Qualification Training
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Supersedes QTP 4Y0X2-6, 01 Sep. 2001
Volume 6, *Supervision and Training*, Qualification Training Package (QTP) contains modules on orienting new personnel, evaluating performance and performance standards, scheduling work assignments, resolving problems, writing job descriptions, conducting training, and monitoring the effectiveness of training. This QTP is designed to enhance 5- and 7-skill level OJT of dental laboratory personnel. The 4Y0X2 Career Development Courses may be used to compliment the training references listed in each module. All QTPs are intended to be used by trainees, trainers, supervisors, and task certifiers. Before initiating any training you should review your responsibilities—as a supervisor/trainer—for conducting on-the-job training (OJT) per AFI 36-2201, Volume 3, *Air Force Training Program On The Job Training Administration*.

Six months after the apprentice graduates, you should receive a survey that allows you to evaluate the in-residence apprentice course. This poll is a valuable tool, your feedback is critical to improving our 3 level course and your career field. Subsequently, 3-skill level training provides a foundation for your OJT

QTPs are designed to help you conduct and evaluate your field training. Once you begin upgrade training you are required to use the QTPs. QTPs provide continuity to the trainee’s upgrade training and are divided into the following volumes: 1) *General Dental Laboratory Experience*; 2) *Fixed Prosthodontics*; 3) *Treatment and Orthodontic Appliances, Complete and Removable Partial Dentures*; 4) *Dental Laboratory Administration*; 5) *Medical Material*; and 6) *Supervision and Training*. The QTP modules were written to assist you in preparing for and conducting training. You **must** use the QTP modules for training when the STS task is a core task (minimum qualification for the specialty). Each module segments the major tasks into teachable elements. Your goal is to provide enough training and guidance so trainees can do all task related steps, without assistance, and produce an appliance that meets local requirements for speed and accuracy. QTPs also aid OJT task certifiers in evaluating the trainee’s demonstrated performance. If you have local training requirements not covered by a QTP module you should develop “steps in performance” and “performance checklists” that support and standardize those tasks.

Accompanying each volume of QTPs is a *qualification training progress record*. This QTP record serves as a document to record the date the trainee completes each module. Every person in qualification/upgrade training **must** have this QTP progress record filed in their OJT folder. Use and annotation of this progress record is similar to current OJT documentation. When **you** are satisfied the trainee meets standards, as prescribed in the QTP performance checklist, **you** must document each task completion date in the “date completed” column in the QTP progress record. If a person is being recertified on a task that is supported by a QTP you must use that module to complete the recertification process. **You** should file the QTPs in an accessible location.

Typically, you will manage each module by first, training the tasks and then, evaluating performance. **You** local steps in performance may vary from the method listed in the QTP module. If this is the case, you are authorized to make changes to the first half of each module, (i.e. steps in task performance); however, the “performance checklist” is considered a *standard* and cannot be altered. **You** may train each QTP volume/module in any sequence; however,
when conducting training use an organized and methodical approach. This will reduce your training time and enhance your efforts.

For effective use of this QTP, conduct training in the following manner:

1. Review the procedures in each module with the trainee.
2. Direct the trainee to review the training references listed to prepare for task performance.
3. Review the steps in task performance with the trainee, allowing enough time to adequately train each step (some modules may take longer to teach).
4. Evaluate the trainee’s work at each critical step—using the performance checklist at this point will be helpful.
5. Fifth, evaluate the trainee’s performance and provide feedback on any areas for improvement.
6. Finally, when the trainee has successfully completed the task you must document and initial both the STS and the QTP progress record. If the trainee does not accomplish the module, conduct follow-up instruction until the trainee successfully completes the task.

The QTP project goal of the 381st Training Squadron, Sheppard AFB TX, is to publish a useable document for trainers and trainees. You are encouraged to write-in changes or revisions to the QTPs. A corrections/improvements letter is located on the last page of each QTP volume. You may choose to call in your recommendations to DSN 736-6906 or FAX DSN/Commercial 736-2781 or (940) 676-2781 or email the author at andrea.bates@sheppard.af.mil.

The inclusion of names of any specific commercial product, commodity, or service in this publication is for informational purposes only and does not imply endorsement by the Air Force.
<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Orient New Personnel</td>
<td>1</td>
</tr>
<tr>
<td>Module 2</td>
<td>Evaluate Work Methods and Performance Standards</td>
<td>3</td>
</tr>
<tr>
<td>Module 3</td>
<td>Schedule Work Assignments and Priorities</td>
<td>5</td>
</tr>
<tr>
<td>Module 4</td>
<td>Evaluate Performance of Personnel</td>
<td>7</td>
</tr>
<tr>
<td>Module 5</td>
<td>Resolve Management Problems that Personnel are Unable to Solve</td>
<td>9</td>
</tr>
<tr>
<td>Module 6</td>
<td>Counsel Personnel and Resolve Individual Problems</td>
<td>11</td>
</tr>
<tr>
<td>Module 7</td>
<td>Initiate Action to Correct Substandard Performance by Personnel</td>
<td>13</td>
</tr>
<tr>
<td>Module 8</td>
<td>Prepare Written Job Descriptions</td>
<td>15</td>
</tr>
<tr>
<td>Module 9</td>
<td>Evaluate Manning, Staffing, and Utilization</td>
<td>17</td>
</tr>
<tr>
<td>Module 10</td>
<td>Evaluate Personnel to Determine Need for Training</td>
<td>19</td>
</tr>
<tr>
<td>Module 11</td>
<td>Determine and Prepare Job Qualification Standards</td>
<td>21</td>
</tr>
<tr>
<td>Module 12</td>
<td>Conduct Training</td>
<td>23</td>
</tr>
<tr>
<td>Module 13</td>
<td>Counsel Trainees on Their Progress</td>
<td>26</td>
</tr>
<tr>
<td>Module 14</td>
<td>Maintain Training Records</td>
<td>28</td>
</tr>
<tr>
<td>Module 15</td>
<td>Monitor Effectiveness of Upgrade Training Program</td>
<td>31</td>
</tr>
<tr>
<td>Module 16</td>
<td>Monitor Effectiveness of Qualification Training Program</td>
<td>33</td>
</tr>
<tr>
<td>Module 17</td>
<td>Monitor Effectiveness of Continuation Training Program</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Qualification Training Progress Record</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Corrections/Improvements Letter</td>
<td>39</td>
</tr>
</tbody>
</table>
MODULE 1. ORIENT NEW PERSONNEL

