TR: AFI 65-503 (Table A-34); AFI 38-201						2b	-	-	-	-	-
5.7. AF Commercial Activities Program (AFCAP) TR: AFI 38-203; OMB Circular A-76; DODD 4100.15; DODI 4100.33											
5.7.1. Program overview						A	-	-	A	-	-
5.7.2. Competition process planning and execution TR: FAR; OMB Circular A-76; DODD 4100.15; DODI 4100.33; AFI 38-101; AFI 38-201; AFMAN 38-208v1; AFMAN 38-208v2						-	-	-	A	-	-
5.7.3. Cost of government performance (agency cost estimate (ACE))/compare TR: FAR; OMB Circular A-76; DODD 4100.15; DODI 4100.33						-	-	-	A	-	-
5.7.4. Reporting commercial activities						-	-	-	A	-	-
5.8. Expeditionary manpower management TR: AFI 38-205; AFI 10-401											
5.8.1. Contingency and wartime planning TR: JP1; JP3											
5.8.1.1. National strategy Fundamentals						A	-	-	B	-	-
5.8.1.2. Command relationships											
5.8.1.2.1. Joint and service organizations						-	-	-	B	-	-
5.8.1.2.2. Command authorities						-	-	-	B	-	-
5.8.1.3. Global force management						-	-	-	B	-	-
5.8.1.4. Adaptive planning						A	-	-	B	-	-
5.8.1.5. USAF War Mobilization Plan (WMP)						A	-	-	B	-	-
5.8.1.6. Global Command and Control System (GCCS)						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	TRAINEE INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
5.8.1.7. Joint Operation Planning and Execution System (JOPES)						A	-	-	B	-	-
5.8.1.8. Manpower and Equipment Force Packaging System (MEFPAK)						A	-	-	B	-	-
5.8.1.9. Deliberate and Crisis Action Planning and Execution Segment (DCAPES)						B	-	-	B	-	-
5.8.1.10. Unit Type Code (UTC)											
5.8.1.10.1. Develop UTC						-	-	-	b	-	-
5.8.1.10.2. UTC development						B	-	-	-	-	-
5.8.1.10.3. UTC review process	*					A	-	-	-	-	-
5.8.1.10.4. Review UTC						-	-	-	b	-	-
5.8.1.10.5. Mission Capability Statement (MISCAP) development process						B	-	-	-	-	-
5.8.1.10.6. Develop MISCAP						-	-	-	b	-	-
5.8.1.10.7. Time Phased Force Deployment Data (TPFDD)						A	-	-	B	-	-
5.8.1.10.8. Force modules						A	-	-	B	-	-
5.8.2. Force management											
5.8.2.1. USAF readiness community						A	-	-	B	-	-
5.8.2.2. Manpower functional roles and responsibilities	*					A	-	-	B	-	-
5.8.2.3. Deployment Requirements Manning Document (DRMD)	*					-	-	-	B	-	-
5.8.2.4. Interpret DRMD	*					2b	-	-	-	-	-
5.8.3. Total force assessment						A	-	-	B	-	-
5.8.4. Unit Readiness and Assessment Tools											
5.8.4.1 Status of Resources and Training System (SORTS) TR: AFI 10-201, Chapter 1						A	-	-	B	-	-
5.8.4.2. AEF UTC Status Reporting Tool (ART)						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	TRAINEE INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
5.8.4.3 Designed Operational Capability (DOC) statement review TR: AFI 10-201, Chapter 1						A	-	-	B	-	-
5.8.5 Civilian emergency essential program TR: AFI 10-201; AFI 10-403; AFI 36-507						A	-	-	B	-	-
5.8.6 Augmentation program TR: AFPAM 10-243						A	-	-	B	-	-
5.8.7. UTC/UMD comparison											
5.8.7.1. Comparison principles	*					-	-	-	B	-	-
5.8.7.2. Perform comparison	*					2b	-	-	-	-	-
5.8.7.3. Identify mismatch	*					2b	-	-	-	-	-
5.8.7.4. Resolve mismatch	*					a	-	-	b	-	-
5.9. Support agreements TR: AFI 25-201; AFI 38-204; DODI 4000.19						B	-	-	B	-	-
6. IMPROVE PERFORMANCE											
6.1. Air Force strategic planning TR: AFPD 90-11 Chapter 2						A	-	-	B	-	-
6.2. Continuous Process Improvement (CPI)											
6.2.1. Principles of CPI						B	-	-	B	-	-
6.2.2. CPI Tools						B	-	-	B	-	-
6.3. Facilitation											
6.3.1. Principles of facilitation						B	-	-	B	-	-
6.3.2. Facilitation techniques						B	-	-	B	-	-
6.4. Air Force Eight Step Problem Solving											
6.4.1. Step 1 – Clarify & Validate the problem						2b	-	-	b	-	-
6.4.2. Step 2 – Break down the problem/identify performance gaps						2b	-	-	b	-	-
6.4.3. Step 3 – Set improvement target						2b	-	-	b	-	-
6.4.4. Step 4 – Determine root cause						2b	-	-	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	TRAINEE INITIALS	(1) Course	(2) CDC	(1) Course	(2) CDC	(1) Course	(2) CDC
6.4.5. Step 5 – Develop countermeasures						2b	-	-	b	-	-
6.4.6. Step 6 – See countermeasures through						2b	-	-	b	-	-
6.4.7. Step 7 – Confirm results & processes						2b	-	-	b	-	-
6.4.8. Step 8 – Successful process standardization						A	-	-	A	-	-
6.5. Certification											
6.5.1. Green Belt						-	-	-	-	-	-
6.5.2. Black Belt						-	-	-	-	-	-
7. WORKCENTER MANAGEMENT AND OFFICE SKILLS											
7.1. Presentation, staffing and coordination TR: AFH 33-337											
7.1.1. Prepare written correspondence						2b	-	-	-	-	-
7.1.2. Develop briefing						2b	-	-	-	-	-
7.1.3. Present briefing						2b	-	-	-	-	-
NOTE 1: 5-level core tasks are identified with an * in Column 2.											
NOTE 2: All tasks and knowledge items shown with a proficiency code are trained during wartime.											

Section B - Course Objective List

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

Section C - Support Material

5. **Qualification Training Packages.** MAJCOMs maintain the current QTPs available for training.

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
E3ALR3S333 0A1A	Manpower Apprentice	Keesler AFB MS

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

COURSE NUMBER	TITLE	LOCATION
3S353	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://cs3.eis.af.mil/sites/AF-DP-00-53/>) for a list of courses available.

Section E - MAJCOM Unique Requirements

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