

**DEPARTMENT OF THE AIR FORCE**  
**Headquarters US Air Force**  
**Washington, DC 20330-1030**

**CFETP 2G0X1**  
**Parts I and II**  
**1 November 2021**

**AFSC 2G0X1**  
**Logistics Plans**



**CAREER FIELD EDUCATION**  
**AND TRAINING PLAN**

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## **LOGISTICS PLANS BADGE**

Combines the Eagle, Oval Wreath, and Globe from existing logistics badges with four lightning bolts, which denote the four core logistics disciplines of supply, maintenance, transportation, and logistics plans.



### **HERALDRY**

- The Eagle at the center symbolizes the Air Force. It also symbolizes American military strength, dedication, and devotion to duty of personnel in the logistics plans field who support the generation and employment of aerospace forces across the spectrum of warfare. In its talons, the eagle is holding four bolts of lightning.
- The globe is symbolic of the extensive range of our logistics support mission and represents the readiness and ability of logistics plans personnel to deploy and sustain our forces worldwide.
- The four bolts of lightning represent the necessary integration of the four facets of the logistics support functions of supply, maintenance, transportation, and logistics plans.

Rules for Wear of the Logistics Plans Badge (Ref. AFI 36-2903):

Wear the basic badge after completing technical school. Wear the senior badge after award of the 7-skill level, and the master badge as a master sergeant or above with 5 years in the specialty from award of the 7-skill level. For retrainees, credit towards new badges starts upon entry into a new AFSC.

# LOGISTICS PLANS MASCOT

2Gs.....GLOBAL PLANNING....GLOBAL VICTORY



*In ancient Greece, the Owl was the companion of Athena, the Greek goddess of wisdom, which is one of the reason why owls symbolize learning and knowledge. However, Athena was also a warrior goddess, and the **owl was considered the protector of armies going into war.** If Greek soldiers saw an owl fly by during battle, they took it as a sign of coming victory.*

*The **Logistics Planner** owl represents the deep connection that you share with wisdom, good judgment, and knowledge. Like the owl, which is known for its sharp vision and keen observation, you also possess insight and intuition. This is a key Logistics Planner attribute for successful planning and execution. Not only to know what the best courses of action are but to understand and articulate the second and tertiary effects of those actions.*

*The six **Talons** around the globe represents our core competencies of **Readying the Force, Preparing the Operational Environment, Positioning the Force, Employing and Sustaining the Force, and Recovering the Force.***

*The six **Feathers** at the bottom represents our warrior ethos; embodiment of the warrior spirit, tough mindedness, tireless motivation, an unceasing vigilance, a willingness to sacrifice one's life for our country, and a commitment to the world's premier air, space and cyberspace force.*

*The **Key** represents and symbolizes that Log Planners are the key to victory. Logistics Planners are the key to integrating all UTCs and AFSCs into one cohesive unit and to incorporate Active, Guard, Reserve, Sister Services and Coalition Partners into a Total Force Team to accomplish the Operational objectives of our Combatant Commanders.*

*The **Infinity** symbol on the end of the key represents that planning is ongoing and never ending. Planning adds an extraordinary amount of value to operations. Logistics Planners continuously plan to meet operational requirements, and to solve complex problems ensuring plans are feasible and executable.*

*The **Globe** represents that we as Planners have reach across the globe. It is also shown in puzzle pieces to represent that Logistics Planners incorporate individual and different pieces of information to bring the total operational sight picture into focus and to enable Combat Projection Globally.*

# LOGISTICS PLANS CORE COMPETENCIES

## *Overarching Competencies*

*Integrate Combat Support*  
*Conduct Strategic, War, & Contingency Planning*  
*Integrate Logistics Command and Control*  
*Integrate Logistics Information Systems*



### **Readying the Force**

- Conduct Readiness Assessments
- Analysis Wing Readiness Assessment
- Facilitate Programming and Budgeting (War Reserve Materiel, Logistics Information Systems, Decision Support Tools)
- Integrate and Perform Training (Deployments, War Reserve Materiel, Support Agreements)
- Integrate Logistics Inputs to Exercises and War games
- Integrate Logistics Modeling & Simulations
- Manage Unit Type Codes

### **Preparing the Battlefield**

- Conduct War and Contingency Planning (Deployment, Base Support and Expeditionary Site Planning (BSP/ESP))
- Coordinate International Logistics (Acquisition & Cross Servicing Agreements (ACSA), Operational Contract Support (OCS), Host Nation Support, Air Force Contract Augmentation Program (AFCAP))
- Manage War Reserve Materiel (WRM)
- Manage Support Agreements
- Manage Time Phased Force and Deployment Data (TPFDD) Development

### **Positioning the Force**

- Direct Deployment Command and Control
- Direct Reception and Beddown Command and Control

### **Employing and Sustaining the Force**

- Oversee Logistics Readiness Center Operations and Combat Support Integration
- Coordinate Wartime Host Nation Support

### **Recovering the Force**

- Direct Redeployment Command and Control
- Reconstitute WRM

**CAREER FIELD EDUCATION AND TRAINING PLAN  
LOGISTICS PLAN  
AFSC 2G0X1**

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OPR: HQ USAF/A4LX

Certified by: CMSgt Robert Griffith AFCFM (HQ USAF/A4LR)

Supersedes: CFETP 2G0X1, 1 October 2021

Pages: 94

**LOGISTICS PLAN**  
**AFSC 2G0X1**  
**CAREER FIELD EDUCATION AND TRAINING PLAN**

***PREFACE***

1. This Career Field Education and Training Plan (CFETP) is a comprehensive core-training document that identifies life-cycle education/training requirements, training support resources, and minimum core task requirements for the Logistics Plans specialty. This CFETP provides personnel with a clear career path to success and instills rigor in all aspects of career field training. AFI 36-2129 contains further information on logistics plans functions. References to promotion testing requirements apply to active duty military personnel. **NOTE:** Civilians occupying management positions may use Part II to support duty position qualification training.

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

21. 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, experience, training and other). Section D indicates resource constraints; some examples include funds, manpower, equipment and facilities. Section E identifies transition training guide requirements for SSgt through MSgt.

22. Part II includes the following: Section A identifies the Specialty Training Standard (STS) and includes duties, tasks, technical references to support training, and Air Education and Training Command (AETC) conducted wartime course, core task, and correspondence course requirements. Section B contains the course objective list and training standards supervisors will use to determine if Airmen have satisfied training requirements. Section C identifies available support material. Section D identifies mandatory courses. Section E can be used to identify MAJCOM-unique training requirements.

23. 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 enables us to train today's work force for tomorrow's jobs. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

## ***ABBREVIATIONS/TERMS EXPLAINED***

**Advanced Distributive Learning (ADL).** Anytime, anyplace learning within DoD consisting of instructional modules comprised of sharable content objectives in an Internet/Intranet environment.

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

**Air Force Career Field Manager (AFCFM).** An individual, usually a Chief Master Sergeant, on the Air Staff charged with the responsibility for overseeing all training and career field management aspects of an Air Force specialty or group of specialties.

**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.

**Career Field Education and Training Plan (CFETP).** A CFETP is a comprehensive, multipurpose document encapsulating the entire spectrum of education and training for a career field. It outlines a logical growth plan that includes training resources and is designed to make career field training identifiable, to eliminate duplication, and to ensure this training is budget defensible.

**Competencies.** A combination of knowledge, skills, abilities and other characteristics that manifest in observable and measurable pattern of behaviors required for mission success.

**Competency Model.** A collection of competencies that together defines successful performance in a particular work setting. Competency models are the foundation for important human resource functions such as recruitment and hiring, training and development, and retention. Competency models can be developed for specific jobs, job groups, organizations, occupations, or missions.

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

**Core Task.** A task Air Force Career Field Managers (AFCFMs) identify as a minimum qualification requirement within an Air Force specialty or duty position.

**Course Objective List (COL).** A comprehensive list derived from initial skills course-training standards, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3/7 skill level in a career field. Supervisors use the COL to assist in conducting graduate evaluations in accordance with AFI 36-2651, Air Force Training Program

**Directed Duty Assignment (DDA).** Airmen basic trainees or personnel disqualified or eliminated from technical training assigned for on-the-job training.



**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 4).** Special or regular on-site training conducted by a field training detachment (FTD) or by a mobile training team.

**Foundational Competencies.** A set of accepted and valued competencies applicable to all Airmen (officer, enlisted, and civilian) to achieve success across the wide-array of Air Force missions, roles, functions, and duties.

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

**Initial Skills Training.** A formal resident course, which results in award of the 3-skill level.

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

**Occupational Competencies.** Competencies required by an individual to successfully execute a mission, role, function, job, task, or duty within a designated or specified workforce category or group of functions requiring similar work (e.g., Aircraft Maintenance, Civil Engineering, and Nursing).

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

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

**Qualification Training (QT).** Actual hands-on task performance-based 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 training required to do the job.

**Qualification Training Package (QTP).** An instructional course 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.

**Representative Sites.** Typical organizational units having similar missions, weapon systems or equipment, or a set of jobs, used as a basis for estimating average training capacities and costs within the Training Impact Decision System (TIDES).

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

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

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

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

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

**Standard.** A fixed quantity, quality, or level of performance an individual is expected to demonstrate.

**Task Module I.** 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 Business Area (TBA).** TBA is an AF Portal, Net-Centric, GCSS-AF IF Level 4, Web-Based application providing AF Warfighters with global, real-time visibility into the technical qualifications, certifications, and training status of support and weapons systems professionals AF-wide. TBA was developed as the enterprise approach to managing our training business process and supports base, wing, and work center level training management activities by automating training management business processes previously performed using paper records and legacy systems.

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

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

**Training Requirements Analysis.** A detailed analysis of tasks for a particular AFS to be

included in the training decision process.

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

**Upgrade Training (UGT).** A mixture of mandatory courses, task qualification, QTPs, and CDCs required for award of the 3, 5, 7, or 9 skill levels.

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

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

## ***PART I***

### ***SECTION A - GENERAL INFORMATION***

1. **Purpose.** This CFETP provides information necessary for the Air Force Career Field Manager (AFCFM), MAJCOM functional managers, commanders, training managers, supervisors, trainers, and applicable AETC training wing to plan, develop, manage, and conduct an effective career field education and training program. This plan outlines training individuals must receive to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced, and continuing education and training. Initial skills training are the Air Force specialty (AFS) specific training an individual receives upon entry and/or retraining in this specialty. For our career field, this training is provided by AETC, 344 TRS at JBSA-Lackland, TX. Upgrade training (UGT) identifies the mandatory courses, task qualification requirements, and correspondence course completion required for award of the 3, 5, 7, and 9 skill levels. Qualification training (QT) 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 UGT process. It is designed to provide the performance skills/knowledge required to do the job. Advanced training is formal Air Force 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 also serves the following purposes:

1.1. Serves as a management tool to plan, manage, conduct, and evaluate a career field education and training program. In addition, it is 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 this specialty and recommends education/training throughout each phase of an individual's career.

1.3. Lists training and education 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 CFETP will be used by the AFCFM, MAJCOM functional managers, and supervisors, at all levels to ensure comprehensive and cohesive training programs are available for each individual in the logistics plans field.

2.1. AETC training personnel will develop/revise formal resident and non-resident training based on requirements established by 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. The MAJCOM functional managers ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. Identified requirements can be satisfied by OJT, resident, contract, or exportable courseware/courses. MAJCOM

developed training to support this AFSC must be identified for inclusion in this plan and must not duplicate available training.

23. Unit Education and Training Managers and supervisors must ensure each individual completes the mandatory training requirements (including MAJCOM supplemental requirements) for the upgrade training specified in this plan.

24. 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 PROGRESSION AND INFORMATION***

### **4. Specialty Description.**

4.1. Specialty Summary. Performs contingency planning through the requirements determination process, analysis and evaluation of operational plans. This includes adaptive planning, base support and expeditionary site planning, War Reserve Materiel (WRM) deployment/redeployment/reception, support agreements and Acquisition and Cross-Servicing Agreements (ACSA) processes and logistics C2 functions.

4.2. Duties and Responsibilities.

4.2.1. Performs logistics command and control to support National Defense, Air Force, and Homeland Defense operations. Coordinates action to ensure prompt response that facilitates the consolidation of logistics annexes; while identifying limiting factors that affect operational objectives, programming, general support, contingency, and exercise plans. Manages and monitors the installation's unit deployment/redeployment/reception programs. Collects, extracts, analysis and interprets logistics data from information systems and plans to determine supportability and execute deployment tasking.

4.2.2. Conducts logistics feasibility analysis associated with National Defense, Air Force missions, and Homeland Security to provide recommendations regarding strategic and long-range planning. Writes after action reports using data collected outlining limiting factors, findings, and recommendations to support decisions. Establishes processes that facilitate tasks that define capabilities to support essential functions i.e. operational, combat support and service support organizations. Identifies limiting factors, constraints, resources and capabilities that are allocated to support a range of military operations resulting in a BSP Part I or II/Expeditionary Part I and II plan.

4.2.3. Prepare organizations to support deployment, redeployment, and reception activities which include activating logistics C2 centers, conducting movement and support meetings. Also, facilitates unit cargo/personnel preparation by identifying shipping/handling and personnel training requirements. Logistics C2 support will vary based on unit location, however, these activities play a major role in synchronizing support functions.

4.2.4. Analyzes/evaluates documentation to support WRM management in determining logistics constraints. Provides recommendations, monitor status of deficiencies, preparation and management of the budget to balance limited resources against operational risk.

4.2.5. Provided service support through varies types of agreements that are categorized as Intra-Service, Inter-service, Intra-agency, Memorandum of Understanding and, Memorandum of Agreement. Eliminates resource duplication where there is a need to provide recurring support to DoD agencies, Air Force units and eligible international organizations.

**5. Competencies.** The Air Force defines competencies a combination of knowledge, skills, abilities and other characteristics that manifest in observable and measurable pattern of behaviors required for mission success. The Logistics Plans community has rebuilt the entire training platform by using competencies to identify the behaviors that are needed to be successful on the job. This has been accomplished by identifying and integrating the 2G0X1, Logistics Plans, occupational competencies and leveraging the Air Force’s foundational competencies in a manner that provides all Airmen with transparent and unbiased pathways towards their own successful development.

5.1. Airmen’s Foundational Competencies. The foundational competencies are a set of accepted and valued competencies, which enable success across a wide-array of DAF missions, roles, functions, and duties. These competencies are the core of Airmen development and enable Airmen with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. The foundational competencies are grouped into different categories of Developing Self, Developing Others, Developing Ideas, and Developing Organization. Airmen can go to MyVector (accessible via AF Portal) to complete a self-assessment, which will have them evaluate themselves on the 26 Airmen’s foundational competencies or a 360-degree assessment, where subordinates, peers, and leaders can also provide feedback. The assessment tools will provide Airmen with immediate feedback on personal strengths and areas for improvement. Additionally, a personal improvement plan with targeted resources (videos, reading content, developmental opportunities) are provided for continued self-development.



Figure 1. Airmen’s Foundational Competencies.

5.2. Occupational Competencies. Occupational competencies are a set of competencies required of all Airmen within a specific workforce category. These competencies provide a framework that describes the knowledge, skills, abilities, and other characteristics needed to perform that function’s mission successfully.

5.2.1. Occupational Competency Model. A career field’s competencies can be viewed in a competency model, which is an organized collection of competencies pertinent to the career field. The occupational competency model provides a framework to effectively assess, maintain, and monitor the competencies required for mission success for Airmen within the Logistics Plans community. The occupational competency modeling process follows a distinct process with continued involvement from the career field and allows Airmen to see how their task lists, OJT, formal courses, and other training, education, and experiences are aligned to the career field’s strategic objectives.

5.2.2. Career fields work with trained competency experts to identify and develop their competency model, which consists of the competencies, sub-competencies, and definitions. Occupational competency models will be different for each career field. The model focuses on integrating not just the technical components, but also leadership, management, combat, joint, all-domain, and social mastery competencies required for Airmen to succeed in their career field. Figure 2 provides an example of a competency model for the 2G0X1 career field.

Competency	Sub-Competency	Description
Management & Development	Customer Training	Conduct activities to increase customer capabilities in order to meet mission requirements.
	Resource Management	Administer and advocate for manpower, materials, equipment, and funding for mission execution and future requirements.
	Personnel Development	The development and the enhancement of logistics planners to be successful leaders.
Communication	Communication	Convey clear, concise, and correct verbal and written information to reach organizational goals, improve processes, and reduce errors.
Data Analytics	Data Analytics	The ability to review, analyze, and interpret information in order to solve challenges and recommend courses of action.
Readiness	Force Presentation	Posture military capabilities and assess readiness to support national security objectives.
	Force Management	Bridge force presentation and force generation objectives, by readying military capabilities through daily operations.
	Force Generation	Prepare, deploy, and sustain capabilities across the full spectrum of military operations.
	RSO&I	Track, receive, beddown, and stage inbound forces, while coordinating and executing activities necessary to prepare forces for onward movement and integration.
Programs	Program Management	Provide maintenance, oversight, guidance, and quality control for logistics support programs.
	WRM (War Reserve Materiel)	The management of strategically positioned service-owned warfighting assets and source documents to provide a timely response ISO Combatant Commander requirements.
	BSP (Base Spt Planning)	Documenting, updating, and retrieving installation level support and capabilities for contingency operations and MAJCOM supporting plans.

Figure 2. 2G0X1, Logistics Plans, Occupational Competency Model

5.2.3. Occupational Competency Rubric. After a model is developed, a team of subject matter experts begin building competency rubrics, which consists of the competency, a description of the competency, proficiency levels, and measurable and observable behaviors. The competency rubrics will help Airmen learn which behaviors are aligned to the career field’s strategic direction, the professional developmental expectations, and the criteria for success. Figure 3 provides an example of a competency rubric for 2G0X1 career field.

Competency	Proficiency Levels	Observable Behaviors
Readiness	<i>Expert</i> Scope is integrated with AF-level/within industry	- Applies strategies and integrates planning factors to problem sets in order to produce actionable orders and plans - Manages integration of functional experts to resolve systemic force generation challenges
<b>Sub-Competency</b>	<i>Advanced</i> Scope is integrated with organizational strategies	- Develops courses of action; advises senior leaders to mitigate force generation impacts due to limiting factors (LIMFAC) and shortfalls
Force Generation		
<b>Description</b>	<i>Intermediate</i> Scope is integrated with concerned areas	- Analyzes APEX orders to identify execution challenges - Resolves force generation challenges with applicable agencies to produce feasible execution plans - Oversees deployment and JRSO&I operations to meet force generation requirements
Prepare, deploy, and sustain capabilities across the full spectrum of military operations.		
<b>Supporting Competencies</b>	<i>Basic</i> Scope is integrated within a specific area	- Reviews APEX (Adaptive Planning and Execution) orders to identify required agencies and anticipated actions - Initiates deployment execution actions within force generation systems to support tasked capabilities - Operates force generation systems to provide C2 during deployment and JRSO&I (Joint Reception, Staging, Onward Movement, and Integration) operations
Teamwork Decision Making Problem Solving Strategic Thinking		

Figure 3. 2G0X1, Logistics Plans, Occupational Competency Rubric for Force Generation

5.2.4. To better understand how to read and utilize the competency rubric, a breakdown of each component is explained below in figures 4a-c.

<b>Competency</b>	←	The competency section states the competency group.
Readiness		
<b>Sub-Competency</b>	←	The sub-competency section states the narrower category that forms part of the competency group.
Force Generation		<b>Note:</b> Some models may only consist of a competency and not include a sub-competency.
<b>Description</b>	←	The description section provides a statement that gives details about the sub-competency, enabling career field members to better understand how sub-competency relates to the AFS.
Prepare, deploy, and sustain capabilities across the full spectrum of military operations		
<b>Supporting Competencies</b>	←	The supporting competencies section are supported-level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will attribute to higher successful performance within the sub-competency.
Teamwork Decision Making Problem Solving Strategic Thinking		

Figure 4a. Competency Rubric Section 1.



<b>Proficiency Levels</b>	←	<p>The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert.</p> <p>Under each proficiency level are predetermined criteria selected by a group of SMEs from your career field and validated by the career field. The criteria were used as the basis to develop the observable behaviors. These criteria provide concrete parameters for the behaviors, which are consistent but progressive in nature as a member moves up the scale from basic to expert.</p> <p>Some of the criteria (e.g. depth of knowledge, consistency of application/complexity, and thinking challenge) allows an individual to become an expert through the experience gained in a particular job and over a period of time. For example, the person can quickly move up different proficiency levels while they are serving as a technician at a flight; they move quickly because they are exposed to a variety of situations.</p> <p>While other criteria (e.g. scope, impact, and reach of influence) requires more of a hierarchical approach to gain the experience needed to progress through the competency levels. Moving through the proficiency levels may be difficult to do in certain jobs. For example, if scope at the expert level requires job integration with the AF-level, then the individual may have to be in a position where they can gain that experience (i.e. at HHQ, Wing, or an organization with far reaching capabilities).</p>
<i><b>Expert</b></i> Scope is integrated with AF-level		
<i><b>Advanced</b></i> Scope is integrated within organizational strategies		
<i><b>Intermediate</b></i> Scope is integrated within concerned areas		
<i><b>Basic</b></i> Scope is integrated within a specific area		

Figure 4b. Competency Rubric Section 2.