STS TASK REFERENCE(S):
   12.1 Orient New Personnel

TRAINING REFERENCE(S):
   AFI 36-2201, Volume 3 On the Job Training Administration
   4Y072 CDC

EVALUATION INSTRUCTIONS:
   After ensuring the trainee has received sufficient practice, evaluate his/her abilities using
   the performance checklist.

PERFORMANCE RESOURCES:
   DTF orientation checklist
   DTF recall roster
   Dental treatment facility (DTF) Operating Instructions (OIs)

STEPS IN TASK PERFORMANCE:
   1. Ensure member is scheduled for base and hospital in-processing
   2. Appoint member with NCOIC, Dental Services to receive supervisor and duty
      assignment
   3. Schedule a definitive time to discuss the following areas with the newly arrived
      member:
      a. Discuss performance expectations
      b. Dental treatment facility (DTF) mission, values, and goals
      c. Policies for safety, infection control, disaster preparedness, and patient sensitivity
      d. Chain of command-MTF and duty section
      e. Position description
      f. EPR system
      g. Duty hours
      h. Training
      i. Recall procedures
      j. Mobility requirement
      k. Leaves
      l. Personal hygiene and uniform requirements
      m. Parking
      n. Operating Instructions (OIs)
      o. Conduct (personal and professional)
      p. Handling of hazardous material
      q. Educational opportunities
      r. Sick call, appointments, commander’s call and details
## MODULE 1. ORIENT NEW PERSONNEL

**PERFORMANCE CHECKLIST**

**INSTRUCTIONS:**

The trainee must be able to orient new personnel and satisfactorily perform all tasks without assistance. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>ORIENT NEW PERSONNEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DID THE TRAINEE…?</strong></td>
</tr>
<tr>
<td>1. Ensure member is scheduled for base and hospital in processing</td>
</tr>
<tr>
<td>2. Appoint member with NCOIC, Dental Services</td>
</tr>
<tr>
<td>3. Discuss programs and policies applicable to the DTF with the member</td>
</tr>
</tbody>
</table>

**FEEDBACK:**

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 2. EVALUATE WORK METHODS AND PERFORMANCE STANDARDS

STS TASK REFERENCE(S):
12.2 Evaluate work methods and performance standards

TRAINING REFERENCE(S):
AFI 36-2201, Air Force Training Program On the Job Training Administration
4Y072 CDC

EVALUATION INSTRUCTIONS:
After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
Performance Standards

STEPS IN TASK PERFORMANCE:
1. Identify the duties required to perform the job
2. Verify that the objective states what the individual must do
   a. Condition – what resources are provided to accomplish the task
   b. Performance – mirrors task statement in STS, consists of an action verb (observable, measurable, verifiable, and reliable) and an object
   c. Standard – specifies accuracy and completeness required, how much, how fast, how accurately
3. Verify the method of measurement for each task:
   a. Does it measure individual steps in the task, is it an observation, questions, specifications, or does the trainee explain the process etc.?
   b. Use a performance evaluation (checklist) to judge the process, the product, or both
4. Verify there is feedback given to the individual being evaluated; feedback should be given throughout the procedure for trainees
   a. Statements that reflect the individual’s behavior in the work environment should be used; was the standard exceeded, met, or failed
   b. Statements must be clear and concise, avoid ambiguous references
   c. Make comments only to observe factors, be objective
   d. Avoid absolutes (always, never, everyone, all)
   e. What did the individual do, how did they do it, and what was the impact on the mission
MODULE 2. EVALUATE WORK METHODS AND PERFORMANCE STANDARDS

PERFORMANCE CHECKLIST

INSTRUCTIONS:

The trainee must be able to evaluate work methods and performance standards and satisfactorily perform all parts of the task without error or assistance. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>EVALUATE WORK METHODS AND PERFORMANCE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DID THE TRAINEE...?</td>
</tr>
<tr>
<td>1. Identify the duties required to perform the job</td>
</tr>
<tr>
<td>2. Verify that the objective states what the individual must do</td>
</tr>
<tr>
<td>3. Verify the method of measurement for each task:</td>
</tr>
<tr>
<td>4. Verify that feedback is given to the individual being evaluated</td>
</tr>
</tbody>
</table>

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 3. SCHEDULE WORK ASSIGNMENTS AND PRIORITIES

STS TASK REFERENCE(S):
   12.3 Schedule work assignments and priorities

TRAINING REFERENCE(S):
   Dental Management guide
   4Y072 CDC

EVALUATION INSTRUCTIONS:
After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
   Notebook or word processing software
   Projected personnel absences
   Wing, group, and squadron calendars

STEPS IN TASK PERFORMANCE:
1. Create lists of tasks that must be completed daily, weekly, and monthly
   a. Assign priority to each task, what needs to be completed first
   b. Break intensive task into manageable bites i.e., create EPR bullets over several days
2. Schedule work assignments by determining due date, and how long a task will take
3. Schedule personnel’s work assignments
   a. Account for personnel absences due to appointments, meeting, scheduled leaves, etc.
   b. Consider technician proficiency and speed
MODULE 3. SCHEDULE WORK ASSIGNMENTS AND PRIORITIES

PERFORMANCE CHECKLIST

INSTRUCTIONS:
The trainee must be able to schedule work assignments and priorities and satisfactorily perform all parts of the task without error or assistance. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>SCHEDULE WORK ASSIGNMENTS AND PRIORITIES</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create lists of tasks that must be completed daily, weekly, and monthly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Schedule work assignments by determining due date, and how long a task will take</td>
<td></td>
<td></td>
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<tr>
<td>3. Schedule personnel’s work assignments</td>
<td></td>
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</tbody>
</table>

FEEDBACK:
Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 4. EVALUATE PERFORMANCE OF PERSONNEL

STS TASK REFERENCE(S):
12.4 Evaluate performance of personnel

TRAINING REFERENCE(S):
AFI 36-2201, Air Force Training Program – On the Job Training Administration
4Y072 CDC
4Y0X2 CFETP

EVALUATION INSTRUCTIONS:
After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
Performance Standards

STEPS IN TASK PERFORMANCE:
1. Review job performance standards to know the expectations for each task.
2. Schedule a time to observe/evaluate personnel while performing their job tasks
3. Ensure the individual being evaluated is aware of expectations prior to task completion
4. Evaluate task performance using the performance standards
5. Provide feedback to the individual being evaluated
MODULE 4. EVALUATE PERFORMANCE OF PERSONNEL
PERFORMANCE CHECKLIST

INSTRUCTIONS:
The trainee must be able to evaluate the performance of personnel and satisfactorily
perform all parts of the task without error or assistance. Evaluate the trainee’s
performance using this checklist.

<table>
<thead>
<tr>
<th>EVALUATE PERFORMANCE OF PERSONNEL</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>DID THE TRAINEE…?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Review job performance standards to know the expectations for each task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Schedule a time to observe/evaluate personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ensure the individual being evaluated is aware of expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Evaluate task performance using the performance standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Provide feedback to the individual being evaluated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FEEDBACK:
Using this checklist as a source of information, discuss the trainee's performance
indicating strengths and weaknesses, suggested improvements, etc. If the trainee
performed all steps of the task satisfactorily, both the trainer and trainee should certify
performance by appropriately documenting the OJT record.
MODULE 5. RESOLVE MANAGEMENT PROBLEMS THAT PERSONNEL ARE UNABLE TO SOLVE

STS TASK REFERENCE(S):
12.5 Resolve management problems that personnel are unable to solve

TRAINING REFERENCE(S):
CDC 4Y072

EVALUATION INSTRUCTIONS:
After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
Location free from distractions/noise

STEPS IN TASK PERFORMANCE:
1. Managers must be able to resolve management problems that personnel can not resolve; choosing a solution that brings about the greatest number of positives
2. Identify a conflict situation
3. Identify the root cause; do not get sidetracked by the symptoms of a problem consider personnel involved and their levels of responsibility
4. Prepare for the problem solving session
   a. Gather all the facts before scheduling sessions
   b. Determine the appropriate counseling technique (directive, non-directive, or participative)
   c. Memorize the important information of the conflict to avoid note taking during the session
5. Conduct the problem solving session
   a. Establish a rapport with the involved parties; a small discussion of common interest topics is acceptable
   b. Seek out facts early; encourage the involved parties to communicate freely
   c. Identify common goals and areas of agreement
   d. Encourage parties to work through the problem until there is mutual agreement
   e. Make attempts to contain or reduce the negative consequences of conflict
   f. Consider all advantages and disadvantages prior to applying any solution/decision
6. Record the session
   a. Immediate cause
   b. Your appraisal of the parties (i.e., demeanor)
   c. Course of action chosen
   d. Comments of individuals involved
7. Follow up to ensure that the solution/decision is working
MODULE 5. RESOLVE MANAGEMENT PROBLEMS THAT PERSONNEL ARE UNABLE TO SOLVE

PERFORMANCE CHECKLIST

INSTRUCTIONS:
The trainee must be able to resolve management problems that personnel are unable to solve and satisfactorily perform all parts of the task without assistance. Ensure proper safety precautions are followed. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>RESOLVE MANAGEMENT PROBLEMS THAT PERSONNEL ARE UNABLE TO SOLVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DID THE TRAINEE…?</td>
</tr>
<tr>
<td>1. Identify the root cause of the problem</td>
</tr>
<tr>
<td>2. Prepare for the problem solving session</td>
</tr>
<tr>
<td>3. Conduct the problem solving session</td>
</tr>
<tr>
<td>4. Record the session</td>
</tr>
<tr>
<td>5. Follow up to ensure the solution/decision was working</td>
</tr>
</tbody>
</table>