<b>Observable Behaviors</b>	←	<p>The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.</p> <p>They provide objective evidence that the individual possesses the competency level, and shows what effective performance looks like.</p> <p>The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement.</p>
<ul style="list-style-type: none"> <li>– Applies strategies and integrates planning factors to problem sets in order to produce actionable orders and plans</li> <li>– Manages integration of functional experts to resolve systemic force generation challenges</li> </ul>		
<ul style="list-style-type: none"> <li>– Develops courses of actions; advises senior leaders to mitigate force generation impacts due to limiting factors (LIMFACS) and shortfalls</li> </ul>		
<ul style="list-style-type: none"> <li>– Analyzes APEX orders to identify execution challenges</li> <li>– Resolves force generation challenges with applicable agencies to produce feasible execution plans</li> <li>– Oversees deployment and JRSO&amp;I operations to meet force generation requirements.</li> </ul>		
<ul style="list-style-type: none"> <li>– Reviews Adaptive Planning and Execution (APEX) orders to identify required agencies and anticipated actions</li> <li>– Initiates deployment execution actions within force generation systems to support tasked capabilities</li> <li>– Operates force generation systems to provide C2 during deployment and Joint Reception, Staging, Onward Movement, and Integration (JRSO&amp;I) operations</li> </ul>		

Figure 4c. Competency Section 3.

5.2.5. Below are the competency rubrics for the 2G0X1, Logistics Plans, career field.

Competency	Proficiency Levels	Observable Behaviors
Management & Development	<b>Expert</b> Consistency of Application: Innovate and formulate strategies; able to model/guide/teach others	- Evaluates, guides and sustains curriculum development in alignment with strategic objectives - Actively seeks out new techniques and methodologies of instruction - Develops standardized training programs and practices
Customer Training	<b>Advanced</b> Consistency of Application: Sustained application of competency in complex situations	- Evaluates training content and objectives to rectify gaps/deficiencies - Trains work center personnel on proper training techniques to ensure standardization
<b>Description</b>	<b>Intermediate</b> Consistency of Application: Sustained application of competency in various situations	- Develops curriculum, lesson plans, student materials and instructional aids - Tailors training plan in accordance with customer requirements - Recommends curriculum course changes
Conduct activities to increase customer capabilities in order to meet mission requirements.		
<b>Supporting Competencies</b>	<b>Basic</b> Consistency of Application: Sustained application of competency over time	- Communicates and demonstrates professional knowledge and skill to customers
Communication Knowledge Management Time Management Public Speaking		

Competency	Proficiency Levels	Observable Behaviors
Management & Development	<b>Expert</b> Impact is on MAJCOM/AF-level practices	- Reviews and validates budget requirements to administer and advocate materials, equipment, and funding - Coordinates manpower studies to determine proper authorizations, assignments, priorities, and projections. - Programs and develops performance management tools to determine efficient use of resources - Manages career field manning to balance fiscal constraints against mission demands
<b>Sub-Competency</b>	<b>Advanced</b> Impact is on management level decisions	- Identifies and resolves manpower, materials, and funding shortfalls - Forecasts changes on manpower/funding and advocates for resources to accomplish the mission - Budgets and procures resources needed for operations
Resource Management		
<b>Description</b>	<b>Intermediate</b> Impact is on specific workplace level projects/processes	- Identifies specific manpower requirements to accomplish projects - Manages available equipment, materials, and funding to accomplish projects - Prepares documents to justify requirements
Administer and advocate for manpower, materials, equipment, and funding for mission execution and future requirements.		
<b>Supporting Competencies</b>	<b>Basic</b> Impact is on specific workplace tasks	- Identifies specific manpower, materials, and equipment needed to execute tasks - Utilizes resources appropriately by adhering to pre-established standards
Problem Solving Decision Making Resource Management Organizational Awareness		

Competency	Proficiency Levels	Observable Behaviors
Management & Development	<b>Expert</b> Reach of Influence is within MAJCOM/AF-Level	- Creates opportunities for logistics Airmen to participate in experiential training courses in order to foster multi-capable Airmen strategy - Vectors personnel for career broadening opportunities - Lobbies for career field training quotas to robust Log Plans enterprise (e.g. LOGMOD, DCAPEs, CWPC)
<b>Sub-Competency</b>	<b>Advanced</b> Reach of Influence is within Shop/Flight	- Mentors and prepares supervisors to effectively lead teams - Encourages collaboration by fostering a team environment to generate new ideas for programs/process improvement - Informs teams on human capital strategic path - Advocates for resources for personnel development - Employs ready personnel to meet requirements
Personnel Development		
<b>Description</b>	<b>Intermediate</b> Reach of Influence is within Section	- Evaluates performance of team members - Coaches/leads others by providing tools needed to meet standards - Leads personnel within a section; provides the appropriate feedback, internal training and development opportunities for subordinates - Manages readiness of personnel to meet requirements
The development and the enhancement of logistics planners to be successful leaders.		
<b>Supporting Competencies</b>	<b>Basic</b> Reach of Influence is within Individual (Self)	- Receives feedback/counseling and makes appropriate corrections to behavior - Maintains individual accountability and encourages peer accountability to successfully execute all duties, instructions, and responsibilities - Makes decisions at lowest level and elevates issues through appropriate chain of command - Maintains personal readiness
Mentorship Leadership Develops People Teamwork		

Competency	Proficiency Levels	Observable Behaviors
Communication	<b>Expert</b> Consistency of Application: Innovate and formulate strategies; able to model/guide/teach others	- Delivers communication to produce an effect across DoD leadership and other external organizations - Translates strategic intent into operational guidance
<b>Sub-Competency</b>	<b>Advanced</b> Consistency of Application: Sustained application of competency in complex situations	- Masters clear, concise delivery of information and ideas to support execution of mission - Designs negotiating approach based on own strengths and weaknesses to maximize effectiveness
N/A		
<b>Description</b>	<b>Intermediate</b> Consistency of Application: Sustained application of competency in various situations	- Utilizes AF communication tools to integrate and foster efficient and effective interactions and information sharing - Articulates and presents information to key leadership - Coordinates and facilitates meetings (e.g. Concept Briefing, Deployment Working Group, etc.) to communicate information and assign tasks
Convey clear, concise, and correct verbal and written information to reach organizational goals, improve processes, and reduce errors.		
<b>Supporting Competencies</b>	<b>Basic</b> Consistency of Application: Sustained application of competency over time	- Becomes familiar with and employ AF communication tools; written, verbal, and electronic formats (e.g. Power Point, Word, Excel, Email, etc.)
Knowledge Management Tact Self-Control Writing		

Competency	Proficiency Levels	Observable Behaviors
Data Analytics	<b>Expert</b> Consistency of Application: Innovate and formulate strategies; able to model/guide/teach others	- Authors/publishes guidance and directives which captures skill sets needed to provide data analysis, along with the expected outcomes
<b>Sub-Competency</b>	<b>Advanced</b> Consistency of Application: Sustained application of competency in complex situations	- Provides training and information to enforce standardized methods of conducting data analytics based on HHQ guidance - Advocates for additional resources to enable accurate and reliable data driven decisions
N/A		
<b>Description</b>	<b>Intermediate</b> Consistency of Application: Sustained application of competency in various situations	- Researches, interprets, and analyzes collected data in order to provide recommended courses of action and/or solutions - Coordinates with additional agencies to resolve problem sets
The ability to review, analyze, and interpret information in order to solve challenges and recommend courses of action.		
<b>Supporting Competencies</b>	<b>Basic</b> Consistency of Application: Sustained application of competency over time	- Utilizes various data sources, systems of record, and repositories to fulfill RFI's (Request for Information) - Audits collected data for accuracy, accountability, and usability in order to drive data driven decisions.
Analytical Thinking Information Seeking Knowledge Management Problem Solving		

Competency	Proficiency Levels	Observable Behaviors
Readiness	<b>Expert</b> Consistency of Application: Innovate and formulate strategies; able to model/guide/teach others	- Designs strategies and models to innovate USAF Force Presentation methods - Creates guidance and policy in order to educate and develop planners
<b>Sub-Competency</b>	<b>Advanced</b> Consistency of Application: Sustained application of competency in complex situations	- Translates strategic plans into tactical actions - Advises senior leaders and influences decisions regarding risks/impacts to improve posturing and readiness
Force Presentation		
<b>Description</b>	<b>Intermediate</b> Consistency of Application: Sustained application of competency in various situations	- Interprets and analyzes deliberate plans for feasibility; identifies discrepancies in order to provide recommended courses of action and/or solutions for supportability - Researches, analyzes, and captures impacts of readiness data to enable/initiate Force Management actions - Compares UTC reports, UMD, and UTA to identify discrepancies
Posture military capabilities and assess readiness to support national security objectives.		
<b>Supporting Competencies</b>	<b>Basic</b> Consistency of Application: Sustained application of competency over time	- Generates and reviews UTA (UTC Availability List) and deliberate planning TPFDDs (Time Phased Force Deployment Data) to identify postured capabilities and discrepancies - Identifies and explains connections between UTA and other Force Presentation systems/products (e.g. readiness reports, plans, LOGMOD, etc.)
Analytical Thinking Flexibility Knowledge Management Problem Solving		

Competency	Proficiency Levels	Observable Behaviors
Readiness	<b>Expert</b> Impact is on MAJCOM/AF-level practices	- Interprets guidance and policy to maximize transportation feasibility of mobilizing forces - Analyzes and validates submitted shortfalls to identify alternate sourcing solutions (e.g. AFPC, MAJCOMs)
<b>Sub-Competency</b>	<b>Advanced</b> Impact is on management level decisions	- Coordinates with transportation support agencies to facilitate timely and efficient movement of forces (e.g. Tanker Airlift Control Center, Traffic Management Office) - Establishes processes to facilitate management and execution for mobilization of tasked requirements (e.g. Deployment Control Center, Cargo Deployment Function, Personnel Deployment Function, etc.)
Force Management		
<b>Description</b>	<b>Intermediate</b> Impact is on specific workplace level projects/processes	- Validates TPFDD discrepancies and develops corrective actions based on information from authoritative data sources (e.g. UTA, ART, DCAPES) - Identifies transportation discrepancies and develops courses of actions to mitigate and resolve issues
Bridge force presentation and force generation objectives, by readying military capabilities through daily operations.		
<b>Supporting Competencies</b>	<b>Basic</b> Impact is on specific workplace tasks	- Analyzes timed-phased force deployment data (TPFDD) to identify and validate tasked UTC accuracy - Interprets TPFDD errors and shortfalls to shape potential corrective actions (e.g. AF Form 4006, TPFDD maintenance worksheet)
Communication Problem Solving Decision Making Organizational Awareness		

Competency	Proficiency Levels	Observable Behaviors
Readiness	<b>Expert</b> Scope is integrated with AF-level/within industry	- Applies strategies and integrates planning factors to problem sets in order to produce actionable orders and plans - Manages integration of functional experts to resolve systemic force generation challenges
<b>Sub-Competency</b>	<b>Advanced</b> Scope is integrated with organizational strategies	- Develops courses of action; advises senior leaders to mitigate force generation impacts due to limiting factors (LIMFAC) and shortfalls
Force Generation		
<b>Description</b>	<b>Intermediate</b> Scope is integrated with concerned areas	- Analyzes APEX orders to identify execution challenges - Resolves force generation challenges with applicable agencies to produce feasible execution plans - Oversees deployment and JRSO&I operations to meet force generation requirements
Prepare, deploy, and sustain capabilities across the full spectrum of military operations.		
<b>Supporting Competencies</b>	<b>Basic</b> Scope is integrated within a specific area	- Reviews APEX (Adaptive Planning and Execution) orders to identify required agencies and anticipated actions - Initiates deployment execution actions within force generation systems to support tasked capabilities - Operates force generation systems to provide C2 during deployment and JRSO&I (Joint Reception, Staging, Onward Movement, and Integration) operations
Teamwork Decision Making Problem Solving Strategic Thinking		

Competency	Proficiency Levels	Observable Behaviors
Readiness	<b>Expert</b> Impact is on Joint/AF-level practices	- Analyzes support capabilities of potential through put installations - Develops courses of actions and identifies support requirements for force mobilization
<b>Sub-Competency</b>	<b>Advanced</b> Impact is on installation/management level decisions	- Applies analytical thinking to identify and produce courses of action for potential LIMFACs in support of inbound forces - Manages installation RSO&I operations - Creates reception plan for RSO&I operations execution
Reception, Staging, Onward Movement & Integration (RSO&I)		
<b>Description</b>	<b>Intermediate</b> Impact is on specific workplace level projects/processes	- Manages reception and beddown operations with support agencies in preparation for inbound forces - Prioritizes force flow to deconflict RSO&I resource allocation - Oversees onward movement and integration of transitioning forces
Track, receive, beddown, and stage inbound forces, while coordinating and executing activities necessary to prepare forces for onward movement and integration.		
<b>Supporting Competencies</b>	<b>Basic</b> Impact is on specific workplace tasks	- Interprets planning data to identify inbound forces and basic support requirements - Executes RSO&I operations; develops schedule of events and disseminates onward movement plan to transitioning forces
Communication Flexibility Problem Solving Teamwork		

Competency	Proficiency Levels	Observable Behaviors
Programs	<b>Expert</b> Scope is integrated with AF-level/within industry	- Establishes plan of action and milestones to eliminate program pitfalls and shortcomings - Creates and publishes MAJCOM to HHQ level guidance/directives - Establishes program innovation avenues - Manages and advocates for resources across programs
<b>Sub-Competency</b>	<b>Advanced</b> Scope is integrated with organizational strategies	- Translates program relevance to mission requirements - Interprets and analyzes policy and communicates details to customers - Forecasts and mitigates challenges to ensure program continuity - Creates and publishes local program guidance and directives
Program Management		
<b>Description</b>	<b>Intermediate</b> Scope is integrated with concerned areas	- Reviews and implements program policy and guidance to ensure compliance - Assists with development of local program guidance and directives - Identifies trends and establishes courses of actions to resolve challenges or discrepancies within a program - Creates checklists, develops agendas, and establishes processes/timelines
Provide maintenance, oversight, guidance, and quality control for logistics support programs.		
<b>Supporting Competencies</b>	<b>Basic</b> Scope is integrated within a specific area	- Utilize project management tools to gather data and generate reports - Tracks, distributes, and documents various meeting and program inputs/outputs - Manages system accounts to maintain accountability and access - Troubleshoot system issues for users - Distinguishes roles, responsibilities, and key players of programs - Identifies key data components of programs - Handles classified information and materials
Communication Organization Decision Making Initiative		

Competency	Proficiency Levels	Observable Behaviors
Programs	<b>Expert</b> Impact is on Joint/AF-level practices	- Collaborates with HHQ and installation level WRM Officer/NCO and publishes MAJCOM level guidance - Evaluates OPLANs and guidance to develop WRM source documents - Identifies and designates staging locations of assets - Determines impacts of asset use requests to effect the execution of OPLANs - Manages Commands' WRM funds
<b>Sub-Competency</b>	<b>Advanced</b> Impact is on installation/management level decisions	- Coordinates and assists with authorization of WRM asset utilization - Manages WRM review board to inform WRM managers/monitors of program status and capabilities - Advocates for resources and prioritizes distribution of funding
WRM (War Reserve Materiel)		
<b>Description</b>	<b>Intermediate</b> Impact is on specific workplace level projects/processes	- Collaborates with WRM monitors to inventory, inspect, and validate serviceability of installation WRM assets - Determines funding requirements for management of WRM - Interprets WRM documents to instruct WRM monitors on roles, responsibilities, and assets
The management of strategically positioned service-owned warfighting assets and source documents to provide a timely response ISO Combatant Commander requirements.		
<b>Supporting Competencies</b>	<b>Basic</b> Impact is on specific workplace tasks	- Retrieves and reviews appropriate WRM sourcing documents to ensure accountability of required items - Executes staff assistance visit (SAV) checklists to ensure WRM location/serviceability
Communication Knowledge Management Resource Management Analytical Thinking		

Competency	Proficiency Levels	Observable Behaviors
Programs	<i>Expert</i> Impact is on MAJCOM/AF-level practices	- Prioritizes resource allocations to resolve OPLAN LIMFACs - Develops policy and procedures to enable BSP across AF enterprises
<b>Sub-Competency</b>	<i>Advanced</i> Impact is on installation/management level decisions	- Determines contingency support location suitability - Identifies and develops courses of actions to mitigate shortfalls/LIMFACs
BSP (Base Support Planning)		
<b>Description</b>	<i>Intermediate</i> Impact is on specific workplace level projects/processes	- Researches, analyzes, and interprets BSP data to determine impacts to OPLAN - Audits BSP chapters for data accuracy
Documenting, updating, and retrieving installation level support and capabilities for contingency operations and MAJCOM supporting plans.		
<b>Supporting Competencies</b>	<i>Basic</i> Impact is on specific workplace tasks	- Reviews BSP data to identify gaps and duplication of capabilities - Generates and distributes expeditionary site plans to support OPLAN locations
Organizational Awareness Knowledge Management Resource Management Teamwork		

5.2.6. A member can use the rubric to learn what behaviors are needed for their current job and plan for the future. Another key component within the rubric is the supporting competencies section at the bottom left hand corner. These are the top four supporting competencies that can help members excel and be successful in that particular sub-competency. Some of these supporting competencies are foundational competencies, while others may be unique to the career field. Having these supporting competencies identified and linked to a career field's competency model can cultivate the behaviors needed to succeed on the job. Leaders, supervisors, trainers, instructors, or mentors can now set members up for greater success by building these supporting competencies and placing their Airmen in situations where they can apply those strategies. All of these elements come together to ensure we can develop Airmen who are better prepared, present and future mission focused, and ready to succeed in any situation. Additionally, AFH 36-2643, *Air Force Mentoring Program*, has information on how competencies can be used when an established mentoring strategy is put into effect to foster and develop Airmen.

**6 Skill and Career Progression.** Adequate training and timely progression from apprentice (3-skill level) to the superintendent (9-skill level) levels play an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training do their part to plan, manage and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career. Supervisors should use feedback sessions to clarify expectations and develop career goals. Inability to advance on skill level after objective evaluation will require retraining to another career field or separation from military service. AFI 36-2561 provides the minimum requirements for skill-level upgrade. Additional considerations are listed below.

**6.1. Apprentice (3) Level.** Initial skills training in this specialty consist of the tasks and knowledge training provided in the 3-skill level resident course at JBSA-Lackland, TX or by completing the tasks in the 3 skill level course column, column 4A in the STS. Upon completion of initial skills training, a trainee will work with a trainer to enhance their knowledge and skills. They will use Task Qualification Training and exportable courses, such as career development courses (CDCs) to progress in the career field. Once task certified, a trainee may perform the task unsupervised. It is imperative that 3-level personnel receive

training in WRM, deployment management, support agreements, base support and expeditionary site planning and contingency planning. Three-levels may be assigned job positions such as automated deployment system operators, deployment management technician, WRM technician, support agreements technician, base support and expeditionary site planning technician, or plans technician. Completion of the LOGMOD/IDS Course is mandatory for automated deployment system operators.

**62. Journeyman (5) Level.** Journeymen are expected to build upon the skills learned as an apprentice by additional OJT, completion of career development courses (CDCs), completion of WRM program course (on ADLS AFCEC Gateway), completion of UDM program course (on ADLS AMC Gateway), and certification of core tasks. Five-levels may be assigned job positions such as automated deployment system operator or supervisor, deployment management technician or supervisor, WRM technician or supervisor, support agreements technician or supervisor, and base support and expeditionary site planning technician or supervisor or plans technician or supervisor. Trainees will complete all available training courses, CDCs, or MAJCOM specific training before upgrade training is complete. Senior Airmen will attend the Airman Leadership School (ALS) after having 48 months in the Air Force or upon selection for promotion to Staff Sergeant. Individuals will use their CDCs and Professional Development Guide (PDG) to prepare for testing under Weighted Airman Promotion System (WAPS). Five-level personnel will attend Contingency Wartime Planning Course (CWPC), LOG 199 (Introduction to Logistics), LOG 299 (Combat Logistics Course) and JOPES/GCCS/DCAPES training. Highly recommend completion of a CCAF degree in a logistics related discipline.