FEEDBACK:
Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 6. COUNSEL PERSONNEL AND RESOLVE INDIVIDUAL PROBLEMS

STS TASK REFERENCE(S):
12.6 Counsel personnel and resolve individual problems

TRAINING REFERENCE(S):
AFPAM 36-2241, Professional Development Guide
4Y072 CDC

EVALUATION INSTRUCTIONS:
After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
Location free of distractions/interruptions

STEPS IN TASK PERFORMANCE:
1. Identify a conflict situation
2. Identify the root cause; do not get sidetracked by the symptoms of a problem
3. Consider personnel involved and their levels of responsibility
4. Prepare for the counseling session
   a. Gather all the facts before scheduling session
   b. Determine the appropriate technique (directive, non-directive, or participative)
   c. Memorize the important information of the conflict to avoid note taking during the session
5. Conduct the counseling session
   a. Establish a rapport with the involved parties; a small discussion of common interest topics is acceptable
   b. Seek out the facts early; encourage the involved parties to communicate freely
   c. Identify common goals and areas of agreement
   d. Encourage
6. Record the session
   a. Immediate cause
   b. Your appraisal of the parties (i.e., demeanor)
   c. Course of action chosen
   d. Comments of individuals involved
7. Follow up to ensure that the solution/decision is working
MODULE 6. COUNSEL PERSONNEL AND RESOLVE INDIVIDUAL PROBLEMS

PERFORMANCE CHECKLIST

INSTRUCTIONS:
The trainee must be able to effectively counsel personnel to resolve individual problems with no assistance. Evaluate the trainee’s performance using this checklist.

COUNSEL PERSONNEL AND RESOLVE INDIVIDUAL PROBLEMS

<table>
<thead>
<tr>
<th>DID THE TRAINEE…?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the root cause of the problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Prepare for the counseling session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Conduct the counseling session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Record the session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Follow up to ensure the solution/decision is working</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FEEDBACK:
Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 7. INITIATE ACTION TO CORRECT SUSTANDARD PERFORMANCE BY PERSONNEL

STS TASK REFERENCE(S):

12.7 Initiate action to correct substandard performance by personnel

TRAINING REFERENCE(S):

AFI 36-2618, Enlisted Force Structure
AFI 36-2907, Unfavorable Information File (UIF) Program
AFPAM 36-2241, Professional Development Guide
4Y072 CDC

EVALUATION INSTRUCTIONS:

After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:

AF Form 174, Record of Individual Counseling

STEPS IN TASK PERFORMANCE:

1. Identify the reason to counsel (preventative, corrective, reinforcement etc.)
2. Determine the appropriate technique (directive, non-directive, or participative)
3. Prepare for the counseling
   a. Gather all the facts before scheduling session
   b. Memorize the important information of the conflict to avoid note taking during the session
4. Conduct the counseling session
   a. Establish rapport; a small discussion of common interest topics is acceptable
   b. Seek out the facts early; asked open ended questions
   c. Depending on the counseling technique used, counselee may pace the counseling as long as progress and problem solving is evident
5. Give the counselee the opportunity to summarize the counseling session
6. Record the session
   a. Immediate cause
   b. Your appraisal of the counselee (i.e., demeanor)
   c. Course of action chosen
   d. Counselee’s comments
7. Determine a course of action to correct substandard performance
8. Follow up with counselee to ensure that the course of action is working
MODULE 7. INITIATE ACTION TO CORRECT SUSTANDARD PERFORMANCE BY PERSONNEL

PERFORMANCE CHECKLIST

INSTRUCTIONS:

The trainee must be able to initiate action to correct substandard performance by personnel and satisfactorily perform all parts of the counseling without assistance. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>INITIATE ACTION TO CORRECT SUSTANDARD PERFORMANCE BY PERSONNEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>DID THE TRAINEE…?</td>
</tr>
<tr>
<td>1. Determine the appropriate counseling technique</td>
</tr>
<tr>
<td>2. Prepare for the counseling</td>
</tr>
<tr>
<td>3. Conduct the counseling session</td>
</tr>
<tr>
<td>4. Record the counseling</td>
</tr>
<tr>
<td>5. Follow up with the counselee to ensure course of action is working</td>
</tr>
</tbody>
</table>

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 8. PREPARE WRITTEN JOB DESCRIPTIONS

STS TASK REFERENCE(S):
12.8 Prepare written job descriptions

TRAINING REFERENCE(S):
Dental Management Guide
4Y0X2 CFETP
4Y072 CDC

EVALUATION INSTRUCTIONS:
The trainee must be able to prepare a written job description. After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
4Y0X2 CFETP

STEPS IN TASK PERFORMANCE:
1. Determine the appropriate job title (i.e., NCOIC, Records and Reception), must be accurate and specific to duties required for the position
2. Identify specific source document(s) that is/are used to perform duties
3. State specific position tasks in a logical and natural order
4. Clarify how the position fits into the organizational makeup (laterally and horizontally)
MODULE 8. PREPARE WRITTEN JOB DESCRIPTIONS

PERFORMANCE CHECKLIST

INSTRUCTIONS:
The trainee must be able to prepare written job descriptions and satisfactorily perform all parts of the task without error or assistance. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>PREPARE WRITTEN JOB DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DID THE TRAINEE…?</strong></td>
</tr>
<tr>
<td>1. Determine an appropriate job title, which is specific to duties required for the position</td>
</tr>
<tr>
<td>2. State specific position tasks in a logical and natural order</td>
</tr>
<tr>
<td>3. Clarify how the position fits into the organizational makeup</td>
</tr>
</tbody>
</table>

FEEDBACK:
Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 9. EVALUATE MANNING, STAFFING, AND UTILIZATION REQUIREMENTS

STS TASK REFERENCE(S):
12.9 Evaluate manning, staffing, and utilization requirements

TRAINING REFERENCE(S):
4Y072 CDC

EVALUATION INSTRUCTIONS:
Demonstrate how to evaluate staffing requirements. Have the trainee evaluate staffing requirements. After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
- Unit Manning Document (UMD) AFMS 5421, Dental Clinic
- AFMS 5422, Base Dental Laboratory Unit Personnel Management Roster (UPMR)

STEPS IN TASK PERFORMANCE:
1. Review the UMD to determine manpower authorizations
2. Compare authorizations listed on the UMD with assigned personnel listed on the UPMR
3. Ensure assigned personnel are matched against an authorized position number within their control AFSC, consider the duty AFSC on both the UMD and UPMR
4. Identify overages or shortages in assigned manpower versus authorizations
MODULE 9. EVALUATE MANNING, STAFFING, AND UTILIZATION REQUIREMENTS

PERFORMANCE CHECKLIST

INSTRUCTIONS:

The trainee must be able to evaluate manning, staffing, and utilization requirements and satisfactorily perform all parts of the task without assistance. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>EVALUATE MANNING, STAFFING, AND UTILIZATION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DID THE TRAINEE…?</td>
</tr>
<tr>
<td>1. Correctly identify the UMD and UPMR</td>
</tr>
<tr>
<td>2. Match each member listed on the UPMR against an authorized position number on the UMD</td>
</tr>
<tr>
<td>3. Ensure each member was matched to the appropriate CAFSC</td>
</tr>
<tr>
<td>4. Identify overages or shortages in assigned manpower versus authorizations</td>
</tr>
</tbody>
</table>

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 10. EVALUATE PERSONNEL TO DETERMINE NEED FOR TRAINING

STS TASK REFERENCE(S):
13.1 Evaluate personnel to determine need for training

TRAINING REFERENCE(S):
AFI 36-2201V3, On the Job Training Administration
4Y0X2 CFETP
4Y072 CDC

EVALUATION INSTRUCTIONS:
Demonstrate steps to evaluate an individual’s need for training. Have the trainee evaluate pertinent documents. After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
Laboratory Master Task List (MTL)/Master Training Plan (MTP)
Enlisted Training and Competency Folder
AF Job Qualification Standard (JQS)
Locally developed AF Form 797, if applicable

STEPS IN TASK PERFORMANCE:
1. Become familiar with guidance in AFI 36-2201V3, Chapters 6 and 8
2. Conduct and document (AF Form 623a) an initial evaluation of newly assigned (PCS/PCA) personnel on duty position (include core tasks) knowledge, and skills within 60 days of assignment:
   a. Review Part I of 4Y0X2 CFETP
   b. Review work center Master Training Plan
   c. Define supervisor and trainee responsibilities as outlined in governing directives
3. Reference member’s JQS to determine level of experience the member has and what training needs to be accomplished
4. Review Graduate Assessment Survey for trainees assigned directly from technical school
5. Conduct a practical (hands-on) evaluation of tasks as necessary to determine need for training
MODULE 10. EVALUATE PERSONNEL TO DETERMINE NEED FOR TRAINING

PERFORMANCE CHECKLIST

INSTRUCTIONS:
The trainee must be able to demonstrate how to evaluate an individual’s need for training. Evaluate trainee’s ability to use pertinent documents to determine the need for training. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>EVALUATE PERSONNEL TO DETERMINE NEED FOR TRAINING</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>DID THE TRAINEE…?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Conduct and document an initial evaluation of newly assigned personnel on duty position (include core tasks) knowledge, and skills within 60 days of assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Review Part I of 4Y0X2 CFETP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Review work center Master Training Plan/Master Task List</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Define supervisor and trainee responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Reference member’s JQS to determine member’s level of experience and what training needs to be accomplished</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Conduct a practical (hands-on) evaluation of tasks as necessary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FEEDBACK:
Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 11. DETERMINE AND PREPARE JOB QUALIFICATION STANDARDS

STS TASK REFERENCE(S):
  13.2 Determine and prepare job qualification standards

TRAINING REFERENCE(S):
  CDC 4Y072

EVALUATION INSTRUCTIONS:
  After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
  Specialty Training Standard STS
  AF Form 623, Individual Training Record

STEPS IN TASK PERFORMANCE:
  1. Evaluate newly assigned personnel for training. This will determine exactly what level they have been trained to previously and possibly identify a need for further training.
  2. In the case where further training is needed, a job qualification standard will need to be prepared.
  3. The Job Qualification Standard will be maintained in the AF Form 623, Individual Training Record and is documented with the training an individual is receiving or has received.
  4. Circle, in pencil, the number of each task required to perform the job.
  5. When a trainee enters training for a specific task, place a start date in the appropriate column.
  6. Once training for a task is complete, enter a completion date in the appropriate column and obtain the trainee, trainer, and the certifier’s initials (when required) in the appropriate column.
 MODULE 11. DETERMINE AND PREPARE JOB QUALIFICATION STANDARDS

PERFORMANCE CHECKLIST

INSTRUCTIONS:
The trainee must be able to determine and prepare job qualification standards and satisfactorily perform all parts of the task without assistance. Evaluate the trainee’s performance using this checklist.