**63. Craftsman (7) Level.** A craftsman may fill various supervisory and management positions such as NCOIC of deployment operations, support agreements manager, WRMNCO, section supervisor, and task trainer. Trainees should take courses or obtain knowledge on management of resources and personnel. They will also complete the 7-level CDC and all the 7-level core tasks. Continued academic education through CCAF, Contingency Wartime Planning Course (CWPC), LOG 299, Combat Logistics Course, and JOPES/GCCS/DCAPES is encouraged. Highly recommend completion of a CCAF degree in a logistics related discipline. In addition, when promoted to TSgt, individuals will attend the Noncommissioned Officers Academy.

**64. Superintendent (9) Level.** A superintendent can be expected to fill logistics plans superintendent positions. Superintendent personnel should attend Contingency Wartime Planning Course (CWPC), JOPES/GCCS/DCAPES training, LOG-R, LOGFAC and LOG 399, Strategic Logistics Management. Additional knowledge in the areas of budget, manpower, resources, and personnel management should be pursued through continuing education. Individuals promoted to SMSgt will have attended the Senior Noncommissioned Officer Academy or Sister Service Equivalent. Additional higher education and completion of courses outside of their career AFSC are also recommended.

**7. Training Decisions.** The CFETP has undergone a considerable revision towards building a competency-based training and development platform for the Logistics Plans career field. A significant change has been to transition away from a task-based training standard to one that is outcomes-based. A task is a unit of work activity or operation which forms a significant part of a duty. These are singular in nature and are usually accomplished in one continuous action, which also can occur independently of other tasks. Conversely, outcomes are learning goals that typically consist of a multitude of tasks. These outcomes are actions and performances



that embody and reflect the learner's competence in using content, information, ideas, and tools successfully. Focusing on learning outcomes allow organizations, leaders, supervisors, and trainers to incorporate foundational competencies and underlying characteristics (values, traits, attitudes) into learning, which is necessary for developing Airmen with the competencies needed for future challenges. The following decisions were made as a result of close coordination between Force Development Command (AETC), 2AF Technical Training, school house instructors and staff, field SMEs, functional managers and the AFCFM. The final training requirements are then approved by the Career Field Manager.

**71.** A planning meeting was held from 22-26 February 2021. Members of the planning meeting sought to develop the learning outcomes. This was accomplished by reverse engineering the behaviors found in the Logistics Plans occupational competency model and then by asking what does an Airman need to be able to know and do in order to attain a specific behavior. The intent of the learning outcomes is to identify all factors needed to succeed in attaining the behavior. During the planning meeting, members made a decision (approved at STRT) to remove the qualitative proficiency code key and use a behavioral statement coding system for the STS. As a result, each line item will consist of a verb and the coding system for formal training will only use P (performance), K (knowledge), and pk (performance-knowledge).

**72.** The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Logistics Plans 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 following decisions were made by a career field STRT held at JBSA-Lackland AFB, TX on 15-19 March 2021.

**73.** 3-Skill Level Training. Changes to the 3-level course for AFSC 2G0X1 include modifications to DCAPES, WRM, and UTC management with an increased emphasis on adaptive planning. The total number of 3-level STS line items changed from 189 to 100. Overall course length remains the same.

**74.** 5-Skill Level Upgrade Training. Upgrade to the five-skill level requires completion of 5-lvl CDCs and completion of the core tasks. The core tasks are the minimum number of tasks an individual must be certified on in order to be upgraded to the next skill level. However, there may be instances where an individual cannot be certified on a given task due to lack of resources. Refer to AFI 36-2670 for training guidance and proper documentation procedures. Trainee must complete a minimum of 12 months in 5 level upgrade training (UGT)/9 months for retrainees to be awarded their 5 level.

**75.** Changes to the 5-level CDCs for AFSC 2G0X1 were major and included a detailed review of the proficiency codes for each task. 5-level core tasks changed decreased from 53 to 68.

**76.** 7-Skill Level Advanced Training. Seven-level upgrade will be accomplished through completion of the CDCs and core tasks. The core tasks are the minimum number of tasks an individual must be certified on in order to be upgraded to the next skill level. However, there may be instances where an individual cannot be certified on a given task due to lack of resources. In this case, contact the Base Education and Training Office for guidance and on the



proper procedures to annotate the individual's training record. Trainee must complete a minimum of 12 months in 7-level UGT/9 months for retrainees to be awarded the 7 skill level.

**7.7.** Changes to the 7-level CDCs for AFSC 2G0X1 were minor and include changing the proficiency requirement under determine worst-case scenario and adding a proficiency requirement for developing Installation Deployment Plan (IDP). 7-level core tasks increased from 40 to 49.

**7.8.** Proficiency Training. Any additional knowledge and skill requirements that were not taught through initial skills or upgrade training are assigned as continuation training. Purpose of continuation training is to provide training exceeding minimum upgrade training requirements with emphasis on present and future duty positions. MAJCOMs must develop a continuation training program that ensures personnel in the 2G0X1 career field receive the necessary training at the appropriate point in their careers. The training program will identify both mandatory and optional training requirements.

**7.9.** Competency Development. The intent of moving towards a competency-based system is to sharpen our Airmen's tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of USAF missions. This occurs not in a classroom but on the job by combining education, training, and experiences to provide Airmen with a better developmental pathway as they move along their careers. Airmen are still required to complete specific training courses, core tasks, and other training requirements in order to attain a 3-, 5-, and 7-skill levels. Competency development allows Airmen to move beyond the minimum career field requirements and begin addressing developmental gaps and strengthening their capabilities. The information included within the competency model will allow members within the Logistics Plans community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

**7.10.** The CFETP Part II identifies 12 sub-competencies. Each competency is further broken down into the following proficiency levels; basic, intermediate, advanced, and expert. The proficiency levels are not tied to a specific rank or position. Additionally, each occupational competency has supporting competencies tied to them. The supporting competencies can allow Airmen to intentionally develop those transferrable underlying characteristics that will translate to mission capabilities, mission readiness, and mission success for the agile, future thinking Airman. Airmen, supervisors, trainers, mentors, and leaders, should look for opportunities to integrate the supporting competencies into every facet of an Airmen's development as they seek to gain and increase proficiency within the Logistics Plans competencies.

**7.11.** To be awarded a proficiency level for any sub-competency, the member must be signed off on all learning outcomes at the awarded proficiency level and all levels below. For example, for a member to be a considered advanced with Force Generation all learning outcomes in the advanced, intermediate and basic must be completed.

**7.12.** Competency Assessments. Competency assessments are created to evaluate individuals on a set of competencies that are critical to job and organizational success. They focus on the end state and goals that define successful behaviors. Additionally, competency assessments are designed to balance between the skills and elements needed on the job in conjunction with

the underlying characteristics that will allow individuals to put the technical, leadership, managerial, social and interpersonal domain competencies altogether.

**8. Community College of the Air Force (CCAF).** Automatic enrollment in CCAF occurs upon completion of basic military training. CCAF provides the opportunity to obtain an Associate in Applied Sciences Degree. In addition to its associate’s degree program, CCAF offers the following:

**81. CCAF Degree Requirements.** Prior to completing a CCAF associate degree, the 5 skill level must be awarded and the following requirements must be met:

<b>SUBJECT:</b>	<b>SEMESTER HOURS</b>
Technical Education	24
Leadership, Management, and Military Studies	6
Physical Education	4
General Education: Oral Communication, Written Communication, Mathematics, Social Science and Humanities	15
Program Elective: Technical Education; Leadership, Management, and Military Studies; or General Education	15
<b>Total</b>	<b>64</b>

**82. Technical Education (24 Semester Hours):** A minimum of 12 semester hours of technical core subjects/courses must be applied and the remaining semester hours applied from Technical Core or Technical Elective subjects and courses. Specific requirements can be found in the latest CCAF catalog located at [http://www.au.af.mil/au/barnes/ccaf/catalog/2014cat/2014\\_2016\\_General\\_catalog.pdf](http://www.au.af.mil/au/barnes/ccaf/catalog/2014cat/2014_2016_General_catalog.pdf).

8.2.1 Leadership, Management, and Military Studies (6 Semester Hours): The leadership, management and military studies (LMMS) requirement may be satisfied by applying professional military education, civilian courses accepted in transfer and/or by testing credit.

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

8.2.3. 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.

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

**83. Professional Certifications.** Certifications assist the professional development of our

Airmen by broadening their knowledge and skills. Additionally, specific certifications may award collegiate credit by CCAF and civilian colleges, saving time and Air Force tuition assistance funds. It also provides Airmen an opportunity to prepare for transition to civilian life. To learn more about professional certifications and certification programs offered by CCAF, visit <http://www.au.af.mil/au/ccaf/certifications.asp>. In addition, CCAF offers the following certification programs and resources.

84. CCAF Instructor Certification. CCAF offers the CCAF Instructor Certification (CIC) Program for qualified instructors who teach CCAF collegiate-level credit awarding courses at a CCAF affiliated school. 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. Qualified officer, enlisted, civilian and other service instructors are eligible for this certification.

85. CCAF Instructional Systems Design Certification. CCAF offers the Instructional Systems Development (ISD) Certification for qualified individuals who develop CCAF courses/curriculum at CCAF affiliated schools. The purpose of the certification is to recognize the training and education required for individuals to be qualified to develop and manage CCAF collegiate courses. The certification also recognizes the individual's ISD qualification and experience in planning, developing, implementing, and managing instructional systems. Qualified officer, enlisted, civilian, and other service curriculum writers/developers are eligible for this certification.

86. 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 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.us.af.mil/afvec/Public/COOL>

87. SOLE Designated Logistician Program. Recognizes the continuing nature of education and development of the professional logistician, in 2005 the Society implemented the Demonstrated Logistician Program. This program provides intermediate recognition of professional performance and continuing education in the individual fields of practice within

the profession. More information is available at <http://www.sole.org/dlp.asp>.

88. Air Force Institute of Technology (AFIT). AFIT is the sole provider of more than 100 professional continuing education courses in acquisition management, logistics management, contracting, systems management, software engineering, and financial management delivered to war fighters around the globe via customer focused delivery modes including resident, on-site, and online courses. More information on course availability can be found at <https://www.afit.edu/LS/>

89. Air Force Career Development Academy (AFCDA) Courses. For information on all distance learning and web-based courses refer to the following websites:

Air University <http://www.au.af.mil/au/afiadl/>

Acquisition Community Connection <https://acc.dau.mil/CommunityBrowser.aspx?id=1&lang=en>

US Defense Acquisition University <http://www.dau.mil/default.aspx>

Joint Doctrine, Education & Training Electronic Information System  
<https://jdeis.js.mil/jdeis/index.jsp>

Joint Forces Staff College [http://www.jfsc.ndu.edu/schools\\_programs/se\\_jpme/default.asp](http://www.jfsc.ndu.edu/schools_programs/se_jpme/default.asp)

Senior Enlisted Joint PME [http://www.jfsc.ndu.edu/schools\\_programs/se\\_jpme/default.asp](http://www.jfsc.ndu.edu/schools_programs/se_jpme/default.asp)

US Air Force Community College of the Air Force <http://www.au.af.mil/au/ccaf/certifications.asp>

US Army Logistics University <http://www.alu.army.mil/>

US Army Quartermaster Center and School <http://www.quartermaster.army.mil/>

8.10. Continuous Process Improvement (CPI). CPI increases operational capabilities while reducing associated costs by applying proven techniques to all processes associated with fulfilling the Air Force mission. The goal of Air Force CPI is to eliminate waste while maximizing customer value. Education, training and certification opportunities include: Practical Problem Solving Method, Green Belt, Black Belt and Master Black Belt training. More information can be found in AFI 38-401, Continuous Process Improvement.

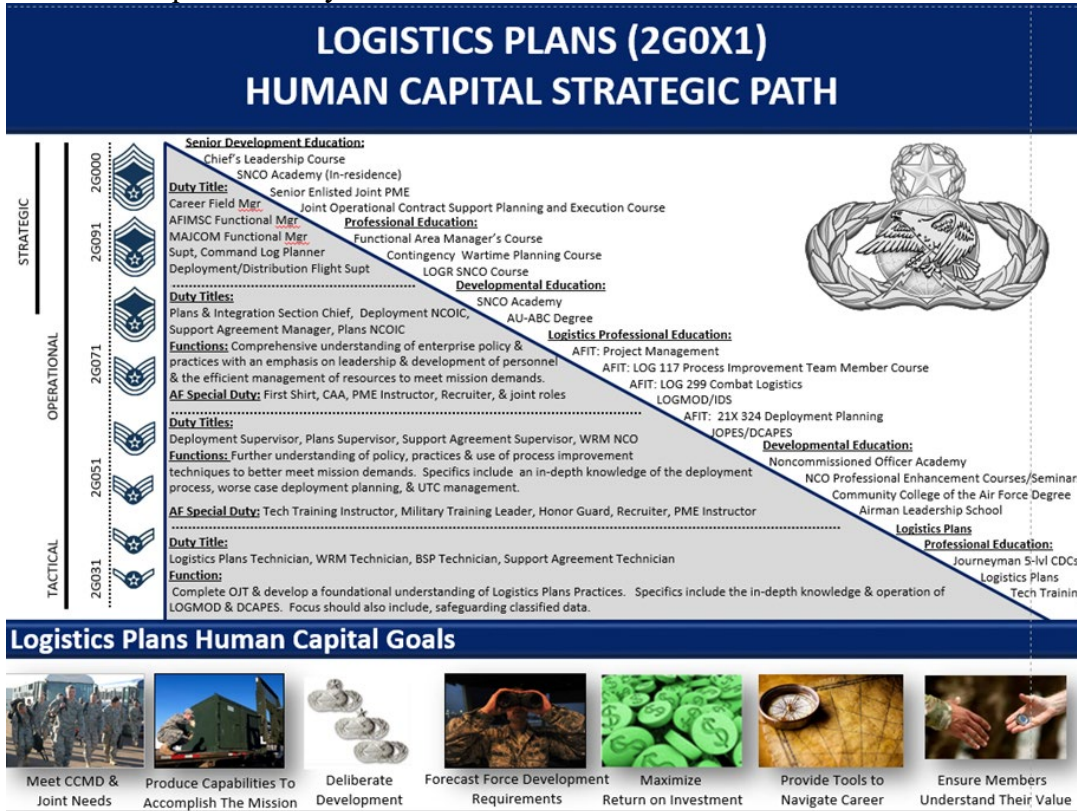
8.11. Off-duty Education. Additional off-duty education is encouraged for all logistics planners.

8.12. Individuals desiring to become an Air Education and Training Command (AETC) Instructor must possess as a minimum an associate degree or should be actively pursuing an associate degree. Instructor Special Duty Assignment (SDA) requires an AETC instructor candidate to have a CCAF degree or be within one year of completion (45 semester hours [SH]). A degree faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools.

8.13. Airmen are highly encouraged to pursue a four-year degree through the Air University Associate to Baccalaureate Cooperative Program (AUABC). AU-ABC is an initiative between the Air Force and civilian higher education institutions to offer baccalaureate degree opportunities to every Air Force enlisted member. The program directs Airmen with associate in applied science degrees to a collection of accredited “military friendly” colleges and universities to consider when completing a four-year degree. The AF Virtual Education Center (AFVEC) serves as the gateway to AU-ABC degree program and associated student services such as on-line enrollment, tuition assistance processing, support services, and access to distance learning instructions. In short, students are able to participate in courses anywhere, anytime to earn career- relevant bachelor’s degrees. Consult AFI 36-2129, Logistics Plans Management, for civilian course recommendations.

## **9. Human Capital Strategic Path.**

91. The Human Capital Strategic Path identifies where Logistics Planners may be assigned during their career and at the grade they should expect to be eligible for that duty. Breadth of experience and education will determine the assignment placement in some cases. The pyramid also lists available mandatory and optional training courses as Logistics Planners progress in skill-level and/or grade. The 2G0X1 Enlisted Career Path Requirements Table identifies the minimum requirements by rank.



92. Meet the Joint and Combatant Commander's (CCMD) Needs. The goal ensures we maintain our warfighting capability at the forefront of our training and development. We need to have personnel postured in the right positions with the right experience and education to meet the Joint and Combatant Commander's requirements.

93. Produce Capabilities to Accomplish the Mission. This goal substantiates our need for a strong upgrade and on-the-job training program in order to equip our Airmen with the knowledge and skills needed to be successful in their job.

94. Deliberately Develop Airmen. This goal leverages specific training and experience in order to prepare our Airmen for future assignments. It recognizes previous duties and responsibilities and allows leaders to provide further opportunities for developing Airmen using education, duties, and assignments.

95. Maximize Return on Investment. Recognizing every dollar counts, the goal requires the balanced consideration of financial investment with capability when identifying individuals for professional education. This is also a key indicator when placing individuals into key Traffic Management positions, providing an opportunity to exploit their talent and experience thereby maximizing the time and investment expended to provide the capability.

**96.** Forecast Force Development Requirements. Education and training is a costly endeavor and to ensure courses are available to meet the needs of our community, we must forecast and budget for the right courses. This provides a sustainable approach to Traffic Management force development.

**97.** Provide Tools to Navigate Career. Developing tools to provide a roadmap for the career field ensures our Airmen have the ability to make informed decisions at specific points in their career. Taking advantage of the various automated capabilities will ensure these tools are available when and where they are needed the most.

**98.** Three-Level Training. The Logistics Plans in-residence course is designed to provide a basic understanding of logistics planning functions. The course breaks down logistics planning into six functional areas: Air and Space Expeditionary Force (AEF), War Reserve Materiel (WRM), Agreements, Base Support and Expeditionary Site Planning, Reception Staging Onward Movement and Integration (RSOI), and Redeployment. For award of the 3-skill level, complete the formal resident course. For DDA personnel the 3-level will be awarded after completing LOG 099 (on AFIT) and OJT on a minimum of all “1a and 2b” proficiency codes identified on the STS that would have been taught in the 3- skill level in residence course. Highly encourage attendance of LOG199 for DDA personnel. Prerequisites: See AFI 36-2101. Duration: 27 Academic Days.

**99.** The Airman Tier.

9.9.1. Five-Level Upgrade Training (See Paragraph 6.2.)

9.9.2. Deliberate and Crisis Action Planning and Execution Segments (DCAPES). DCAPES is the standard Air Force automated data processing system designed to communicate OPLAN requirements and resource monitoring capability to minimize unnecessary movement of personnel and equipment into a theater of operations during execution. The objective of DCAPES is to provide improved and streamlined operations planning and execution processes. For personnel filling an SEI 295 on the UMD a two week user familiarization course conducted by ETC is required. Units request training through their Logistics Plans AFIMSC Functional Manager. (This course is highly recommended)

9.9.3. LOGMOD and IDS. This course provides hands-on instruction of the Logistics Module (LOGMOD) system and an overview of the Integrated Deployment System (IDS). The course is specifically designed to meet operational training requirements for personnel tasked with using wing deployment systems that interface with other key Air Force and joint service systems to support the adaptive planning process. This course prepares personnel to use LOGMOD to plan and execute deployments, receptions, and redeployment operations worldwide. The course concludes with an extensive practical exercise that provides emphasis of the key LOGMOD applications.

9.9.4. AFIT LOG 199, Introduction to Logistics. (Highly recommended for DDA personnel). This is an AFIT course that provides students with an introduction to Air Force logistics processes, organization, and issues. Informal lectures and case study exercises are used, providing the student with an understanding of acquisition, distribution, sustainment, disposition, supply chain management, and business process improvement. Target Audience: Newly assigned logisticians and persons pending immediate assignment to the logistics field. 2Lt through



Captain, SSgt through MSgt, GS-5 through GS-12. A security clearance is not required. Prerequisites: LOG 099, Fundamentals of Logistics, must be completed. Course can be accessed at <https://www.atrrs.army.mil/CHANNELS/AFITNOW>. Grade restrictions: None. Duration: 7 class days. This course is available on-site at various locations. Go to <http://www.afit.edu/ls/courselist.cfm> to view course schedule and locations. WRM ADLS. This course is located on the AFCESA ADLS website. The course is designed for current users of Air Force War Reserve Materiel courseware, service personnel, AD, ANG or AFRC appointed as WRMNCOs are the primary audience, but all 2G0X1's (Logistics Plans) will take the course. The course is a one-time requirement and should be taken prior to assuming duties as the Wing/Base WRMNCO. The estimated time to complete this course is 8 hours.

9.9.5. Air Force UDM Training ADLS. This training is located on the AMC ADLS website. The training is divided into three modules: Basic, LOGMOD and Simulator. The course is designed for UDMs, but all 2G0X1's (Logistics Plans) will take the course. The course is a one-time requirement. The estimated time to complete this course is 8 hours.

9.9.6. Airman Leadership School (ALS). Must be a SrA with 48 months' time in service, or a SSgt selectee. Resident graduation is a pre-requisite for SSgt sew-on.