### DETERMINE AND PREPARE JOB QUALIFICATION STANDARDS

<table>
<thead>
<tr>
<th>DID THE TRAINEE...?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate newly assigned personnel for training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Place the JQS into the trainee’s AF Form 623, Individual Training Record.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Document the training the individual is receiving or has received.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Circle, in pencil, the number of each task required to perform the job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Place start dates in the appropriate column for each task when the individual entered training.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Enter a completion date when training for a task was completed and obtain the appropriate initials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FEEDBACK:**
Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 12. CONDUCT TRAINING

STS TASK REFERENCE(S):
13.3 Conduct training

TRAINING REFERENCE(S):
4Y052/72 CDC
4Y0X2 CFETP
AFI 36-2201, Air Force Training Program

EVALUATION INSTRUCTIONS:
After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
Completion of Air Force Training Course
Predetermined location to train
Required equipment for training

STEPS IN TASK PERFORMANCE:

PREPARE FOR TRAINING
1. Set long-term training goals to achieve maximum task qualification for personnel
2. Set short-term goals; meet monthly with the trainee to review
3. Review CFETP and laboratory Master Training Plan to determine tasks requiring training
4. Determine trainee’s experience level and laboratory requirements
5. Prepare and coordinate a training schedule
6. Coordinate the training area and equipment
7. Define a clear objective, what the trainee must demonstrate during the final evaluation; an objective contains three parts
   a. Behavior – what the trainee needs to know or perform at the end of training
   b. Condition – identifies situation the trainee must perform under; what is a given or denied (e.g., equipment, supplies, and references)
   c. Standard – defines the criteria for acceptable performance (how well or accurately the trainee must perform (e.g., qualitative or quantitative)
8. Develop a task breakdown
   a. List step-by-step procedures for performing the specific task
   b. Include important steps, key points, and stress safety
   c. Review Operating Instructions (OIs), AFQTPs, manufacturer’s guides, AF directives etc.
9. Determine the training method (lecture, demonstration, performance)
MODULE 12. CONDUCT TRAINING

STEPS IN TASK PERFORMANCE (CONTINUE):

CONDUCT TRAINING
1. Have all training materials and equipment available and prepositioned
2. Explain the objective for the procedure to the trainee (quality, quantity, or timeliness)
3. Ensure the trainee is aware of the expectations
4. Demonstrate proper procedures emphasizing safety throughout
5. Display a positive attitude, provide encouragement and reinforcement
   a. Create an atmosphere conducive to learning
   b. Allow for free flow of communication
   c. Demonstrate task using the proper procedures
6. Train easier tasks, and then progress to the more difficult ones in logical sequence
7. Reference the CDCs and AF QTPs for knowledge requirements
8. Provide adequate practice time
9. Evaluate trainee and provide feedback
10. Document training on the appropriate form (AF Form 797, AF Form 623a, etc.)
### MODULE 12. CONDUCT TRAINING

#### PERFORMANCE CHECKLIST

#### INSTRUCTIONS:

The trainee must be able to conduct training and satisfactorily perform all parts of the task without error or assistance. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>CONDUCT TRAINING</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepare for training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Set training goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Determine trainee’s experience level and laboratory requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Prepare and coordinate a training schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Coordinate the training area and equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Define a clear objective (behavior, condition, and standard)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Develop a task breakdown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Determine the training method</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conduct training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Have all training materials and equipment available and prepositioned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Explain the objective for the procedure to the trainee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate proper procedures, emphasizing safety throughout</td>
<td></td>
<td></td>
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<tr>
<td>4. Display a positive attitude, provide encouragement and reinforcement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Provide adequate practice time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Evaluate trainee and provide feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Document training on the appropriate form</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 13. COUNSEL TRAINEES ON THEIR PROGRESS

STS TASK REFERENCE(S):
13.4 Counsel trainees on their progress

TRAINING REFERENCE(S):
CDC 4Y052/72

EVALUATION INSTRUCTIONS:
After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
Trainee’s OJT record
Locations free of distractions

STEPS IN TASK PERFORMANCE:
1. If the supervisor is not the individual’s trainer, then the supervisor will need to speak with the trainer to gather information on how the trainee is progressing.
2. Review trainee’s OJT record (623a entries, STS etc…) and duty performance for a determined period of time.
3. Schedule a time for the counseling session and ensure it is in a place free of distractions.
4. Focus counseling session on trainee’s strengths, areas needing improvement, and potential.
5. Set goals for next period of time.
MODULE 13. COUNSEL TRAINEES ON THEIR PROGRESS

PERFORMANCE CHECKLIST

INSTRUCTIONS:
The trainee must be able to counsel trainees on their progress and satisfactorily perform all parts of the task without assistance. Ensure proper safety precautions are followed. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>DID THE TRAINEE…?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review OJT record and duty performance for a period of time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Schedule a time for the counseling session and ensure it is in a place free of distractions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Focus counseling on strengths, areas needing improvement, and potential.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Set goals for next period of time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FEEDBACK:
Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 14. MAINTAIN TRAINING RECORDS

STS TASK REFERENCE(S):
13.5 Maintain training records

TRAINING REFERENCE(S):
AFI 36-2201 V3, On the Job Training Administration
4Y0X2 CFETP
4Y072 CDC

EVALUATION INSTRUCTIONS:
Have the trainee assemble a sample Enlisted Training and Competency folder (OJT record) utilizing all required forms and documentation. After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
Standard 6-part folder
4Y0X2 CFETP
Computer generated or typewritten labels
Any locally required training and skill competency documentation
Training certificates (if applicable)
AF Form 55, Employee Safety and Health Record
AF Form 797, Job Qualification Standard Continuation/Command JQS (if applicable)
AF Form 1098, Special Task Certification and Recurring Training Qualification Training Progress Record(s) (if applicable)
AF Form 623a, OJT Training Record Continuation Sheet/Automated product

STEPS IN TASK PERFORMANCE:
1. Review 4Y0X2 CFETP and AFI 36-2201V3, Training Development, Delivery, and Evaluation for guidance to create the Enlisted Training and Competency Folder
2. Center label on front cover of 6-part folder (portrait orientation). The label must contain:
   a. Title “Enlisted Training and Competency Folder”
   b. Member’s full name (last name, first name, middle initial), rank and last four of SSAN
   c. AFVA 205-15, “Privacy Act Statement” below the title and trainee information
3. Multiples of forms are placed in chronological order; most current documentation is on top
4. PART I
   a. Locally required training/skill competency documentation (i.e., BCLS)
   b. AF Form 55, Safety Training
5. PART II
   a. AF Form 623B, ensure blocks I, II, III are accurate
   b. CFETP MSgt and below
   c. All personnel authorized to sign off tasks in Part II of the CFETP must be listed on the Identification Block of the CFETP, Part II
   d. AF Form 797, required for training tasks not otherwise documented in the CFETP
MODULE 14. MAINTAIN TRAINING RECORDS

STEPS IN TASK PERFORMANCE (CONTINUED):

6. PART III
   a. Mandatory training, AF Form 1098, computer generated products may be used in lieu of the AF Form 1098
   b. Qualification training progress record, found at the back of each volume in the Qualification Training Package
   c. Inservice training documentation, AF Form 1098 may be utilized for inservice training

7. PART IV
   a. AETC Form 156 or computer generated student report (if applicable), maintained on top of AF Form 623a until 5 skill level upgrade training is complete
   b. AF Forms 623a, progress of individual training, include the following, but not limited to
      1) Member’s entry into upgrade training
      2) Initial orientation
      3) Initial evaluation results
      4) Periodic evaluations of training progress
      5) Include CDC progress and unit review exercise cards
      6) Accomplish an initial evaluation of member’s knowledge and skills within 60 days of arrival on station or within 90 days when the member is assigned to the ARC (Air Reserve Component); an evaluation should also be completed when the member changes duty positions
      7) Information on extensions, waiver request, or breaks in training; clearly document with copies of related correspondence
      8) Decertification proceedings to include dates, reasons for decertification

8. PART V
   AF Form 2096 or equivalent

9. PART VI
   a. Continuing education certificates
   b. AFSC required certificates/documents
MODULE 14. MAINTAIN TRAINING RECORDS

PERFORMANCE CHECKLIST

INSTRUCTIONS:
The trainee must assemble and complete documentation in an Enlisted Training and Competency folder in compliance with the 4Y0X2 CFETP and AFI 36-2201 V3 directives. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>MAINTAIN TRAINING RECORDS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review 4Y0X2 CFETP and AFI 36-2201 V3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Place labels on record cover with required information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Place correct documents in PART I; documents annotated correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Place correct documents in PART II; documents annotated correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Verify all personnel authorized to sign off tasks in Part II of the CFETP were listed on the Identification Block of CFETP, Part II.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Place correct documents in PART III; documents annotated correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Place correct documents in Part IV; documents placed in correct order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Document member’s entry into upgrade training on AF Form 623a, if applicable</td>
<td></td>
<td></td>
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<tr>
<td>9. Document initial orientation on AF Form 623a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Document CDC progress on AF Form 623a, if applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Place correct documents in PART V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Place correct documents in PART VI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FEEDBACK:
Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 15. MONITOR EFFECTIVENESS OF UPGRADE TRAINING PROGRAM

STS TASK REFERENCE(S):
13.6 Monitor effectiveness of upgrade training program

TRAINING REFERENCE(S):
CDC 4Y072

EVALUATION INSTRUCTIONS:
After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
4Y0X2 STS

STEPS IN TASK PERFORMANCE:
1. Review trainee’s CDC progress to ensure the trainee is progressing within the allowed timeframe with passing scores for each URE and finally a passing score on the end-of-course exam
2. Gather information from the trainee’s trainer to see how the trainee is progressing
3. Review trainee’s STS to determine which core tasks have been trained, and which are being trained
4. Verify there is a training plan in place to ensure completion of all core tasks within the allowed upgrade timeframe
MODULE 15. MONITOR EFFECTIVENESS OF UPGRADE TRAINING PROGRAM

PERFORMANCE CHECKLIST

INSTRUCTIONS:

The trainee must be able to monitor the effectiveness of the upgrade training program and satisfactorily perform all parts of the task without assistance. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>DID THE TRAINEE…?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review trainee’s CDC progression to ensure it is on schedule and trainee is passing all UREs and finally the end-of-course exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Review trainee’s STS to ensure “core task” training is on schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gather information from the trainee’s trainer to see how the trainee is progressing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 16. MONITOR EFFECTIVENESS OF QUALIFICATION TRAINING PROGRAM

STS TASK REFERENCE(S):
13.7 Monitor effectiveness of qualification training program