9.10. The NCO Tier.

9.10.1. Seven-Level Upgrade Training

9.10.1.1. Expeditionary Site Survey Process (ESSP). This course will prepare an Expeditionary Site Survey/Assessment team on their roles and responsibilities in determining capabilities and suitability of a site during the deliberate planning phase or during a contingency/humanitarian response. The course will educate each team member on the roles and responsibilities of all team members in determining the capability of a site. Members will comprehend the multi-faceted processes and resources available to accomplish and publish a site survey/assessment. Additionally, the information will cover available equipment and resources, team composition, US government agencies, host nation roles, pre-, during, and post-coordination requirements with state agencies, higher headquarter agencies and host nation. The length of the course will be 3-4 hours. This training is located on the AMC ADLS website.

9.10.1.2. AFIT Deployment Planning. This is a Blended e-Learning course. It will prepare you for Air Force Deployment Planning operations and will include topics such as: 1. Systems 2. Tools 3. Policies Upon completion of this course, you will have a broader understanding of deployment planning to help you communicate your plan, collaborate with fellow logisticians, and tackle some of the challenges that you will face as you participate in day-to-day operations.

9.10.1.3. AFIT IPM 350 Industry Standard Project Management. The Industry Standard Project Management Workshop is a four-day instructor-led class that provides students with an understanding of the differences between Air Force and industry project management. This class teaches industry-standard project management as defined by the Project Management Institute PMI in A Guide to the Project Management Body of Knowledge PMBOK, which includes the project management framework, the ten knowledge areas, and the five process groups. Unit funded.

9.10.1.4. AFIT LOG 299, Combat Logistics. This AFIT course addresses the roles and

responsibilities of logisticians in support of combat, peace, and humanitarian operations. The focus is on logistics at the operational and tactical levels of war. The course addresses how Air Force logisticians, together with other combat support forces, create and sustain capability in a joint theater of operations. This course is designed for personnel assigned to maintenance, supply, transportation, contingency contracting, and logistics plans positions at base-level through joint and unified commands. The course is also suited for personnel in other positions (i.e. civil engineering, services, security, intelligence, and operations planning) who must have knowledge of or interact with combat support and combat sustainment operations. The course is not designed for personnel in the wholesale acquisition career field. The course combines combat logistics history with current issues and dynamics. Methods of instruction include informal lectures, guided discussions, a planning exercise, and a literary analysis. Target audience: The course is open to officers in the ranks of 2Lt and Captain, SSgt through SMSgt, and civilian personnel in the grades of GS-9 through GS-12. It is designed for personnel in a logistics or combat support career field assigned to an operational logistics position at base level through joint and unified commands. The course is not recommended for personnel assigned to acquisition logistics positions. Prerequisites: There are no prerequisites for this course; however grade restrictions are O-1 to O-3, E-5 to E-8, and GS-09 to GS-12. Duration: 7 class days. This course is available on-site at various locations. Go to <http://www.afit.edu/ls/courselist.cfm> to view course schedule and locations.

9.10.1.5. Joint Operations Planning & Execution System (JOPES). The Joint Deployment Training Center (JDTC) offers a 5-day JOPES Support Personnel Course (JSPC). This course provides joint operations personnel who support the joint deployment process with extensive hands-on instruction on procedures, applications, Time-Phased Force Deployment Data (TPFDD) guidance, development, validation, and deployment execution utilizing JET and RQT. Units request training online through the JDTC at <https://www.jdtc.eustis.army.mil>. (This course is highly recommended)

9.10.1.6. Contingency Wartime Planners Course (CWPC). Air University conducts the CWPC course at Maxwell AFB, AL. This course provides planners in-depth knowledge in contingency planning, crisis action planning, and operations plans execution. Prerequisites: Air Force war planners in the ranks of E-5 through O-4 and civilian equivalents may attend this course. Duration: 10 class days (This course is highly recommended)

9.10.1.7. Noncommissioned Officer Academy (NCOA). Must be a TSgt or TSgt- Selectee. Graduation is a prerequisite for MSgt sew-on (active duty only).

9.11. The SNCO Tier.

9.11.1. SNCO PME DL Course. Must be in the grade of E-6 who have completed NCOA and have at least two years' time in grade, or in grade of E-7, E-7 select or above (AFI 36-2301). The SNCO PME DL course is a CCAF-affiliated course delivered via the World Wide Web (course 14). SNCO PME DL consists of 61 hours accredited through the SACS. Students earn four hours of undergraduate credit upon completion of the course. Course may be accessed at <https://au.csd.disa.mil>.

9.11.2. USAF SNCO Academy. Must be a SMSgt, SMSgt Selectee, or an eligible MSgt. Graduation is a prerequisite prior to sewing on E-8 (active duty only).



9.11.3. Sister Service SNCO Academy. SNCO's may find themselves eligible to attend in-residence courses offered through sister services (USA, USMC, USN USCG, and USSOCOM). Unit commanders nominate qualified members via their respective MAJCOMs (volunteer status should be considered but is not required). While specific routing may be locally determined, ensure Wing CCMs are part of the coordination process. Eligible Airmen who wish to volunteer should make their desires known to their unit commanders for consideration. Submit packages to the appropriate MAJCOM A1K office (A1D for AFMC) for consideration. MAJCOMs are responsible for validating their nominees' eligibility requirements. OPR: AF/A1DLE.

9.11.4. Update to Superintendent (9 Level). Must be a senior master sergeant for award of the 9-skill level.

9.11.5. LogR SNCO Course. The LogR SNCO course prepares SNCOs for larger leadership roles (e.g., QA manager, flight chief, squadron superintendent and staff positions) and enhances management across a wide array of LogR functions. The course is self-paced, delivered via ADLS, and consists of five blocks of instruction with a total of 70 lessons and two main objectives: 1) Provide enterprise view of logistics operations; 2) Provide orientation on all LogR tactical level enlisted responsibilities and functions. Students are required to pass an electronic end-of-block exam prior to attempting successive blocks. Personnel have 180 days to complete the course after enrollment. Although the target audience is SNCOs (E-8 selects and above), civilian attendance is encouraged. Those who complete the course will earn 7 semester hours toward their CCAF. Units request training through their Logistics Plans MAJCOM Functional Manager. (This course is highly recommended).

9.11.6. The Joint Operational Contract Support (OCS) Planning and Execution Course (JOPEC) is a joint certified, 9 day, mobile training team (MTT) delivered course. The course focuses on OCS planning and execution responsibilities during campaign and contingency planning through execution at the Combatant Command (CCMD), Sub-Joint Force Command, and Service Component Commands. Course dates and selection is completed by CFM.

9.11.7. AFIT LOG 399, Strategic Logistics. The objective of this AFIT course is to educate personnel on how the USAF utilizes DoD's strategic logistical resources, to support military operations. This course focuses on the distribution, utilization, sustainment, and disposition of logistical resources. This course is designed to broaden student understanding of Air Force logistics doctrine, processes, programs, and policies that foster critical thinking on a broad range of key issues facing the Air Force and joint logistics communities using a seminar forum designed to enhance discussion among students, faculty, and guest speakers. Guest speakers are primarily from joint organizations and commands such as TRANSCOM, The Joint Staff, and Defense Logistics Agency Target Audience: Personnel assigned to Air Logistics Center and MAJCOM level or higher. Prerequisites: The course is open to officers, O-4 and O-5; enlisted, E-8 and E-9; and civilians, GS-13 and GS-14 or their equivalents. Wing level personnel and GS-12s, E-7s, and O3s will be put on a stand-by list and will be allowed to attend if the target audience does not fill all seats. Duration: 10 class days. This course is available on-site at various locations. Go to <http://www.afit.edu/ls/courselist.cfm> to view course schedule and locations.

9.11.8. JOPES Action Officer Course (JAOC). Provides joint operations personnel with extensive hands-on instruction designed for action officers/planners and senior personnel that

are involved in the planning and execution of joint operations and exercises. This course covers command relationships, joint operational planning, adaptive planning, Global Force Management (GFM), the roles and responsibilities of AOs/planners and JOPES guidance. AOs/planners will use JET and RQT for performing TPFDD analysis, error checking, validation, force movement tracking, and In-Transit Visibility (ITV). Units request training online through the JDTC at <https://www.jdtc.eustis.army.mil/>. (This course is highly recommended)

**Figure 2. 2G0X1 Enlisted Career Path Requirements.**

Education and Training Requirements	GRADE REQUIREMENTS			
	Rank	Average Sew-On	Earliest Sew-On	High Year of Tenure (HYT)
<b>Basic Military Training School</b>				
<b>Apprentice Technical School (3-Skill Level)</b>	Amn A1C	6 months 16 months		
<b>Upgrade to Journeyman (5-Skill Level)</b> - Complete core / duty position requirements. - Complete appropriate CDC. - Time in training IAW AFI 36-2651	Amn A1C SrA	16 months 3 years	28 months	8 years
<b>Airman Leadership School</b> - Must be a SrA with 48 months' time in service or be a SSgt Selectee.  - Resident graduation is a prerequisite for SSgt sew-on (Active Duty Only).	<b>Trainer</b> - Must attend the AF Training Course - Must be qualified and certified to perform the task to be trained.  <b>Certifier</b> - Certifiers must be at least a SSgt (E-5) with a 5-skill level or civilian equivalent, capable of evaluating the task being certified, and have completed the AFTC.			
<b>Upgrade to Craftsman (7-Skill Level)</b> - Minimum rank of SSgt Select. - Complete core / duty position requirements. - Time in training IAW AFI 36-2651	SSgt Select	7.5 years	3 years	20 Years
<b>Non Commissioned Officer Academy</b> - Must be a MSgt, MSgt Selectee or TSgt.  - Resident graduation is a prerequisite for MSgt sew-on (Active Duty Only).	TSgt  MSgt	12.5  years 16  years	5 years  8 years	20 years  24 years

<b>Upgrade to Superintendent (9-Skill Level)</b> - Minimum rank of SMSgt. - Mandatory requirements in AFECD.	SMSgt	19.2 years	11 years	26 years
<b>USAF Senior NCO Academy</b> - Must be a SMSgt, SMSgt Selectee, or MSgt. - Resident graduation is a prerequisite for CMSgt sew-on (Active Duty-Only).				
<b>Chief Enlisted Manager (CEM)</b>	CMSgt	21.5 years	14 years	30 years

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

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

**10.1.** Apprentice Level Training: AFSC 2G031, Logistics Plans Apprentice.

10.1.1. Specialty Qualification.

10.1.2. Knowledge. Knowledge is mandatory of: logistics planning techniques in functional areas of materiel management, maintenance, transportation, contracting, civil engineering, services, force protection, operations, personnel, comptroller, medical and legal as impacted by, and as they impact installation logistics planning; Air Force operations and organization; processes of deployment, beddown, employment, redeployment, and reconstitution; command and control techniques; techniques of conducting readiness assessments; data processing and electronic data processing equipment; and basic budgeting techniques.

10.1.3. Education. For entry into this specialty, completion of high school is desirable.

10.1.4. Training. Completion of the basic Logistics Plans Course is mandatory for award of the apprentice AFSC.

10.1.5. Experience. The following experience is mandatory for award of the AFSC indicated:

10.1.5.1. 2G051. Qualification in and possession of AFSC 2G031. Also, experience in functions such as developing, evaluating, monitoring, or inspecting logistics activities, or preparing logistics plans and documents.

10.1.5.2. 2G071. Qualification in and possession of AFSC 2G051. Also, experience performing or supervising functions such as developing, evaluating, monitoring, or inspecting logistics activities, or preparing logistics plans and documents.

10.1.5.3. 2G091. Qualification in and possession of AFSC 2G071. Also, experience in

managing functions such as developing, evaluating, monitoring, or inspecting logistics activities, or preparing logistics plans and documents.

10.1.6. Other. The following are mandatory as indicated:

10.1.6.1. Retraining into the 2G0XX career field within the Air Force Reserve is restricted to the grades of E-6 and below with less than 10 years of Total Federal Military Service.

10.1.6.2. For entry, award, and retention of AFSCs 2G031/51/71/91/00:

10.1.6.3. Ability to speak distinctly and communicate well with others.

10.1.6.4. Ability to communicate effectively in writing. No speech disorders or noticeable communications deficiencies as defined by AFI 48-123, *Medical Examinations and Standards*.

10.1.6.5. Training Sources and Resources. Completion of initial skills training, Logistics Plans Apprentice Course at JBSA-Lackland, TX, satisfies the knowledge and training requirements specified in the Specialty Qualification section for award of the 3-skill level. The STS identifies all the knowledge and tasks, with their respective standards.

10.2. Journeyman Level Training: AFSC 2G051, Logistics Plans Journeyman.

10.2.1. Specialty Qualification. Enter 5-skill level UGT after completion of the three- skill level course.

10.2.2. Knowledge. Knowledge is mandatory of: logistics planning techniques in functional areas of materiel management, maintenance, transportation, contracting, civil engineering, services, force protection, operations, personnel, comptroller, medical and legal as impacted by, and as they impact installation logistics planning; Air Force operations and organization; processes of deployment, beddown, employment, redeployment, and reconstitution; command and control techniques; techniques of conducting readiness assessments; data processing and electronic data processing equipment; and basic budgeting techniques.

10.2.3. Education. N/A

10.2.4. Training. Completion of 5-level CDC, WRM and UDM program course (on ADLS), and all 5-level core tasks on STS.

10.2.5. Experience. Qualification and possession of AFSC 2G031. Experience in functions such as developing, evaluating, monitoring, or inspecting logistics activities, or preparing logistics plans and documents.

10.2.6. Other. Entry into journeyman upgrade training is accomplished after an individual is assigned to their first duty station as a Logistics Planner. A trainee must complete a minimum of 12 months in 5-level upgrade training to be awarded the 5 skill level.

10.2.6.1. Training Sources and Resources. CDC 2G051 provides the career knowledge training required. The STS shows the tasks that are trained through the CDC material. Continuation/qualification training and OJT are provided by qualified trainers.

10.2.6.2. Implementation. Entry into training occurs upon completion of basic military training or an approved retraining from another AFSC. Basic trainees selected for AFSC 2G0X1 are screened during basic military training to ensure they meet the minimum requirements for entry and award of this AFSC. Successful completion of the Logistics Plans Apprentice Course results in award of the 3-skill level.

10.2.6.3. Personnel cross training into the Logistics Plans 2G0X1 career field are required to be interviewed by the Logistics Plans Superintendent. The Superintendent will review the members current AMS SURF, last five EPRs, AFFMS II Fitness Report and conduct a face-to-face interview IAW AFI 10-207.

10.2.6.4. The interview process is critical to maintaining the integrity of the 2G0X1 AFSC. Logistics plans missions differ based on command of assignment and weapons systems employed. Therefore, the interviewer must consider the person's ability to meet all career field requirements when deciding whether to recommend a person for retraining into the 2G0X1 AFSC.

10.2.6.5. If the applicant does not have access to a logistics plans office (i.e., deployed) individuals must be interviewed and recommended for entry into the 2G0X1 AFSC by their 2G0X1 MFM (telephone interviews are acceptable). All recommendations must be reviewed and approved by the AFCFM. Final approval/disapproval rests with the AFCFM.

10.3. Craftsman Level Training: AFSC 2G071, Logistics Plans Craftsman.

10.3.1. Specialty Qualification. N/A

10.3.2. Knowledge. Knowledge is mandatory of: logistics planning techniques in functional areas of materiel management, maintenance, transportation, contracting, civil engineering, services, force protection, operations, personnel, comptroller, medical and legal as impacted by, and as they impact installation logistics planning; Air Force operations and organization; processes of deployment, beddown, employment, redeployment, and reconstitution; command and control techniques; techniques of conducting readiness assessments; data processing and electronic data processing equipment; and basic budgeting techniques.

10.3.3. Education. To assume the grade of SSgt and MSgt individuals must be graduates of the Airman Leadership School and NCO Academy, respectively (for ARC, completion of AFIADL Courses 00001 and 00009 satisfy the ALS & NCO Academy requirement).

10.3.4. Training. Completion of 7-level CDC, all 7-level core tasks on STS.

10.3.5. Experience. Qualification in and possession of AFSC 2G051. Also, experience performing or supervising functions such as developing, evaluating, monitoring, or inspecting logistics activities, or preparing logistics plans and documents.

10.3.6. Other. Entry into OJT is initiated when an individual has obtained the rank of SSgt and possesses the 5-skill level. Trainees must complete at least 12 months in UGT/6 months for retrainees, the 2G071 CDC, and be certified on core 7-level tasks.

10.3.6.1. Training Sources and Resources. The STS identifies all the core tasks required for qualification.

Continuation/qualification training and OJT is provided by qualified trainers.

#### 10.4. Superintendent Level Training: AFSC 2G091, Logistics Plans Superintendent

##### 10.4.1. Specialty Qualification.

10.4.1.1. Knowledge. Knowledge is mandatory of areas of automated deployment systems, all phases of planning, WRM, and support agreements management.

10.4.1.2. Education. N/A

10.4.1.3. Training. N/A

10.4.1.4. Experience. For award of AFSC 2G091, individuals must be a SMSgt, and qualified in and possess AFSC 2G071. Also, experience managing functions such as developing evaluating, monitoring, or inspecting logistics activities, or preparing logistics plans and documents.

10.4.1.5. Other. Entry into OJT is initiated when an individual possesses the 7-skill level and is a SMSgt Selectee.

10.4.2. Training Sources/Resources. N/A

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

11. **Purpose.** This section identifies known resource constraints that preclude optimal and desired training from being developed or conducted, including information such as cost and manpower. Resource constraints will be, as a minimum, reviewed and updated annually.

12. **Apprentice Level Training:** N/A.

13. **Journeyman Training:** N/A

14. **Craftsman Training:** N/A

#### ***Section E - Transitional Training Guide:***

There are currently no transitional training requirements. This area is reserved.

BY ORDER OF THE SECRETARY OF THE AIR FORCE OFFICIAL

OFFICIAL  
LINDA S. HURRY, Maj Gen, USAF  
Director of Logistics  
DCS/Logistics, Engineering & Force Protection

2 Attachments

1. Qualitative Requirements (Proficiency Code Key)
2. AFSC 2G0X1 STS

## **PART II**

### ***Section A - Specialty Training Standard***

#### 1. Implementation.

1.1. The implementation of this STS for technical training provided by Air Education and Training Command is with class beginning July 2019

#### 2. Purpose.

2.1. Column 1 (Task, Knowledge, and Technical References) spell out the most common tasks, knowledge, and technical references (TR) necessary for airman to perform duties in the 3-, 5-, and 7-skill level of the Logistics Plans Career Field. All tasks and knowledge items shown with a proficiency code are trained during war time.

2.2. Column 2 identifies the core tasks that must be certified for upgrade to the next higher skill level. These are the minimum core tasks; supervisors may assign additional core tasks, as deemed appropriate, that must be certified for upgrade to the next higher skill level. When resources (training expertise, equipment, etc.) are not available to certify an individual on a core task, the Commander will so annotate the STS stating that resources are not available. Upgrade training will not be denied to individuals who, through lack of resources, cannot be core task certified. However, every attempt to obtain the training through contractors, ANG, AFRC, etc...must be exhausted before core task waiver requests are submitted for approval.

23. Column 3 identifies task that each member is required to be trained on prior to deploying against a Logistics plans UTC. This does not apply to Airmen deploying as a member of a Redeployment Assistance Team.

24. Column 4 (Certification for OJT) provides certification for OJT, it is used to record the status of tasks and knowledge training requirements. Use the Master Task List for the current unit to circle the appropriate items. Tasks and knowledge items status documentation must show a start date, completion date, trainee/trainer and certifier initials (when required). Third party certification is not required on core tasks for upgrade to each skill level. Use automated training management systems to document technician qualifications, if available. Refer to AFI 36-2651 for more details on proper training documentation.

25. Column 5 (Proficiency codes) shows formal training and correspondence course requirements. It 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.

26. 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.

27. Job Qualification Standard (JQS). This STS becomes a JQS for on-the-job training when placed in AF Form 623, Individual Training Record Folder, and used according to AFI 36-2651. When used as a JQS, the following requirements apply:

28. Documentation. For documentation and transcribing procedures, see AFI 36-2651

2.8.1 Documenting Career Knowledge. When a CDC is not available: the supervisor identifies STS training references that the trainee requires for career knowledge and ensures, as a minimum, that trainees cover the mandatory items in the AFECD. For two-time CDC course exam failures: supervisors identify all STS items corresponding to the areas covered by the CDC. The trainee completes a study of STS references, undergoes evaluation by the task certifier, and receives certification on the STS. NOTE: Career Knowledge must be documented prior to submitting a CDC waiver.

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

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

2.8.4 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 published date of revised CFETP.

2.9 Specialty Knowledge Tests (SKT). The CFETP is a guide for development of promotion tests used in the Weighted Airman Promotion System(WAPS). SKTs are developed at the USAF Occupational Measurement Squadron by senior NCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the WAPS catalog. Individual responsibilities are in AFI 36-2605, *Air Force Military Personnel Testing System* Review the Enlisted Promotion Reference and Requirements Catalog for most up-to-date testing requirements <https://www.omsq.af.mil/index.htm>. WAPS is not applicable to the Air Force Reserves and Air National Guard.