TRAINING REFERENCE(S):
CDC 4Y072

EVALUATION INSTRUCTIONS:
After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
Local Training Standards
Trainee’s JQS

STEPS IN TASK PERFORMANCE:
1. Evaluate trainee throughout the teaching and learning process
2. Determine how well the trainee is performing qualification training tasks based on established standards.
3. If the trainee is meeting standards and is progressing in their training within the allowed timeframe, the training program is effective.
4. If the trainee is not meeting standards and is not progressing satisfactorily, review the training program to identify where there may be areas for improvement (trainee, training program, or both).
MODULE 16. MONITOR EFFECTIVENESS OF QUALIFICATION TRAINING PROGRAM

PERFORMANCE CHECKLIST

INSTRUCTIONS:
The trainee must be able to monitor the effectiveness of the qualification training program and satisfactorily perform all parts of the task without assistance. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>MONITOR EFFECTIVENESS OF QUALIFICATION TRAINING PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>DID THE TRAINEE…?</td>
</tr>
<tr>
<td>1. Evaluate trainee throughout the teaching and learning process</td>
</tr>
<tr>
<td>2. Determine trainee’s progress based on established standards</td>
</tr>
<tr>
<td>3. Determine the effectiveness of the qualification training program based on the trainee’s progress</td>
</tr>
</tbody>
</table>

FEEDBACK:
Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
MODULE 17. MONITOR EFFECTIVENESS OF CONTINUATION TRAINING PROGRAMS

STS TASK REFERENCE(S):
13.8 Monitor effectiveness of continuation training programs

TRAINING REFERENCE(S):
CDC 4Y072

EVALUATION INSTRUCTIONS:
After ensuring the trainee has received sufficient practice, evaluate his/her abilities using the performance checklist.

PERFORMANCE RESOURCES:
Continuing Education Program Continuity Binder

STEPS IN TASK PERFORMANCE:
1. Review the continuing education program continuity binder for training schedule and topics
2. Verify continuing education schedule meets local requirements (monthly, quarterly etc…)
3. Review personnel roster to ensure all personnel who require the continuing education are attending training
4. Ensure continuing education topics are relevant (Air Force or duty related)
5. Gather feedback on how the training can be improved
MODULE 17. MONITOR EFFECTIVENESS OF CONTINUATION TRAINING PROGRAM

PERFORMANCE CHECKLIST

INSTRUCTIONS:
The trainee must be able to monitor the effectiveness of the continuation training program and satisfactorily perform all parts of the task without assistance. Evaluate the trainee’s performance using this checklist.

<table>
<thead>
<tr>
<th>DID THE TRAINEE…?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review continuing education schedule to see if it meets local requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Review training rosters to ensure all who require continuing education, attend training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Review continuing education topics for relevancy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Gather feedback</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FEEDBACK:

Using this checklist as a source of information, discuss the trainee's performance indicating strengths and weaknesses, suggested improvements, etc. If the trainee performed all steps of the task satisfactorily, both the trainer and trainee should certify performance by appropriately documenting the OJT record.
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Dental Laboratory Qualification Training Progress Record

Rank/Name _________________________________________________________

(Circle One)
Qualification Upgrade Training to:  5-Skill Level  7-Skill Level

<table>
<thead>
<tr>
<th>Core Task</th>
<th>Module Number</th>
<th>Module Title</th>
<th>Date Completed</th>
<th>Trainer’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1.</td>
<td>Orient New Personnel</td>
<td></td>
<td></td>
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<td>2.</td>
<td>Evaluate Work Methods and Performance Standards</td>
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<td>3.</td>
<td>Schedule Work Assignments and Priorities</td>
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<td>4.</td>
<td>Evaluate Performance of Personnel</td>
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<td>5.</td>
<td>Resolve Management Problems that Personnel are Unable to Solve</td>
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<td>6.</td>
<td>Counsel Personnel and Resolve Individual Problems</td>
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<td>Initiate Action to Correct Substandard Performance by Personnel</td>
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<td>8.</td>
<td>Prepare Written Job Descriptions</td>
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<td>9.</td>
<td>Evaluate Manning, Staffing, and Utilization</td>
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<td>10.</td>
<td>Evaluate Personnel to Determine Need for Training</td>
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<td>11.</td>
<td>Determine and Prepare Job Qualification Standards</td>
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<td>12.</td>
<td>Conduct Training</td>
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<td>13.</td>
<td>Counsel Trainees on Their Progress</td>
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<td>14.</td>
<td>Maintain Training Records</td>
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<td>15.</td>
<td>Monitor Effectiveness of Upgrade Training Program</td>
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<td>16.</td>
<td>Monitor Effectiveness of Qualification Training Program</td>
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<td>17.</td>
<td>Monitor Effectiveness of Continuation Training Program</td>
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</table>
FROM:

SUBJECT: Qualification Training Package Improvement

1. Identify volume and module.

   Volume #__________

   Module # and title_________________________________________________________

2. Identify improvement/correction section(s)

   _____ STS Task reference

   _____ Training Reference

   _____ Evaluation Instructions

   _____ Performance Resources

   _____ Steps in Task Performance

   _____ Performance Checklist

   _____ Feedback

   _____ Format

   _____ Other

3. Recommended changes--use a continuation sheet if necessary.

   _______________________________________________________________________

   _______________________________________________________________________

   _______________________________________________________________________

   _______________________________________________________________________

   _______________________________________________________________________

5. Thank you for your time and interest.

   YOUR NAME, RANK, USAF

   Duty Title