3. Recommendations. Report unsatisfactory performance of individual course graduates and any inadequacies of this CFETP to the 37 TRS, Logistics Plans Training Schoolhouse, [37trg.dos@us.af.mil](mailto:37trg.dos@us.af.mil). Reference specific STS paragraphs.

### ***Section B - Course Objective List***

This area is reserved



***Section C - Support Material***

There are currently no support material requirements. This area is reserved.

***Section D - Training Course Index***

4. Purpose. The section of the CFETP identifies training courses available for the specialty and shows how the courses used by each MAJCOM in their career field training program.

5. Air Force In-Residence Courses

COURSE NUMBER	TITLE	LOCATION	USER
L2ABR2G031 01LE	Logistics Plans Apprentice	JB San Antonio, TX	AF
MCADRE02	Contingency War Planning Course	Maxwell, AL	AF
USAFEC821	DCAPES Base Level	McGuire, NJ	AF
USAFEC712	LOGMOD Training and IDS	McGuire, NJ	AF
WLOG199	Introduction to Logistics	Mobile Training Team	AF
WLOG299	Combat Logistics	Mobile Training Team	AF

6. Extension Courses

COURSE NUMBER	TITLE	LOCATION	USER
2G051EDITCODE10	Logistics Plans Journeyman	CDC	AF
2G071EDITCODE09	Logistics Plans Craftsman	CDC	AF

***Section E - MAJCOM Unique Requirements***

There are currently no MAJCOM unique requirements. This area is reserved.

Attachment 1  
AFSC 2G0X1 STS

THIS BLOCK IS FOR IDENTIFICATION PURPOSES ONLY		
Name Of Trainee		
Printed Name ( <i>Last, First, Middle Initial</i> )	Initials (Written)	SSAN
Printed Name Of Certifying Official 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	
N/I	N/I	
N/I	N/I	
N/I	N/I	

**QUALITATIVE REQUIREMENTS**

Behavioral Statement STS Coding System	
Code	Definition
K	Subject Knowledge Training – The verb selection identifies the individual’s ability to identify facts, state principles, analyze, or evaluate the subject.
P	Performance Training – Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the field requirements for speed and accuracy.
pk	Performance Knowledge Training – The verb selection identifies the individual’s ability to relate simple facts, procedures, operating principles, and operational theory for the task.
-	This mark is used alone instead of a scale value to show no proficiency training is provided in the course or CDC.
X	This mark is used alone in the course columns to show that training is required but not given due to limitation in resources.
<b>Explanations</b>	
<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. (Example: 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><b>NOTE:</b> All tasks and knowledge items shown with a proficiency code are trained during war time.</p>	

	2. Core Tasks	3. Wartime Tasks	4. Certification for OJT					5. Proficiency Codes Used To Indicate Training / Information Provided (See Explanations)					
	A	A	A	B	C	D	E	A 3 Skill Level		B 5 Skill Level		C 7 Skill Level	
Tasks, Knowledge And Technical References	Required Skill Lvl	Deployed Tasks	Tng Start	Tng Comp	Trainee Initials	Trainer Initials	Certifier Initials	3 Lvl Crse	3 Lvl DL	5 Lvl CDC	5 Lvl DL	7 Lvl CDC	7 Lvl DL
<b>1. LOGISTICS PLANS COMMON CORE CONCEPTS</b> Log Plans CFETP													
1.1. Complete Logistics Plans 5-Level CDCs	5							-	-	-	-	-	-
1.2. Complete Logistics Plans 7-Level CDCs	-							-	-	-	-	-	-
<b>2. CUSTOMER TRAINING</b> <b>Description:</b> Conduct activities to increase customer capabilities in order to meet mission requirements. <b>Supporting Competencies:</b> Communication, Develops People, Directive, Knowledge Management AFH 33-337, AFI 1-1, AF Handbook 1													
<b>2.1 CUSTOMER TRAINING BASIC</b> <b>Required Behaviors:</b> 1) Communicates and demonstrates professional knowledge and skill to customers. <b>Method of Measurement:</b> <i>(Consistency of Application: Sustained application of competency over time</i>													
2.1.1. Determines and translates customer requirements (P)	-	*						pk	-	-	-	-	-
2.1.2. Provides information and resources to customers (P)	-	*						P	-	-	-	-	-
2.1.3. Articulates established processes and procedures (K)	-	*						K	-	-	-	-	-
2.1.4. Verifies and validates customer needs are resolved (e.g. phone calls and emails) (P)	5	*						pk	-	P	-	-	-
2.1.5. Elevates issues to appropriate level when required (P)	-							pk	-	-	-	-	-

2.1.6. Displays professional conduct throughout various customer interactions (P)	-							-	-	-	-	-	-
<b>2.2 CUSTOMER TRAINING INTERMEDIATE</b> <b>Required Behaviors:</b> 1) Develops curriculum, lesson plans, student materials, and instructional aids 2) Tailors training plan in accordance with customer requirements 3) Recommends curriculum course changes <b>Method of Measurement:</b> <i>(Consistency of Application: Sustained application of competency over time in a variety of situations)</i>													
2.2.1. Identifies, interprets, and articulates regulatory guidance for curriculum development (P)	-							-	-	-	-	-	-
2.2.2. Determines appropriate presentation method (K)	-							-	-	-	-	-	-
2.2.3. Provides curriculum and lesson plans to section supervisor for review and approval (P)	-							-	-	-	-	-	-
2.2.4. Utilizes proper grammar and formatting when developing curriculum (P)	-							-	-	-	-	-	-
2.2.5. Proofreads curriculum material IAW guidance (e.g. tongue and quill) (P)	-							-	-	-	-	-	-
2.2.6. Performs audience analysis to deliver course material (P)	-							-	-	pk	-	-	-
2.2.7. Applies audience learning styles when developing curriculum (P)	-							pk	-	P	-	-	-
2.2.8. Reviews regulatory guidance to determine if instructional material updates are needed (P)	-							-	-	-	-	-	-
2.2.9. Solicits customer feedback based on training programs and delivery methods (P)	-							-	-	-	-	-	-

2.2.10. Conducts training for customers to meet mission requirements (e.g. FDM, UDM, FAACs) (P)	7							pk	-	-	-	P	-
<b>2.3. CUSTOMER TRAINING ADVANCED</b> <b>Required Behaviors:</b> 1) Evaluates training content and objectives to rectify gaps/deficiencies 2) Trains work center personnel on proper training techniques to ensure standardization <b>Method of Measurement:</b> <i>(Consistency of Application: Sustained application of competency over time in complex situations)</i>													
2.3.1. Observes and analyzes training sessions and instructor feedback to determine deficiencies, corrections, and requirements (P)	7							-	-	-	-	pk	-
2.3.2. Analyzes program execution and feedback to correct trends, discrepancies, and gaps (P)	7							-	-	-	-	-	-
2.3.3. Provides training on instructional standardization (P)	-							-	-	-	-	-	-
<b>2.4. CUSTOMER TRAINING EXPERT</b> <b>Required Behaviors:</b> 1) Evaluates, guides and sustains curriculum development in alignment with strategic objectives 2) Actively seeks out new techniques and methodologies of instruction 3) Develops standardized training programs and practices <b>Method of Measurement:</b> <i>(Consistency of Application: Innovates and formulates strategy, guides, models, and teaches)</i>													
2.4.1. Writes policies to allow innovative instructional techniques and methodologies (P)	-							-	-	-	-	-	-

2.4.2. Researches and implements new instructional techniques and technologies for delivery (P)	-							-	-	-	-	-	-
2.4.3. Interprets strategic objectives to incorporate into the design of a training program (P)	-							-	-	-	-	-	-
2.4.4. Defines expected learning outcomes (K)	-							-	-	-	-	K	-
2.4.5. Identifies best practices and shares results with career field (P)	-							-	-	-	-	-	-
2.4.6. Designs and conducts beta tests to validate new training models (P)	-							-	-	-	-	-	-
<b>3. RESOURCE MANAGEMENT</b> <b>Description:</b> Administer and advocate for manpower, materials, equipment, and funding for mission execution and future requirements. <b>Supporting Competencies:</b> Organizational Awareness, Resource Management, Analytical Thinking, Continuous Process Improvement, Problem Solving, Troubleshooting AFI 65-601v2, AFIT 21X 302 Budget Basics For Logisticians, AFI 1-1, AF Handbook 1													
<b>3.1 RESOURCE MANAGEMENT BASIC</b> <b>Required Behaviors:</b> 1) Identifies specific manpower, materials, and equipment needed to execute tasks 2) Utilizes resources appropriately by adhering to pre-established standards <b>Method of Measurement:</b> (Levels of Impact: Impact on specific workplace tasks)													
3.1.1. Identifies and reviews applicable guidance regarding proper resource utilization (P)	-							-	-	-	-	-	-
3.1.2. Develops work schedules to utilize manpower (P)	7	*						-	-	-	-	-	-

3.1.3. Identifies key components of UMD and UPMR documents (K)	-							-	-	-	-	K	-
3.1.4. Conducts inventories on assigned work center accountable assets (P)	-							-	-	-	-	-	-
3.1.5. Identifies work center resource deficiencies that hinder task accomplishment (P)	-	*						-	-	-	-	-	-
<b>3.2 RESOURCE MANAGEMENT INTERMEDIATE</b> <b>Required Behaviors:</b> 1) Identifies specific manpower requirements to accomplish projects 2) Manages available equipment, materials, and funding to accomplish projects 3) Prepares documents to justify requirements <b>Method of Measurement:</b> (Levels of Impact: Impact on specific workplace projects)													
3.2.1. Utilizes UMD and UPMR documents to align work center personnel (P)	7							-	-	-	-	-	-
3.2.2. Assigns personnel to work center projects (P)	-							-	-	-	-	-	-
3.2.3. Prioritizes resource allocations to address mission requirements (P)	-							-	-	-	-	-	-
3.2.4. Projects for and requests additional support to mitigate personnel shortages (P)	-							-	-	-	-	-	-
3.2.5. Obligates appropriated funds to facilitate work center projects (P)	-							-	-	-	-	-	-
3.2.6. Researches and compiles comparative assets for funding requests (P)	-							-	-	-	-	-	-
3.2.7. Develops and submits unfunded requests to leadership (P)	-							-	-	-	-	-	-

<b>3.3 RESOURCE MANAGEMENT ADVANCED</b> <b>Required Behaviors:</b> 1) Identifies and resolves manpower, materials, and funding shortfalls 2) Forecasts changes on manpower/funding and advocates for resources to accomplish the mission 3) Budgets and procures resources needed for operations <b>Method of Measurement:</b> <i>(Levels of Impact: Impact on management decisions)</i>													
<b>3.3.1.</b> Projects budgetary requirements for work center personnel to avoid mission degradation (e.g. training, exercises, and conference) <b>(P)</b>	-							-	-	-	-	-	-
<b>3.3.2.</b> Advocates for resources outside of normal POM cycle (e.g. unfunded, fallout, and innovation) <b>(P)</b>	-							-	-	-	-	-	-
<b>3.3.3.</b> Projects impacts of personnel movements on the mission <b>(P)</b>	-	*						-	-	-	-	-	-
<b>3.3.4.</b> Develops mitigation strategies to minimize impact of resource shortfalls <b>(P)</b>	-	*						-	-	-	-	-	-
<b>3.3.5.</b> Informs leadership of mission impact due to resource shortfalls <b>(P)</b>	-	*						-	-	-	-	-	-
<b>3.3.6.</b> Receives and interprets budget requirements to facilitate mission execution <b>(P)</b>	-	*						-	-	-	-	-	-



<b>3.4 RESOURCE MANAGEMENT EXPERT</b> <b>Required Behaviors:</b> 1) Reviews and validates budget requirements to administer and advocate materials, equipment, and funding 2) Coordinates manpower studies to determine proper authorizations, assignments, priorities, and projections 3) Programs and develops performance management tools to determine efficient use of resources 4) Manages career field manning to balance fiscal constraints against mission demands <b>Method of Measurement:</b> <i>(Levels of Impact: Impact on MAJCOM/AF-level practices)</i>													
<b>3.4.1.</b> Coordinates with appropriate agency to continually evaluate manpower standard <b>(P)</b>	-							-	-	-	-	-	-
<b>3.4.2.</b> Submits budgetary requirements for logistics plans systems into POM <b>(P)</b>	-							-	-	-	-	-	-
<b>3.4.3.</b> Collaborates with functional areas that have equities within logistics planning and execution <b>(P)</b>	-							-	-	-	-	-	-
<b>3.4.4.</b> Develops operational needs statement to request unfunded positions into the POM <b>(P)</b>	-							-	-	-	-	-	-
<b>3.4.5.</b> Analyzes manning levels and impacts on total force capabilities within AF constraints (e.g. command lvl promotion rate, and retention rates) <b>(P)</b>	-							-	-	-	-	-	-

<b>4. PERSONNEL DEVELOPMENT</b> <b>Description:</b> The development and the enhancement of logistics planners to be successful leaders. <b>Supporting Competencies:</b> Mentoring, Leadership, Accountability, Fosters Innovation, Service Mindset CFETP, AFECD, AFI 36-2670, AFI 36-43, AFH 36-2618, AFI 1-1													
<b>4.1. PERSONNEL DEVELOPMENT BASIC</b> <b>Required Behaviors:</b> 1) Receives feedback/counseling and makes appropriate corrections to behavior 2) Maintains individual accountability & encourages peer accountability to successfully execute all duties, instructions, & responsibilities 3) Makes decisions at lowest level and elevates issues through appropriate chain of command 4) Maintains personal readiness <b>Method of Measurement:</b> <i>(Reach of influence: Individual (Self))</i>													
<b>4.1.1.</b> Provides innovative ideas to streamline current procedures <b>(P)</b>	-							-	-	-	-	-	-
<b>4.1.2.</b> Seeks additional personal and professional developmental opportunities (e.g. professional organizations, education, and training) <b>(P)</b>	-							pk	-	-	-	-	-
<b>4.1.3.</b> Completes all required AF readiness items (e.g. CBT and IMR) <b>(P)</b>	-							pk	-	-	-	-	-
<b>4.1.4.</b> Describes purposes of feedback and evaluation forms <b>(K)</b>	5							-	-	-	-	-	-
<b>4.1.5.</b> Identifies components of feedback and evaluations forms <b>(K)</b>	-							-	-	-	-	-	-
<b>4.1.6.</b> Explains the purpose of the 2G0X1 CFETP Part I <b>(K)</b>	5							K	-	-	-	-	-

4.1.7. Explains logistic plans fundamentals and functions (K)	5							K	-	-	-	-	-
4.1.8. Explains the components of the 2G human capital strategic path (K)	-							K	-	-	-	-	-
4.1.9. Recognizes components of personal deployment readiness (e.g. finances, legal, etc) (K)	-							-	-	-	-	-	-
4.1.10. Researches leadership and followership principles and theories (K)	-							-	-	K	-	-	-
4.1.11. Seeks constructive feedback and expectations from subordinates (P)	-							-	-	-	-	-	-
4.1.12. Creates goals to adjust actions based on feedback suggestions/directions from subordinates, peers, and superiors (P)	5							-	-	-	-	-	-
4.1.13. Provides constructive feedback and expectations to supervisors (P)	5							-	-	-	-	-	-
4.1.14. Solicits guidance from diverse mentor network (P)	-							-	-	-	-	-	-
<b>4.2. PERSONNEL DEVELOPMENT INTERMEDIATE</b> <b>Required Behaviors:</b> 1) Evaluates performance of team members 2) Coaches/leads others by providing tools needed to meet standards 3) Leads personnel w/in a section; provides the appropriate feedback, internal training & development opportunities for subordinates 4) Manages readiness of personnel to meet requirements <b>Method of Measurement:</b> <i>(Reach of influence: Section)</i>													
4.2.1. Develops supervisory and trainer roles and responsibilities (P)	7							-	-	-	-	-	-
4.2.2. Evaluates and utilizes customer feedback to	-							-	-	-	-	-	-

determine task proficiency (P)													
4.2.3. Encourages participation in professional organizations (e.g. internal/external) (P)	-							-	-	-	-	-	-
4.2.4. Seeks inputs and implements measures in support of innovation processes (P)	-							-	-	-	-	-	-
4.2.5. Promotes personal and professional developmental opportunities (e.g. professional organizations, education, and training) (P)	-							-	-	-	-	-	-
4.2.6. Conducts mentoring sessions (P)	-							-	-	-	-	-	-
4.2.7. Explains the capabilities that logistics planners provide (e.g. CCDRs, warfighters, Wing, etc) (K)	-							K	-	K	-	K	-
4.2.8. Explains how to utilize the 2G0X1 CFETP (K)	5							-	-	-	-	-	-
4.2.9. Describes the purpose of 2G0X1 QTPs and how/why they are created (K)	-							-	-	-	-	-	-
4.2.10. Identifies the courses available to logistics planners (e.g. AFIT, ETCA, CWPC) (K)	-							-	-	-	-	-	-
4.2.11. Incorporates morale shop events for networking and team opportunities (e.g. MWR, A&FRC) (P)	-							-	-	-	-	-	-
4.2.12. Conducts feedbacks and evaluations (P)	7							-	-	-	-	-	-
4.2.13. Monitors work/task proficiency and provides constructive feedback (P)	-							-	-	-	-	-	-
4.2.14. Utilizes QTPs to assess team members level of proficiency (P)	-							-	-	-	-	-	-
4.2.15. Monitors team availability and highlights any readiness deficiencies (P)	-							-	-	-	-	-	-

<b>4.3. PERSONNEL DEVELOPMENT ADVANCED</b> <b>Required Behaviors:</b> 1) Mentors and prepares supervisors to effectively lead teams 2) Encourages collaboration by fostering a team environment to generate new ideas for programs/process improvement 3) Informs teams on human capital strategic path 4) Advocates for resources for personnel development 5) Employs ready personnel to meet requirements <b>Method of Measurement:</b> <i>(Reach of influence: Shop/Flight)</i>													
<b>4.3.1.</b> Develops mentoring opportunities (P)	-							-	-	-	-	-	-
<b>4.3.2.</b> Aligns personnel into duty positions to further professional development (P)	-							-	-	-	-	-	-
<b>4.3.3.</b> Identifies personal and professional skills and abilities when assigning projects/tasks and creating teams (P)	-							-	-	-	-	-	-
<b>4.3.4.</b> Provides training to develop professional writing capabilities (P)	-							-	-	-	-	-	-
<b>4.3.5.</b> Identifies, advocates, and positions members for operational and professional growth opportunities (P)	-							-	-	-	-	-	-
<b>4.3.6.</b> Includes junior personnel in planning meetings and projects (P)	-							-	-	-	-	-	-
<b>4.3.7.</b> Promotes cross-functional collaboration (P)	-							-	-	-	-	-	-
<b>4.3.8.</b> Educates shop/flight on the application of the logistics planners human capital strategic path (P)	-							-	-	-	-	-	-
<b>4.3.9.</b> Identifies and explains the AF Enlisted Classification Directory (K)	-							-	-	-	-	K	-
<b>4.3.10.</b> Researches and/or creates training event opportunities (e.g. courses, seminars) and develops a	-							-	-	-	-	-	-

shop/flight training budget (P)													
4.3.11. Identifies innovative training technologies to inspire training in a work center (e.g. VR, online training courses) (P)	-							-	-	-	-	-	-
4.3.12. Provides personnel options to leadership in response to taskings (e.g. exercises, deployments, site surveys) (P)	-							-	-	-	-	-	-
4.3.13. Applies process improvement concepts to drive innovation (e.g. LOG 117, Green Belt, etc.) (P)	-							-	-	-	-	-	-
<b>4.4. PERSONNEL DEVELOPMENT EXPERT</b> <b>Required Behaviors:</b> 1) Creates opportunities for logistics Airmen to participate in experiential training courses IOT foster multi-capable Airmen strategy 2) Vectors personnel for career broadening opportunities 3) Lobbies for career field training quotas to robust log plans enterprise (e.g. LOGMOD, DCAPEs, CWPC) <b>Method of Measurement:</b> <i>(Reach of influence: MAJCOM/AF-level)</i>													
4.4.1. Develops and/or disseminates best practices to enhance workplace and training efficiencies (P)	-							-	-	-	-	-	-
4.4.2. Develops and disseminates onboarding program for logistics planners (e.g. socializing/indoctrinating Airmen with mission, Commander's intent, etc.) (P)	-							-	-	-	-	-	-
4.4.3. Integrates logistics planners into exercises and war-games (P)	-							-	-	-	-	pk	-
4.4.4. Outlines training education and experience requirements for the most critical duty positions (P)	-							-	-	-	-	-	-

4.4.5. Provides recommendations for best qualified SNCOs into key leadership and developmental positions at all levels (P)	-							-	-	-	-	-	-
4.4.6. Advocates for members to attend non-traditional career broadening (P)	-							-	-	-	-	-	-
4.4.7. Advocates for personnel developmental opportunities (e.g. exercises, deployments, site surveys) (P)	-							-	-	-	-	-	-
4.4.8. Prioritizes enterprise needs to secure quotas for training requirements (P)	-							-	-	-	-	-	-
<b>5. COMMUNICATION</b> <b>Description:</b> Convey clear, concise, and correct verbal and written information to reach organizational goals, improve processes, and reduce errors. <b>Supporting Competencies:</b> Active Listening, Influence, Knowledge Management, Self-Efficacy, Technology Literacy, Writing <b>AFH 33-337, AFI 36-2670, <a href="http://support.office.com">http://support.office.com</a></b>													
<b>5.1. COMMUNICATION BASIC</b> <b>Required Behaviors:</b> 1) Becomes familiar with and employs AF communication tools; written, verbal, and electronic formats (e.g. Power Point, Word, Excel, Email, etc.) <b>Method of Measurement:</b> <i>(Consistency of Application: Sustained application of competency over time)</i>													
5.1.1. Identifies and applies communication techniques IAW approved guidance and source references, (e.g. oral, visual, and written, etc.) (P)	5							P	-	P	-	-	-
5.1.2. Utilizes Microsoft Office applications (e.g. PowerPoint and Excel) to analyze data and create presentations (P)	-							P	-	-	-	-	-

5.1.3. Provides presentations (e.g. oral, visual, and written, etc.) (P)	-	*						P	-	-	-	-	-
<b>5.2. COMMUNICATION INTERMEDIATE</b> <b>Required Behaviors:</b> 1) Utilizes AF communication tools to integrate and foster efficient and effective interactions and information sharing 2) Articulates and presents information to key leadership 3) Coordinates and facilitates meetings (e.g. Concept Briefing, Deployment Working Group, etc.) to communicate information and assign tasks <b>Method of Measurement:</b> <i>(Consistency of Application: Sustained application of competency over time in a variety of situations)</i>													
5.2.1. Applies approved technological systems to engage with and disseminate information to customers (P)	-							-	-	-	-	-	-
5.2.2. Recognizes differences/similarities in target audience and adjusts delivery (P)	-							-	-	P	-	-	-
5.2.3. Conducts research, compiles information, and provides a comprehensive presentation (P)	5	*						-	-	-	-	-	-
5.2.4. Creates products to present research and information to leadership (P)	-	*						-	-	P	-	-	-
5.2.5. Develops relationships and builds a professional network (P)	-							-	-	-	-	-	-
5.2.6. Identifies conflict management resolution techniques (K)	-							-	-	K	-	-	-
5.2.7. Applies conflict management resolution techniques (P)	7							-	-	-	-	P	-
5.2.8. Recognizes unconscious bias and utilizes techniques to overcome obstacles (P)	-							-	-	-	-	pk	-



5.2.9. Anticipates and adapts to technical difficulties by creating alternate communication means (e.g. rehearse brief, familiarity with content, back-up presentation methods, paper copies) (P)	-	*							-	-	-	-	-	-
5.2.10. Describes meeting purpose/objectives and its relationship to the attendees (K)	-								K	-	K	-	-	-
<b>5.3. COMMUNICATION ADVANCED</b> <b>Required Behaviors:</b> 1) Masters clear, concise delivery of information and ideas to support execution of mission 2) Designs negotiating approach based on own strengths and weaknesses to maximize effectiveness <b>Method of Measurement:</b> (Consistency of Application: Sustained application of competency over time in complex situations)														
5.3.1. Applies approved technological systems to engage with and disseminate information to customers (P)	-								-	-	-	-	-	-
5.3.2. Leverages negotiation techniques to achieve consensus (P)	-								-	-	pk	-	P	-
5.3.3. Investigates emerging approaches to overcome communication barriers (P)	-								-	-	-	-	-	-
5.3.4. Incorporates leadership vision into task assignment and execution (P)	-								-	-	-	-	-	-
5.3.5. Formulates and delivers comprehensive CoAs to inform the decision-making authority (P)	-								-	-	-	-	P	-

<b>5.4. COMMUNICATION EXPERT</b> <b>Required Behaviors:</b> 1) Delivers communication to produce an effect across DoD leadership and other external organizations 2) Translates strategic intent into operational guidance <b>Method of Measurement:</b> <i>(Consistency of Application: Innovate and formulate strategies/Guide, model, teach)</i>													
<b>5.4.1.</b> Communicates tactical concerns to strategic leadership <b>(P)</b>	-							-	-	-	-	-	-
<b>5.4.2.</b> Formulates and summarizes critical thinking perspectives to leaders (e.g. < 5 min, elevator speech) <b>(P)</b>	-							-	-	-	-	-	-
<b>5.4.3.</b> Translates strategic messaging into actionable objectives <b>(P)</b>	-							-	-	-	-	-	-
<b>5.4.4.</b> Applies tactics to influence others in writing, speaking, and visual means <b>(P)</b>	-							-	-	-	-	-	-
<b>6. DATA ANALYTICS</b> <b>Description:</b> The ability to review, analyze, and interpret information in order to solve challenges and recommend courses of action. <b>Supporting Competencies:</b> Analytical Thinking, Problem Solving, Technology Literacy, Precision AFIT DAS 101 Introduction to Data Analytics, <a href="https://support.office.com">HTTPS://support.office.com</a>													

<b>6.1. DATA ANALYTICS BASIC</b> <b>Required Behaviors:</b> 1) Utilizes various data sources, systems of record, and repositories to fulfill RFI's (Request for Information) 2) Audits collected data for accuracy, accountability, and usability in order to drive data driven decisions <b>Method of Measurement:</b> <i>(Consistency of Application: Sustained application of competency over time)</i>													
<b>6.1.1.</b> Identifies authoritative data sources needed for data collection ( <b>K</b> )	-	*						<b>K</b>	-	<b>K</b>	-	-	-
<b>6.1.2.</b> Utilizes authoritative data sources to inform decision making ( <b>P</b> )	5	*						-	-	<b>P</b>	-	-	-
<b>6.1.3.</b> Applies data problem solving methods ( <b>P</b> )	-	*						-	-	-	-	-	-
<b>6.1.4.</b> Aggregates and organizes data into defined formats ( <b>P</b> )	5	*						<b>pk</b>	-	<b>P</b>	-	-	-
<b>6.1.5.</b> Audits aggregated data for accuracy and changes from previous versions ( <b>P</b> )	5	*						<b>pk</b>	-	<b>P</b>	-	-	-
<b>6.2. DATA ANALYTICS INTERMEDIATE</b> <b>Required Behavior:</b> 1) Researches, interprets, and analyzes collected data in order to provide recommended courses of action and/or solutions 2) Coordinates with additional agencies to resolve problem sets <b>Method of Measurement:</b> <i>(Consistency of Application: Sustained application of competency over time in a variety of situations)</i>													
<b>6.2.1.</b> Compares collected data against historical records to identify trends ( <b>P</b> )	7	*						-	-	-	-	-	-
<b>6.2.2.</b> Translates queries into tasks ( <b>P</b> )	5	*						-	-	-	-	-	-
<b>6.2.3.</b> Validates collected information to satisfy queries ( <b>P</b> )	5	*						-	-	-	-	-	-

6.2.4. Develops COA based on trend analysis (P)	7							-	-	-	-	pk	-
6.2.5. Reports results to appropriate agencies to assist w/ data-driven decisions (P)	-							-	-	-	-	-	-
6.2.6. Identifies systemic causes of data collection errors (K)	-	*						-	-	-	-	-	-
6.2.7 Collaborate w/ appropriate agencies for resolutions of data errors (P)	-	*						-	-	-	-	-	-
<b>6.3. DATA ANALYTICS ADVANCED</b> <b>Required Behaviors:</b> 1) Provides training and information to enforce standardized methods of conducting data analytics based on HHQ guidance 2) Advocates for additional resources to enable accurate and reliable data driven decisions <b>Method of Measurement:</b> (Consistency of Application: Sustained application of competency over time in complex situations)													
6.3.1. Utilizes extrapolated data to influence COA development (P)	-							-	-	-	-	-	-
6.3.2. Provides training on analytical methods (P)	-							-	-	-	-	-	-
6.3.3. Develops reports to enable data driven decisions (P)	-							-	-	-	-	-	-
6.3.4. Provides opportunities to develop problem solving skills (P)	-							-	-	-	-	-	-
<b>6.4. DATA ANALYTICS EXPERT</b> <b>Required Behaviors:</b> 1) Authors/publishes guidance and directives which captures skill sets needed to provide data analysis, along with the expected outcomes <b>Method of Measurement:</b> (Consistency of Application: Innovate and formulate strategies/Guide, model, teach)													

6.4.1. Defines and publishes new data collection and analysis processes (P)	-							-	-	-	-	-	-
6.4.2. Researches and develops new skills and incorporates into career field competencies (P)	-							-	-	-	-	-	-
<b>7. PROGRAM MANAGEMENT</b> <b>Description:</b> Provide maintenance, oversight, guidance, and quality control for logistics support programs. <b>Supporting Competencies:</b> Relationship Building, Accountability, Communication, Technology Literacy, Time Management <b>AFH 33-337, AFI 10-403, AFI 10-406, AFI 10-401, AFI 10-404, AFI 10-409, AFI 25-101, AFI 25-201, AF 36-2129</b>													
<b>7.1. PROGRAM MANAGEMENT BASIC</b> <b>Required Behaviors:</b> 1) Utilizes project management tools to gather data and generate reports 2) Tracks, distributes, and documents various meeting and program inputs/outputs 3) Manages system accounts to maintain accountability and access 4) Troubleshoots system issues for users 5) Distinguishes roles, responsibilities, and key players of programs 6) Identifies key data components of programs 7) Handles classified information and materials <b>Method of Measurement:</b> <i>(Scope: Within a specific area)</i>													
7.1.1. Tracks timelines and milestones to meet objectives (P)	5							pk	-	pk	-	-	-
7.1.2. Identifies and explains project management tools (K)								K	-	K	-	-	-

7.1.3. Utilizes program standardization process to ensure unit compliance (P)	-							-	-	-	-	-	-
7.1.4. Performs follow up actions based on timeline and milestones (P)	-							pk	-	-	-	-	-
7.1.5. Collects, organizes, and drafts inputs/outputs and projected outcomes for meetings (P)	7							-	-	pk	-	P	-
7.1.6. Creates and manages user roles and accounts within LOGMOD (P)	5							P	-	-	-	-	-
7.1.7. Creates and manages user roles and accounts within BaS&E (P)	5							P	-	-	-	-	-
7.1.8. Diagnoses system issues using established checklist/procedures (P)	5							pk	-	-	-	-	-
7.1.9. Identifies purpose, roles, and responsibilities for BaS&E management (K)								K	-	K	-	-	
7.1.10. Identifies purpose, roles, and responsibilities for acquisitions and cross-servicing agreement (ACSA) management (K)	-							K	-	K	-	K	-
7.1.11. Identifies purpose, roles, and responsibilities for support agreement program (K)								K	-	K	-	-	-
7.1.12. Identifies purpose, roles, and responsibilities for War Reserve Materiel management (K)	-							K	-	K	-	-	-
7.1.13. Identifies purpose, roles and responsibilities for LOGMOD management (K)	-							K	-	K	-	-	-
7.1.14. Identifies purpose, roles and responsibilities for Base Support Plan management (K)	-							K	-	K	-	-	-
7.1.15. Identifies key data components for WRM program (K)								K	-	K	-	-	-
7.1.16. Identifies key data components for BSP program (K)								K	-	K	-	-	-
7.1.17. Identifies key data components for support agreement program (K)								K	-	K	-	-	-
7.1.18. Identifies key data components for deployment program (K)								K	-	K	-	-	-

7.1.19. Identifies and explains roles and responsibilities w/ security classification process (K)								K	-	K	-	-	-
7.1.20. Completes classification training IAW applicable laws and directives (P)	-							pk	-	pk	-	-	-
7.1.21. Adheres to security classification guidance (P)	-							pk	-	pk	-	-	-
<b>7.2. PROGRAM MANAGEMENT INTERMEDIATE</b> <b>Required Behaviors:</b> 1) Reviews and implements program policy and guidance to ensure compliance 2) Assists with development of local program guidance and directives 3) Identifies trends and establishes courses of actions to resolve challenges or discrepancies within a program 4) Creates checklists, develops agendas, and establishes processes/timelines <b>Method of Measurement:</b> (Scope: Integration with concerned areas)													
7.2.1. Develops timelines and milestones to meet objectives (P)	-							-	-	P	-	P	-
7.2.2. Interprets policy and guidance to assist w/ program development standardization (P)	-							-	-	-	-	-	-
7.2.3. Approves and disseminates inputs/outputs and projected outcomes for meetings (P)	-							-	-	-	-	-	-
7.2.4. Applies knowledge and application of program management methodology and techniques (P)	-							-	-	pk	-	P	-
7.2.5. Consolidates and submits program improvement recommendations to PMO (P)	-							-	-	-	-	-	-
7.2.6. Utilizes trend analysis to provide resolution for frequent user errors/issues (P)	-							-	-	pk	-	P	-

7.2.7. Utilizes program management tools to develop support agreements (P)	7							-	-	pk	-	P	-
7.2.8. Develops and coordinates standard levels of support with wing agencies for support agreements (P)	7							-	-	-	-	pk	-
7.2.9. Conducts tri-annual reviews for support agreements (P)	7							pk	-	pk	-	P	-
7.2.10. Utilizes project management tools (P)	-							-	-	-	-	pk	-
7.2.11. Verifies compliance with security classification processes and procedures (P)	-							-	-	-	-	-	-
<b>7.3. PROGRAM MANAGEMENT ADVANCED</b> <b>Required Behaviors:</b> 1) Translates program relevance to mission requirements 2) Interprets and analyzes policy and communicates details to customers 3) Forecasts and mitigates challenges to ensure program continuity 4) Creates and publishes local program guidance and directives <b>Method of Measurement:</b> (Scope: Integration with organizational strategies)													
7.3.1. Utilizes trend analysis to identify and improve programs and inform decision-making process (P)	-							-	-	-	-	-	-
7.3.2. Leverages trend analysis to identify and mitigate program deficiency to ensure continual process improvement (P)	7							-	-	-	-	-	-
7.3.3. Develops local processes to align program with Wing mission and resources (P)	-							-	-	-	-	-	-
7.3.4. Analyzes and implements published career field training materials (P)	-							-	-	-	-	-	-
7.3.5. Analyzes standardized program processes to identify where	-							-	-	-	-	-	-



local deviations are required (P)													
7.3.6. Develops project milestones for program execution (P)	7							-	-	pk	-	P	-
<b>7.4. PROGRAM MANAGEMENT EXPERT</b> <b>Required Behaviors:</b> 1) Establishes plan of action and milestones to eliminate program pitfalls and shortcomings 2) Creates and publishes MAJCOM to HHQ level guidance/directives 3) Establishes program innovation avenues 4) Manages and advocates for resources across programs <b>Method of Measurement:</b> (Scope: Integration with AF-level/within industry)													
7.4.1. Explains and disseminates strategic messaging to educate stakeholders on log plans impact to mission (P)	-							-	-	-	-	-	-
7.4.2. Develops and publishes career field training materials/courses (P)	-							-	-	-	-	-	-
7.4.3. Develops assessments and QTPs to standardize programs (P)	-							-	-	-	-	-	-
7.4.4. Analyzes historical trends and future requirements to inform guidance and directives (P)	-							-	-	-	-	-	-
7.4.5. Analyzes historical trends and future requirements to develop program milestones and plans of action (P)	-							-	-	-	-	-	-
7.4.6. Researches and advocates for industry technologies applicable to career field programs (P)	-							-	-	-	-	-	-
7.4.7. Establishes FRB to identify system requirements and prioritize IT development (P)	-							-	-	-	-	-	-

7.4.8. Identifies and leverages skills and talents to drive innovation and problem solving (e.g. crowdsourcing, surveys, working groups, etc.) (P)	-							-	-	-	-	-	-
7.4.9. Collaborates with cross functional SMEs to identify best practices and future projects (P)	-							-	-	-	-	-	-
<b>8. WAR RESERVE MATERIEL (WRM)</b> <b>Description:</b> The management of strategically positioned service-owned warfighting assets and source documents to provide a timely response ISO Combatant Commander requirements. <b>Supporting Competencies:</b> Resource Management, Communication, Accountability, Knowledge Management, Problem Solving, Service Mindset, Teamwork AFI 25-101, AFI 23-101, AFMAN 23-112, AFH 23-123, USAF Manual War Reserve Materiel (WRM)													
<b>8.1 WAR RESERVE MATERIEL (WRM) BASIC</b> <b>Required Behaviors:</b> 1) Retrieves and reviews appropriate WRM sourcing documents to ensure accountability of required items 2) Executes SAV checklists to ensure WRM location/serviceability <b>Method of Measurement:</b> (Levels of Impact: Specific workplace tasks)													
8.1.1. Identifies and explains the purpose of WRM (K)								K	-	K	-	-	-
8.1.2. Identifies guidance and directives that impact the WRM program (K)								K	-	K	-	-	-

8.1.3. Identifies and explains key responsibilities of command WRMO/NCO, command WRM manager, SCOW, WRMPM, wing WRMO/NCO, and WRMM (K)									K	-	K	-	-	-
8.1.4. Explains WRM force generation sets and models (e.g. FORCE, BEAR, RADR, EMEDS, and FSE) (K)	-	*							-	-	K	-	K	-
8.1.5. Identifies purpose and explains roles and responsibilities of WRM review boards (K)	-								-	-	K	-	K	-
8.1.6. Identifies applicable WRM source documents (K)									-	-	K	-	-	-
8.1.7. Explains starter and swing stock (K)									-	-	K	-	K	-
8.1.8. Explains WRM supply categories and use codes (K)									-	-	K	-	K	-
8.1.9. Conducts WRM surveillance visits to ensure assets readiness (P)	7								-	-	pk	-	pk	-
<b>8.2 WAR RESERVE MATERIEL (WRM) INTERMEDIATE</b> <b>Required Behaviors:</b> 1) Collaborates with WRM monitors to inventory, inspect, and validate serviceability of installation WRM assets 2) Determines funding requirements for management of WRM 3) Interprets WRM documents to instruct WRM monitors on roles, responsibilities, and assets <b>Method of Measurement:</b> (Levels of Impact: Specific workplace projects)														
8.2.1. Utilizes cross functional relationships to maintain knowledge and understanding of WRM (P)	-								-	-	-	-	-	-
8.2.2. Analyzes WRM storage plans to determine need for alternate storage locations (P)	-								-	-	-	-	-	-
8.2.3. Oversees reconstitution processes and procedures (P)	-								-	-	-	-	-	-

8.2.4. Schedules and oversees joint use recalls (P)	-							-	-	-	-	pk	-
8.2.5. Submits/receives WRM request form (P)	-							-	-	-	-	-	-
8.2.6. Oversees accountability and serviceability of consumables and equipment assets (P)	-							-	-	-	-	-	-
8.2.7. Collaborates w/ WRMMs to forecast and develop WRM funding requirements (P)	-							-	-	-	-	pk	-
8.2.8. Creates spend plan to prioritize WRM budget obligations (P)	-							-	-	-	-	pk	-
8.2.9. Validates WRM source documents against supply reports to ensure accurate accountability (P)	-							-	-	-	-	pk	-
8.2.10. Extracts and interprets strategic WRM documents to determine authorizations (e.g. WCDO, Master Vehicle Receipt (MVR), IMP) (P)	7							-	-	pk	-	pk	-
8.2.11. Identifies components of WRM Review Board (K)	-							-	-	K	-	K	-
<b>8.3. WAR RESERVE MATERIEL (WRM) ADVANCED</b> <b>Required Behaviors:</b> 1) Coordinates and assists with authorization of WRM asset utilization 2) Manages WRM review board to inform WRM managers/monitors of program status and capabilities 3) Advocates for resources and prioritizes distribution of funding <b>Method of Measurement:</b> <i>(Levels of Impact: Management decisions)</i>													
8.3.1. Reviews and coordinates approval of WRM indirect mission support/peacetime use requests (P)	-							-	-	-	-	pk	-
8.3.2. Coordinates with higher headquarters to correct source document discrepancies (P)	-							-	-	-	-	-	-

<b>8.3.3.</b> Engages with Global Force Manager for reallocation of WRM (e.g. global positioning strategy) <b>(P)</b>	-							-	-	-	-	-	-
<b>8.3.4.</b> Analyzes UTA for PWRM UTCs and verify assets against source documents <b>(P)</b>	-							-	-	-	-	pk	-
<b>8.3.5.</b> Provides oversight, guidance, and direction for the installation WRM review board <b>(P)</b>	-							-	-	-	-	pk	-
<b>8.3.6.</b> Solicits and prioritizes requirements for WRM budget obligations <b>(P)</b>	-							-	-	-	-	pk	-
<b>8.3.7.</b> Defends and advocates for WRM budget/unfunded requests at financial boards <b>(P)</b>	-							-	-	-	-	pk	-
<b>8.3.8.</b> Defends and advocates for WRM facilities/property at Real Property boards <b>(P)</b>	-							-	-	-	-	pk	-
<b>8.3.9.</b> Defends and advocates for WRM shortages/positioning at WRM utilization meeting <b>(P)</b>	-							-	-	-	-	-	-
<b>8.4. WAR RESERVE MATERIEL (WRM) EXPERT</b> <b>Required Behaviors:</b> 1) Collaborates with HHQ and installation level WRM Officer/NCO and publishes MAJCOM level guidance 2) Evaluates OPLANs and guidance to develop WRM source documents 3) Identifies and designates staging locations of assets 4) Determines impacts of asset use requests to effect the execution of OPLANs 5) Manages Commands' WRM funds <b>Method of Measurement:</b> <i>(Levels of Impact: AF-level practices/within industry)</i>													
<b>8.4.1.</b> Generates and publishes policies in coordination with Global Force Manager <b>(P)</b>	-							-	-	-	-	-	-
<b>8.4.2.</b> Validates and recommends corrective	-							-	-	-	-	-	-

actions for WRM readiness reports (P)													
8.4.3. Advocates for updated planning/source documents for WRM community (P)	-							-	-	-	-	-	-
8.4.4. Determine WRM requirements based off OPLAN requirements (K)													
8.4.5. Coordinates with MAJCOM directorates to posture subordinate unit's PWRM on UTA (e.g. forward location) (P)	-							-	-	-	-	-	-
8.4.6. Engages with MAJCOM directorates to determine PWRM locations contingent with mission changes/requirements (P)	-							-	-	-	-	-	-
8.4.7. Verifies PWRM is included in operations, campaign, and theater support plans (P)	-							-	-	-	-	-	-
8.4.8. Analyzes WRM use requests against OPLAN allocations to ensure OPLAN capabilities are not compromised below acceptable risk level (P)	-							-	-	-	-	-	-
8.4.9. Identifies COR (Contracting Officer's Representative) duties to ensure contractual obligations are met (P)	-							-	-	-	-	-	-
8.4.10. Advocates for subordinate units funding requests to the SCOW (P)	-							-	-	-	-	-	-
8.4.11. Allocates WRM funds based on strategic direction of CCDR (P)	-							-	-	-	-	-	-
<b>9. BASE SUPPORT PLANNING (BSP)</b> <b>Description:</b> Documenting, updating, and retrieving installation level support and capabilities for contingency operations and MAJCOM supporting plans. <b>Supporting Competencies:</b> Knowledge Management, Relationship Building, Information Seeking, Teamwork AFI 10-404													

<b>9.1. BASE SUPPORT PLANNING (BSP) BASIC</b> <b>Required Behaviors:</b> 1) Reviews BSP data to identify gaps and duplication of capabilities 2) Generates and distributes expeditionary site plans to support OPLAN locations <b>Method of Measurement:</b> <i>(Levels of Impact: Specific workplace tasks)</i>													
9.1.1. Reviews OPLANs to identify and contact key owning agencies (P)	5							-	-	pk	-	-	-
9.1.2. Explains BSP program, components, minimum requirements, and required agencies (K)	-							K	-	-	-	-	-
9.1.3. Identifies purpose, members, and responsibilities of BSPC (K)	-							K	-	-	-	-	-
9.1.4. Extracts BSP reports and distributes to effected parties (P)	5							P	-	pk	-	-	-
9.1.5. Manages, builds, and assigns FDM accounts (P)	-							P	-	pk	-	-	-
9.1.6. Compares BSP inputs against regulatory guidance (P)	5							-	-	pk	-	-	-
9.1.7. Identifies gap/duplication error to supervisor or requesting unit for corrective action (P)	-							-	-	pk	-	-	-
9.1.8. Identifies regulatory guidance and directives needed to conduct daily management (K)	-							K	-	K	-	-	-
9.1.9. Explains purpose of BSI (K)	-							K	-	K	-	-	-
<b>9.2. BASE SUPPORT PLANNING (BSP) INTERMEDIATE</b> <b>Required Behaviors:</b> 1) Researches, analyzes, and interprets BSP data to determine impacts to OPLAN 2) Audits BSP chapters for data accuracy <b>Method of Measurement:</b> <i>(Levels of Impact: Specific workplace projects)</i>													
9.2.1. Reviews OPLANs and identifies if a part II is	-							-	-	pk	-	-	-

required for home station (P)													
9.2.2. Reviews BSPs/ESPs for OPLAN deployed locations to determine feasibility (P)	7							-	-	pk	-	pk	-
9.2.3. Elevates BSP/ESP location issues to the MAJCOM (P)	-							-	-	-	-	-	-
9.2.4. Develops timelines and milestones for BSP generation (P)	7							-	-	-	-	pk	-
9.2.5. Publishes the BSP for worldwide visibility (P)	5							-	-	pk	-	-	-
9.2.6. Leads BSPPC and working groups (P)	7							-	-	pk	-	pk	-
9.2.7. Identifies key entities involved in BSP creation/review (K)								-	-	K	-	-	-
9.2.8. Recognizes BSP errors and facilitates resolutions with involved agencies (P)	7							-	-	-	-	pk	-
<b>9.3. BASE SUPPORT PLANNING (BSP) ADVANCED</b> <b>Required Behaviors:</b> 1) Determines contingency support location feasibility 2) Identifies and develops courses of actions to mitigate shortfalls/LIMFACs <b>Method of Measurement:</b> <i>(Levels of Impact: Management decisions and Wing Level Practices)</i>													
9.3.1. Identifies suitable locations based on requirements (P)	-							-	-	-	-	pk	-
9.3.2. Coordinates with outside agencies and other gov't agencies during BSP lifecycle (P)	-							-	-	-	-	-	-
9.3.3. Conducts site surveys to determine location feasibility should be included in an OPLAN (P)	-							-	-	pk	-	pk	-
9.3.4. Collects and analyzes resource requirements from inbound units (P)	7							-	-	-	-	pk	-
9.3.5. Updates BSP/ESP based on site surveys (P)	-							-	-	pk	-	-	-



9.3.6. Reviews BSP chapters, OPLAN, and TPFDD to capture potential shortfalls/LIMFACs for supported units (P)	7							-	-	-	-	pk	-
9.3.7. Analyzes shortfalls/LIMFACs and presents mission impacts to leadership (P)	-							-	-	-	-	-	-
<b>9.4. BASE SUPPORT PLANNING (BSP) EXPERT</b> <b>Required Behaviors:</b> 1) Prioritizes resource allocations to resolve OPLAN LIMFACs 2) Develops policy and procedures to enable BSP across AF enterprises <b>Method of Measurement:</b> (Levels of Impact: MAJCOM/AF-level processes)													
9.4.1. Advocates for/negotiates with joint/coalition partners to resolve LIMFACs (P)	-							-	-	-	-	-	-
9.4.2. Facilitates BSP LIMFAC prioritizations across the MAJCOM (P)	-							-	-	-	-	-	-
9.4.3. Oversees BSPs for inbound units to ensure accuracy and currency (e.g. Joint, Coalition, AF) (P)	-							-	-	-	-	-	-
9.4.4. Provides guidance and resources for BSP conferences (P)	-							-	-	-	-	-	-
9.4.5. Generates and submits policies to MAJCOM and/or DAF for publishing (P)	-							-	-	-	-	-	-
9.4.6. Generates and briefs OPLAN LIMFACs to senior leaders (P)	-							-	-	-	-	-	-

<p><b>10. FORCE PRESENTATION</b>  <b>Description:</b> Posture military capabilities and assess readiness to support national security objectives.  <b>Supporting Competencies:</b> Problem Solving, Analytical Thinking, Strategic Thinking, Organizational Awareness  AFI 10-401, AFI-10-402, AFI 10-403, AFI, 10-404, 10-409, JP 3-35, JP 5-0, JP 1, AFDD 1, AFDD 2, DODI 1235.12, DTR 4500.9R Part I &amp; II</p>													
<p><b>10.1. FORCE PRESENTATION BASIC</b>  <b>Required Behaviors:</b>  1) Generates and reviews UTA (UTC Availability List) and deliberate planning TPFDDs (Time Phased Force Deployment Data) to identify postured capabilities and discrepancies  2) Identifies and explains connections between UTA and other Force Presentation systems/products (e.g. readiness reports, plans, LOGMOD, etc.)  3) Performs UTC management actions within the Force Presentation construct  <b>Method of Measurement:</b>  <i>(Consistency of Application: Sustained application of competency over time)</i></p>													
<p><b>10.1.1.</b> Builds Unclassified Pseudo PIDs packages in LOGMOD using various planning documents and programs (e.g. WRM based on tasked plans and potential support operations) <b>(P)</b></p>	5	*						P	-	pk	-	-	-
<p><b>10.1.2.</b> Utilizes DCAPEs to access UTA, TPFDD, and UTC assessments <b>(P)</b></p>	5	*						pk	-	P	-	-	-
<p><b>10.1.3.</b> Utilizes DCAPEs reference files (e.g. MEFPAK, TUCHA, GEO FILES, FACS, TUDET) <b>(P)</b></p>	-	*						pk	-	pk	-	-	-

10.1.4. Identifies and explains connections between UTA, TPFDD, and UTC assessments (K)									K	-	K	-	-	-
10.1.5. Extracts UTA from DCAPEs and provides to units (P)	5	*							pk	-	pk	-	-	-
10.1.6. Verifies comparison (between FY UTA and unit assigned forces) of UTC discrepancies identified by UDMs (P)	-								-	-	pk	-	-	-
10.1.7. Identifies unit tasked OPLANs (P)	5	*							pk	-	P	-	-	-
10.1.8. Builds plans for worst case scenario (e.g. reception, predeployments, and tasking prioritizations) (P)	5								pk	-	P	-	-	-
10.1.9. Builds predeployment plans for force modules assigned against the installation (P)	5								pk	-	P	-	-	-
10.1.10. Identifies and explains force presentation constructs and UTC management (P)	5								pk	-	pk	-	-	-
10.1.11. Identifies and explains relationships between pilot units and non-pilot units (K)									K	-	K	-	-	-
10.1.12. Explains key components of a Unit Type Code (e.g. MISCAP, Manpower Force Element (MFE), LOGDET, MEFPAK Responsible Agency (MRA), Unit Level Code, Pilot Unit) (K)									K	-	K	-	-	-
10.1.13. Identify Unit Type Code groups and functional areas (K)									K	-	K	-	-	-
10.1.14. Review Unit Type Codes IAW applicable guidance (P)	7								pk	-	pk	-	-	-
10.1.15. Maintain pilot unit Unit Type Code LOGDET within LOGMOD (P)	7								pk	-	pk	-	-	-
10.1.16. Maintain non-pilot unit Unit Type Code LOGDET within LOGMOD (P)	5								pk	-	pk	-	-	-
10.1.17. Validates UTC data within LOGMOD (e.g. TCMD, LPD, DB Verify, etc) (P)	5								P	-	-	-	-	-

<b>10.2. FORCE PRESENTATION INTERMEDIATE</b> <b>Required Behaviors:</b> 1) Interprets and analyzes deliberate plans for feasibility; identifies discrepancies in order to provide recommended courses of action and/or solutions for supportability 2) Researches, analyzes, and captures impacts of readiness data to enable/initiate Force Management actions 3) Compares UTC reports, UMD, and UTA to identify discrepancies <b>Method of Measurement:</b> <i>(Consistency of Application: Sustained application of competency over time in a variety of situations)</i>													
<b>10.2.1.</b> Analyzes OPLAN data (e.g. TPFDD, annexes, and BSP) to determine feasibility for mission generation ( <b>P</b> )	5	*						pk	-	P	-	-	-
<b>10.2.2.</b> Compares OPLAN data to local support and planning documents in order to develop WCS ( <b>P</b> )	5							pk	-	P	-	-	-
<b>10.2.3.</b> Interprets and explains the global force management process ( <b>K</b> )	-							K	-	K	-	K	-
<b>10.2.4.</b> Interprets and explains the force presentation methodology ( <b>K</b> )	-							K	-	K	-	K	-
<b>10.2.5.</b> Aggregates and utilizes UTC assessments to identify readiness posture and generate leadership presentation ( <b>P</b> )	7							pk	-	pk	-	P	-
<b>10.2.6.</b> Conduct deployment staff assistance visits ( <b>P</b> )	-	*						-	-	-	-	pk	-
<b>10.2.7.</b> Provides methodology to enable UDMs to accurately ID discrepancies between UTC, UMDs, and UTAs ( <b>P</b> )	-							-	-	pk	-	P	-
<b>10.2.8.</b> Coordinates with HHQ to resolve UTC report, UMD, and UTA discrepancies ( <b>P</b> )	7							-	-	pk	-	K	-

10.2.9. Identifies how FIC and PECs informs UTC posture (K)	-							K	-	K	-	K	-
<b>10.3. FORCE PRESENTATION ADVANCED</b> <b>Required Behaviors:</b> 1) Translates strategic plans into tactical actions 2) Advises senior leaders and influences decisions regarding risks/impacts to improve posturing and readiness <b>Method of Measurement:</b> <i>(Consistency of Application: Sustained application of competency over time in complex situations)</i>													
10.3.1. Explains the composition and function of the National Security Council (NSC) (K)	-							-	-	K	-	-	-
10.3.2. Explain how home station mission supports the National Military Strategy (NMS), National Defense Strategy (NDS), and National Security Strategy (NSS) (K)	-							-	-	K	-	K	-
10.3.3. Presents to leadership the impacts of readiness assessments on force presentation/generation (P)	-							-	-	-	-	-	-
10.3.4. Explain purpose and key components of the Secretary of Defense Orders Book (SDOB) (K)	-							-	-	-	-	K	-
10.3.5. Analyze GFM guidance for strategic impact (e.g. GFMIG and GFMAP) at tactical levels (P)	-							-	-	pk	-	pk	-
10.3.6. Presents unit AOR shortfalls and LIMFACS for GFM analysis to leadership (P)	-	*						-	-	-	-	pk	-
10.3.7. Postures UMD positions based off of FIC and PEC into force elements (P)	-							-	-	-	-	-	-
10.3.8. Validates 4-Phase model posturing to facilitate deployment predictability (P)	7							pk	-	pk	-	P	-

<b>10.3.9.</b> Validates GFM requirements against unit allocations to ensure CCDR requirements are met <b>(P)</b>	-								-	-	-	-	pk	-
<b>10.3.10.</b> Analyzes total force OPLAN and TPFDD for beddown and movement issues <b>(P)</b>	-								-	-	pk	-	pk	-
<b>10.3.11.</b> Develops and presents COAs to senior leaders for total force OPLAN issues <b>(P)</b>	-								-	-	-	-	-	-
<b>10.4. FORCE PRESENTATION EXPERT</b> <b>Required Behaviors:</b> 1) Designs strategies and models to innovate USAF Force Presentation methods 2) Creates guidance and policy in order to educate and develop planners <b>Method of Measurement:</b> <i>(Consistency of Application: Innovate and formulate strategies/Guide, model, teach)</i>														
<b>10.4.1.</b> Presents GFM mitigation strategies to senior leaders for resolution <b>(P)</b>	-								-	-	-	-	pk	-
<b>10.4.2.</b> Develops strategies to implement GFM guidance IAW Senior leaders' policies <b>(P)</b>	-								-	-	-	-	pk	-
<b>10.4.3.</b> Interprets strategic guidance to develop policies for execution at subordinate level <b>(P)</b>	-								-	-	-	-	-	-
<b>10.4.4.</b> Provides innovative solutions to mitigate or solve issues in force presentation and design <b>(P)</b>	-								-	-	-	-	-	-

<b>11. FORCE MANAGEMENT</b> <b>Description:</b> Bridge force presentation and force generation objectives, by readying military capabilities through daily operations. <b>Supporting Competencies:</b> Problem Solving, Analytical Thinking, Communication, Organizational Awareness, Relationship Building AFI 10-401, AFI-10-402, AFI 10-403, JP 3-35, JP 5-0, JP 1, AFDD 1, AFDD 2, DODI 1235.12, DTR 4500.9R Part I & II													
<b>11.1. FORCE MANAGEMENT BASIC</b> <b>Required Behaviors:</b> 1) Analyzes TPFDD to identify and validate tasked UTC accuracy 2) Interprets TPFDD errors and shortfalls to shape potential corrective actions (e.g. AF Form 4006, TPFDD maintenance worksheet) <b>Method of Measurement:</b> <i>(Levels of Impact: Specific workplace tasks)</i>													
<b>11.1.1.</b> Compares task requirements against assigned capabilities <b>(P)</b>	5	*						pk	-	pk	-	-	-
<b>11.1.2.</b> Explains purpose of TPFDD and key data fields <b>(K)</b>								K	-	K	-	-	-
<b>11.1.3.</b> Utilizes DCAPES and/or JOPES to extract TPFDDs (e.g. exercises, deliberate, and execution, etc.) <b>(P)</b>	5	*						pk	-	pk	-	-	-
<b>11.1.4.</b> Analyzes and explains the impact of changes to OPLAN taskings <b>(P)</b>	5							pk	-	pk	-	-	-
<b>11.1.5.</b> Identifies and analyzes assigned force elements with associated 4-Phase model <b>(P)</b>	7							-	-	pk	-	-	-
<b>11.1.6.</b> Explains the purpose of force modules in support of OPLAN <b>(P)</b>	-							-	-	-	-	pk	-
<b>11.1.7.</b> Identifies and explains purpose of newsgroups <b>(K)</b>								K	-	K	-	-	-

<b>11.1.8.</b> Describes ITV purpose and systems (e.g. SMS, IGC, and GCCS) <b>(K)</b>	5							<b>K</b>	-	-	-	-	-
<b>11.1.9.</b> Utilizes ITV systems to monitor transportation <b>(P)</b>	5	*						<b>pk</b>	-	<b>pk</b>	-	-	-
<b>11.1.10.</b> Describes purpose of Force Tracking Numbers <b>(K)</b>	-							-	-	-	-	<b>K</b>	-
<b>11.1.11.</b> Identifies and explains purpose of Plans & Integration <b>(K)</b>								<b>K</b>	-	<b>K</b>	-	-	-
<b>11.1.12.</b> Identifies and explains purpose of IPR, Traffic Management Operations (TMO), and air trans agencies <b>(K)</b>								<b>K</b>	-	<b>K</b>	-	-	-
<b>11.1.13.</b> Identifies and explains agencies involved in the installation deployment processes (e.g. CATM, Emergency Management, etc) <b>(K)</b>								<b>K</b>	-	<b>K</b>	-	-	-
<b>11.1.14.</b> Identifies and explains policies and guidance that govern planning and movement execution <b>(K)</b>								<b>K</b>	-	<b>K</b>	-	-	-
<b>11.1.15.</b> Proposes corrective actions for identified TPFDD errors <b>(P)</b>	5	*						-	-	-	-	-	-
<b>11.1.16.</b> Identifies and explains shortfalls and reclaims <b>(K)</b>								<b>K</b>	-	<b>K</b>	-	-	-
<b>11.1.17.</b> Explains relationships of IDS components <b>(K)</b>								<b>K</b>	-	<b>K</b>	-	-	-
<b>11.1.18.</b> Explains purpose of the IDP <b>(K)</b>	-							<b>K</b>	-	-	-	-	-
<b>11.1.19.</b> Reads and explains the IDP <b>(K)</b>	-							-	-	-	-	<b>K</b>	-
<b>11.1.20.</b> Explains purpose of AEF online (e.g. unclassified/classified) <b>(K)</b>	-							<b>K</b>	-	<b>K</b>	-	-	-



<b>11.2. FORCE MANAGEMENT INTERMEDIATE</b> <b>Required Behaviors:</b> 1) Validates TPFDD discrepancies and develops corrective actions based on information from authoritative data sources (e.g. UTA, ART, DCAPEs) 2) Identifies transportation discrepancies and develops courses of actions to mitigate and resolve issues <b>Method of Measurement:</b> <i>(Levels of Impact: Specific workplace projects)</i>													
<b>11.2.1.</b> Communicates corrective actions to commanders for discrepancies with postured UTCs (P)	-							-	-	-	-	-	-
<b>11.2.2.</b> Extracts and analyzes transportation data from ITV systems to facilitate mission execution (P)	5	*						-	-	pk	-	-	-
<b>11.2.3.</b> Coordinates mitigation strategies w/ and elevates discrepancies and COA to appropriate level (P)	-	*						-	-	-	-	-	-
<b>11.2.4.</b> Validates identified errors and recommends COA to appropriate agency (P)	7	*						-	-	-	-	-	-
<b>11.2.5.</b> Compiles and submits TPFDD requirements to appropriate agency (e.g. aviation rotations, large unit movements, and exercises) (P)	7	*						-	-	-	-	pk	-
<b>11.2.6.</b> Provides applicable data files to transportation responsible agencies (P)	5	*						pk	-	pk	-	-	-
<b>11.2.7.</b> Utilizes IDS components to facilitate mission execution (P)	-	*						-	-	-	-	-	-
<b>11.2.8.</b> Performs trend analysis on UTC assessment reports (P)	5							-	-	-	-	-	-
<b>11.2.9.</b> Coordinates w/ applicable installation agencies to meet task objectives (P)	-	*						-	-	-	-	-	-

11.2.10. Identifies key components, responsibilities, and participants for the DPWG (K)	5							-	-	-	-	-	-
11.2.11. Analyzes and interprets installation deployment process discrepancies and facilitate COA selection (P)	-							-	-	-	-	-	-
11.2.12. Utilizes published SOPs to streamline work center processes (P)	-							-	-	-	-	-	-
11.2.13. Collects and analyzes data for inclusion into the IDP (P)	7							-	-	-	-	pk	-
11.2.14. Identifies the key components of the War Mobilization Plan (WMP) Vols 1-5, Wartime Aircraft Activity Report (WAAR), War Consumables Distribution Objective (WCDO), Master Vehicle Receipt (MVR), and Inventory Management Plan (IMP) (K)	-	*						K	-	K	-	K	-
<b>11.3. FORCE MANAGEMENT ADVANCED</b> <b>Required Behaviors:</b> 1) Coordinates with transportation support agencies to facilitate timely and efficient movement of forces (e.g. Tanker Airlift Control Center, Traffic Management Office) 2) Establishes processes to facilitate management and execution for mobilization of tasked requirements (e.g. Deployment Control Center, Cargo Deployment Function, Personnel Deployment Function) <b>Method of Measurement:</b> <i>(Levels of Impact: Management decisions and Wing Level Practices)</i>													
11.3.1. Leads and coordinates planning meetings (e.g. movements and conferences) (K)	-							-	-	-	-	-	-
11.3.2. Creates and publishes SOPs to streamline work center processes (P)	-							-	-	-	-	-	-

11.3.3. Leads DPWG to identify and mitigate deployment planning and execution challenges (P)	7							-	-	-	-	pk	-
11.3.4. Develops working relationships with operations and maintenance project officers (P)	-							-	-	-	-	-	-
11.3.5. Reviews and explains the purpose of War Mobilization Plan (WMP) (K)	-							-	-	K	-	K	-
11.3.6. Analyzes and compares the War Mobilization Plan (WMP) Vols 3-5 to Wartime Aircraft Activity Report (WAAR), War Consumables Distribution Objective (WCDO), Master Vehicle Receipt (MVR), and Inventory Management Plan (IMP) (P)	7							-	-	pk	-	pk	-
11.3.7. Develops and maintains DCC contact rosters and activation procedures (P)	-							-	-	-	-	-	-
11.3.8. Maintains CDF, PDF, and UDCCs contact rosters and activation procedures (P)	-							-	-	-	-	-	-
11.3.9. Develops and manages IDP (P)	7							-	-	-	-	pk	-
<b>11.4. FORCE MANAGEMENT EXPERT</b> <b>Required Behaviors:</b> 1) Interprets guidance and policy to maximize transportation feasibility of mobilizing forces 2) Analyzes and validates submitted shortfalls to identify alternate sourcing solutions (e.g. AFPC, MAJCOMs) <b>Method of Measurement:</b> <i>(Levels of Impact: AF-level practices/within industry)</i>													
11.4.1. Creates SOPs to streamline produced documents (P)	-							-	-	-	-	-	-
11.4.2. Develops innovative aggregation solutions during TPFDD refinement processes (P)	-							-	-	-	-	-	-

11.4.3. Analyzes total force TPFDD for feasibility (P)	-							-	-	-	-	-	-
11.4.4. Applies appropriate policies to confirm reclama justifications (P)	-							-	-	-	-	-	-
11.4.5. Recommends solutions for reclamation to fulfill combatant commander's requirements (P)	-							-	-	-	-	-	-
<b>12. FORCE GENERATION</b> <b>Description:</b> Prepare, deploy, and sustain capabilities across the full spectrum of military operations. <b>Supporting Competencies:</b> Decision Making, Directive, Flexibility, Communication AFI 10-401, AFI-10-402, AFI 10-403, JP 3-35, JP 5-0, JP 1, AFDD 1, AFDD 2, DODI 1235.12, DTR 4500.9R Part I & II													
<b>12.1. FORCE GENERATION BASIC</b> <b>Required Behaviors:</b> 1) Reviews APEX (Adaptive Planning and Execution) orders to identify required agencies and anticipated actions 2) Initiates deployment execution actions within force generation systems to support tasked capabilities 3) Operates force generation systems to provide C2 during deployment and JRSO&I (Joint Reception, Staging, Onward Movement, and Integration) operations <b>Method of Measurement:</b> (Scope: Within a specific area)													
12.1.1. Explains the ARC mobilization planning (K)	-							K	-	-	-	K	-
12.1.2. Explains key components of WARNORD (K)	5							K	-	-	-	-	-
12.1.3. Identifies key components of ALERTORD (K)	-							K	-	-	-	-	-
12.1.4. Explains key components of PTDO (K)	5							K	-	-	-	-	-

12.1.5. Identifies key components of PLANORD (K)	-							K	-	-	-	-	-
12.1.6. Explains key components of DEPORD (K)	5							K	-	-	-	-	-
12.1.7. Identifies key components of EXORD (K)	-	*						K	-	-	-	-	-
12.1.8. Identifies key components of FRAGO (K)	-	*						K	-	-	-	-	-
12.1.9. Identifies and explains roles and responsibilities required to deploy personnel and cargo (K)								K	-	K	-	-	-
12.1.10. Identifies and explains IT systems required to deploy personnel and cargo (e.g. DCAPEs, A2I, ICODES, DRRS, CMOS, GATES, SMS, IGC, LOGMOD, and G2) (K)								K	-	K	-	-	-
12.1.11. Verify Level 4 TPFDD data against LOGPLAN data for accuracy (P)	5	*						-	-	pk	-	-	-
12.1.12. Identifies and explains roles and responsibilities of deployment work centers (K)								K	-	K	-	-	-
12.1.13. Identifies and explains roles and responsibilities of IDRC (K)								K	-	K	-	-	-
12.1.14. Queries RPT for reclama status (P)	-							pk	-	pk	-	-	-
12.1.15. Retrieves and analyzes reporting instructions in AFRIT (P)	-							P	-	-	-	-	-
12.1.16. Identifies key components of LOGMOD (K)	5							K	-	-	-	-	-
12.1.17. Utilizes LOGMOD to build PLANs (P)	5	*						pk	-	-	-	-	-
12.1.18. Utilizes LOGMOD to build Schedules (P)	5	*						P	-	-	-	-	-
12.1.19. Creates, views, and disconnects parent and subordinate unit relationships in LOGMOD (P)	5							P	-	-	-	-	-
12.1.20. Identifies purpose of all LOGMOD reports (K)	5							K	-	-	-	-	-

12.1.21. Generates LOGMOD reports (P)	5	*						P	-	-	-	-	-
12.1.22. Identifies purpose of all LOGMOD files (K)	5							K	-	-	-	-	-
12.1.23. Generates, import/export LOGMOD files (P)	5	*						P	-	-	-	-	-
12.1.24. Utilizes LOGMOD to manage deployment schedule of events (P)	5	*						P	-	-	-	-	-
12.1.25. Identifies and utilizes DoD and AF manual forms and systems to execute and manage deployment functions when IDS is not available (P)	5	*						P	-	-	-	-	-
12.1.26. Acquires and interprets line remarks (P)	-							P	-	-	-	-	-
12.1.27. Explains purpose of DPDRT (K)	-							K	-	-	-	-	-
12.1.28. Identifies and explains roles, responsibilities, and requirements of DCC (K)								K	-	K	-	-	-
12.1.29. Identifies and explains roles, responsibilities, and requirements of PDF (K)								K	-	K	-	-	-
12.1.30. Identifies and explains roles, responsibilities, and requirements of CDF (K)								K	-	K	-	-	-
12.1.31. Identifies and explains roles and responsibilities of UDCC (K)								K	-	K	-	-	-
12.1.32. Identifies and explains roles, responsibilities, and requirements of IPR/PERSCO (K)								K	-	K	-	-	-
12.1.33. Describes roles and responsibilities of agencies within the ULN verification process (K)	-							-	-	K	-	K	-
12.1.34. Explains the steps of the ULN verification process (P)	7							-	-	pk	-	-	-
12.1.35. Identifies and explains roles, responsibilities, and requirements of ADVON (K)								K	-	K	-	-	-
12.1.36. Identifies and explains roles, responsibilities, and								K	-	K	-	-	-

requirements of ESTA/B/C (K)													
<b>12.2. FORCE GENERATION INTERMEDIATE</b> <b>Required Behaviors:</b> 1) Analyzes APEX (Adaptive Planning and Execution) orders to identify execution challenges 2) Resolves force generation challenges with applicable agencies to produce feasible execution plans 3) Oversees deployment and JRSO&I (Joint Reception, Staging, Onward Movement, and Integration) operations to meet force generation requirements <b>Method of Measurement:</b> <i>(Scope: Integration with concerned areas)</i>													
<b>12.2.1.</b> Analyzes and presents data from published orders (e.g. EXORD and WARORD) (P)	5	*						P	-	pk	-	-	-
<b>12.2.2.</b> Analyzes and adjusts sequence of events to align with current mission requirements (P)	5	*						P	-	-	-	-	-
<b>12.2.3.</b> Develops and conducts concept briefings (P)	-							-	-	-	-	-	-
<b>12.2.4.</b> Verifies preplans for accuracy upon execution (e.g. preload plan, prioritization, etc.) (P)	7							-	-	-	-	pk	-
<b>12.2.5.</b> Schedules and leads pairing, tailoring, and prioritization meeting w/ units (P)	-							-	-	-	-	pk	-
<b>12.2.6.</b> Develops shift schedule for DCC (P)	-							-	-	-	-	-	-
<b>12.2.7.</b> Analyzes TPFDD for changes (P)	5	*						P	-	-	-	-	-
<b>12.2.8.</b> Distributes TPFDD to appropriate agencies (P)	-	*						pk	-	-	-	-	-
<b>12.2.9.</b> Analyzes, validates, approves, and publishes DSOE and future revisions (P)	7	*							-	-	-	-	-

12.2.10. Analyzes newsgroups for changes (P)	5	*						pk	-	pk	-	-	-
<b>12.3. FORCE GENERATION ADVANCED</b> <b>Required Behaviors:</b> 1) Develops courses of action; advises senior leaders to mitigate force generation impacts due to LIMFACs and shortfalls <b>Method of Measurement:</b> (Scope: Integration with organizational strategies)													
12.3.1. Conducts prioritization meetings (P)	7							-	-	pk	-	pk	-
12.3.2. Identifies and analyzes impacts and risks of execution decisions on processing timelines (P)	7							-	-	-	-	-	-
12.3.3. Presents mission execution risks to leaders (P)	-							-	-	-	-	-	-
12.3.4. Mitigates execution challenges through communication w/ external agencies (e.g. TACC, Customs, and Components) (P)	7							-	-	-	-	-	-
12.3.5. Integrates and translates leader priorities into execution tasks (P)	-							-	-	-	-	-	-
<b>12.4. FORCE GENERATION EXPERT</b> <b>Required Behaviors:</b> 1) Applies strategies and integrates planning factors to problem sets in order to produce actionable orders and plans 2) Manages integration of functional experts to resolve systemic force generation challenges <b>Method of Measurement:</b> (Scope: Integration with AF-level/within industry)													
12.4.1. Participates in strategic/operational planning teams (P)	-							-	-	-	-	-	-
12.4.2. Collaborates w/ functional area leaders involved in deployment execution process to streamline and integrate processes & policies (P)	7							-	-	-	-	-	-



12.4.3. Creates logistics planning inputs in APEX orders (P)	-							-	-	-	-	-	-
12.4.4. Develops and incorporates Annex D into OPLANs (P)	-							-	-	-	-	P	-
12.4.5. Collaborates w/ functional area experts to facilitate the integration of logistics capabilities at employment locations (P)	-							-	-	-	-	-	-
12.4.6. Collaborates w/ joint/coalition partners to integrate their capabilities into operational objectives (P)	-							-	-	-	-	-	-
12.4.7. Advocates to ensure strategic movement combat capabilities are accurately integrated into priorities (e.g. transportation boards, Force Flow, and TPFDD conference) (P)	-							-	-	-	-	-	-
<b>13. RECEPTION, STAGING, ONWARD MOVEMENT, &amp; INTEGRATION (RSO&amp;I)</b> <b>Description:</b> Track, receive, beddown, and stage inbound forces, while coordinating and executing activities necessary to prepare forces for onward movement and integration. <b>Supporting Competencies:</b> Analytical Thinking, Flexibility, Decision Making, Relationship Building, Resource Management, Teamwork AFI 10-401, AFI-10-402, AFI 10-403, JP 3-35, JP 5-0, JP 1, AFDD 1, AFDD 2, DODI 1235.12, DTR 4500.9R Part I & II													

<b>13.1. RECEPTION, STAGING, ONWARD MOVEMENT, &amp; INTEGRATION (RSO&amp;I) BASIC</b> <b>Required Behaviors:</b> 1) Interprets planning data to identify inbound forces and basic support requirements 2) Executes RSO&I operations; develops schedule of events and disseminates onward movement plan to transitioning forces <b>Method of Measurement:</b> <i>(Levels of Impact: Specific workplace tasks)</i>													
<b>13.1.1.</b> Pulls and analyzes inbound/throughput forces TPFDD ( <b>P</b> )	5	*					pk	-	P	-	-	-	-
<b>13.1.2.</b> Monitors ITV systems to review arrival/departure schedules ( <b>P</b> )	5	*					pk	-	P	-	-	-	-
<b>13.1.3.</b> Compares installation reception capabilities (e.g. BSP, ESP) to inbound/throughput TPFDD ( <b>P</b> )	5	*					-	-	pk	-	-	-	-
<b>13.1.4.</b> Distributes inbound/throughput data to supporting units/work centers ( <b>P</b> )	-	*					-	-	-	-	-	-	-
<b>13.1.5.</b> Describes aggregation concepts ( <b>K</b> )	-						-	-	K	-	-	-	-
<b>13.1.6.</b> Identifies and explains the four distinct RSO&I functions ( <b>K</b> )							K	-	K	-	-	-	-
<b>13.1.7.</b> Identifies and explains the RSO&I roles and responsibilities ( <b>K</b> )							K	-	K	-	-	-	-
<b>13.1.8.</b> Identifies and explains RSO&I work centers ( <b>K</b> )	-						K	-	K	-	-	-	-
<b>13.1.9.</b> Describes roles and responsibilities of Cargo Reception Function (CRF) ( <b>K</b> )	-						-	-	K	-	-	-	-
<b>13.1.10.</b> Describes roles and responsibilities of RCC ( <b>K</b> )	-						-	-	K	-	-	-	-
<b>13.1.11.</b> Describes roles and responsibilities of Redeployment Assistance Teams ( <b>K</b> )	-						-	-	K	-	-	-	-

13.1.12. Describes roles and responsibilities of PERSCO (K)	-							-	-	K	-	-	-
13.1.13. Describes roles and responsibilities of Unit Redeployment work center (K)	-							-	-	K	-	-	-
13.1.14. Identifies onward movement requirements with appropriate transportation function (K)	5	*						-	-	-	-	-	-
13.1.15. Supports the overall control and coordination of RSO&I and redeployment (P)	-	*						-	-	-	-	-	-
13.1.16. Develops shift schedule for RCC (P)	-	*						-	-	-	-	-	-
13.1.17. Develops and distributes reception schedule of events (P)	5	*						P	-	-	-	-	-
13.1.18. Identifies retrograde and remissioning (K)	-	*						-	-	K	-	-	-
<b>13.2. RECEPTION, STAGING, ONWARD MOVEMENT, &amp; INTEGRATION (RSO&amp;I) INTERMEDIATE</b> <b>Required Behaviors:</b> 1) Manages reception and beddown operations with support agencies in preparation for inbound forces 2) Prioritizes force flow to deconflict RSO&I resource allocation 3) Oversees onward movement and integration of transitioning forces <b>Method of Measurement:</b> (Levels of Impact: Specific workplace projects)													
13.2.1. Provides inputs to reporting instructions (P)	-	*						-	-	-	-	-	-
13.2.2. Coordinates beddown plan with responsible agencies (P)	-	*						-	-	-	-	pk	-
13.2.3. Reviews ACSA and support agreements and WRM availability (P)	-	*						-	-	-	-	-	-
13.2.4. Validates and approves reception schedule of events (P)	7	*						-	-	-	-	-	-
13.2.5. Deconflicts inbound/outbound	-	*						-	-	-	-	-	-

operations with responsible agencies (P)													
13.2.6. Identifies throughput that exceeds installation capabilities (e.g. beddown, MOG, cargo yard) (P)	7	*						-	-	-	-	pk	-
13.2.7. Utilizes ITV systems to identify and confirm inbound forces (P)	5	*						pk	-	pk	-	-	-
13.2.8. Collects and analyzes inbound forces data based on published source documents and resolves discrepancies (e.g. TPFDD, ITV systems) (P)	-	*						-	-	-	-	pk	-
13.2.9. Provides overall control and coordination of RSO&I (P)	-	*						-	-	-	-	-	-
13.2.10. Coordinates with responsible AOR transportation function to ensure timely movements (P)	-	*						-	-	-	-	-	-
13.2.11. Disseminates onward movement data to final destination for throughput forces (P)	-	*						-	-	-	-	-	-
<b>13.3. RECEPTION, STAGING, ONWARD MOVEMENT, &amp; INTEGRATION (RSO&amp;I) ADVANCED</b> <b>Required Behaviors:</b> 1) Applies analytical thinking to identify and produce courses of action for potential LIMFACS in support of inbound forces 2) Manages installation RSO&I operations 3) Creates reception plan for RSO&I operations execution <b>Method of Measurement:</b> <i>(Levels of Impact: Management decisions and Wing Level Practices)</i>													
13.3.1. Analyzes total force OPLAN and TPFDD for beddown and movement issues (P)	7	*						-	-	pk	-	pk	-
13.3.2. Analyzes deploy versus redeploy TPFDDs to create aggregate solutions (P)	7	*						-	-	pk	-	pk	-

13.3.3. Synchronizes deploy and redeploy TPFDD IAW AOR TPFDD LOI (e.g. mandatory turnover, beddown, movement planning timelines) (P)	-								-	-	-	-	-	-
13.3.4. Develops an installation reception plan for inclusion into the IDP, BSP, and ESP (P)	7	*							-	-	-	-	pk	-
13.3.5. Develops CoAs for leadership review to avert installation throughput saturation (P)	-	*							-	-	-	-	-	-
13.3.6. Utilizes ITV systems to identify and confirm inbound forces against onward movement plan (P)	-	*							-	-	-	-	-	-
13.3.7. Utilizes ITV systems to identify and confirm inbound forces against TPFDD forces (P)	-	*							-	-	-	-	-	-
13.3.8. Coordinates with MAJCOM to correct identified TPFDD discrepancies (P)	-	*							-	-	-	-	-	-
13.3.9. Prepares and presents TPFDD closure status to leadership (P)	-	*							-	-	-	-	pk	-
13.3.10. Identifies and explains the JRSO&I roles and responsibilities (K)	-	*							-	-	-	-	-	-
<b>13.4. RECEPTION, STAGING, ONWARD MOVEMENT, &amp; INTEGRATION (RSO&amp;I) EXPERT</b> <b>Required Behaviors:</b> 1) Analyzes support capabilities of potential through put installations 2) Develops courses of actions and identifies support requirements for force mobilization <b>Method of Measurement:</b> (Levels of Impact: AF-level practices/within industry)														
13.4.1. Collaborates with functional leaders to streamline RSO&I process (e.g. ensure appropriate resource levels for maximum throughput/beddown) (P)	-								-	-	-	-	-	-

<b>13.4.2.</b> Identifies risks in total force TPFDD and recommends COAs for aggregation and transient/employment locations <b>(P)</b>	-								-	-	-	-	-	-
<b>13.4.3.</b> Advocates to senior leadership to increase/adjust installation resources to accommodate force flow <b>(P)</b>	-								-	-	-	-	-	-
<b>13.4.4.</b> Provides RSO&I historical trends and future concepts to applicable agencies for utilization in doctrine and guidance <b>(P)</b>	-								-	-	-	-	-	-
<b>13.4.5.</b> Collaborates with functional leaders to define/clarify roles and responsibilities in RSO&I process <b>(P)</b>	-								-	-	-	-	-	-