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CAREER FIELD EDUCATION AND TRAINING PLAN

8B000

MILITARY TRAINING INSTRUCTOR



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**CAREER FIELD EDUCATION AND TRAINING PLAN
8B000
MILITARY TRAINING INSTRUCTOR**

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MILITARY TRAINING INSTRUCTOR 8B000 CAREER FIELD EDUCATION AND TRAINING PLAN

PART I

Preface

1. The Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for the 8B000 Military Training Instructor (MTI) special duty identifier (SDI). The CFETP provides personnel a clear career path to success and instills rigor in all aspects of SDI training for personnel performing 8B000 responsibilities under the authority of the 737th Training Group at BMT, Air University at Officer Training School (OTS), and the United States Air Force Academy (USAFA).

2. The CFETP consists of two parts; supervisors plan, manage and control training within the SDI using both parts of the plan.

2.1. Part I provides information for overall management of the SDI 8B000. Section A explains how individuals will use the plan; section B identifies SDI specialty descriptions, career progression information, duties, responsibilities, and selection criteria; section C illustrates SDI training requirements; section D indicates resource constraints (funds, manpower, equipment, facilities) and is not used. Section E identifies transition training guide requirements for E-5 through E-7 and is also not used. Section F is used to document training decisions.

2.2. Part II includes the following: Section A identifies the STS and includes competencies, outcomes, Technical References to support training, AETC conducted training, wartime course and core tasks and correspondence course requirements. Section B is a Course Objective List and is not used. Section C identifies available support materials such as a qualification training package. Section D consists of a training course index of mandated and optional courses supervisors can use to support training. Section E identifies MAJCOM unique training requirements supervisors can use to determine additional training required to meet associated qualification needs. At unit level, supervisors and trainers use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

3. Using this CFETP guidance ensures effective and efficient training for individuals in the SDI 8B000.

ABBREVIATIONS/TERMS EXPLAINED

Air Force Career Field Manager (AFCFM). Representative appointed by the respective HQ USAF Deputy Chief of Staff or Under Secretariat, to ensure assigned AF specialties are trained and utilized to support AF mission requirements. The AFCFM is the approving official for the 8B000 CFETP; however, works in concert with MAJCOM Functional Managers (MFMs) as required.

Air Force Enlisted Classification Directory (AFECD). The directory contains the official specialty descriptions for all military classification codes and identifiers which are used to identify each Air Force job (valid requirement) and describe the minimum mandatory qualifications of personnel to fill these jobs. The updated AFECD is available on the myFSS website

Air Force Specialty (AFS). A group of positions (with the same title and code) that require common qualifications.

Air Force Specialty Code (AFSC). A five-digit alphanumeric code with potential prefixes and suffixes added to identify each career field within the Air Force.

Basic Military Training (BMT). Provides initial accessions training and processing for all enlisted Airmen (Active Duty, Guard and Reserve) entering the United States Air Force.

Behavior. An activity performed to achieve objectives of the job. Involves observable (physical) components and unobservable (mental) components. Behaviors consist of the performance of one or more tasks

Career Field Education and Training Plan (CFETP). An Air Force publication that describes an AFS or Specialty Duty Identifier (SDI), in terms of tasks and knowledge, that an Airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve advancement within an enlisted AFS or SDI. It further serves as a contract between AETC and the functional user to show which of the overall training requirements are taught in formal schools and other sources.

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

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

Community College of the Air Force (CCAF). The CCAF is a multi-campus, federally chartered institution. CCAF confers the associate in applied science degree as part of Air University (AU), which is accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACS/COC).

CCAF Accreditation. A non-governmental and voluntary process concerned with improving educational quality and assuring member institutions meet established standards. Accreditation of an institution by the Commission on Colleges signifies the institution and its affiliated school has a purpose appropriate to higher education and has resources, programs and services sufficient to accomplish its purpose on a continuing basis.

CCAF Affiliated School. Teach collegiate courses contributing to CCAF degree programs, and affiliation enables those schools to mutually share the benefits and responsibilities of the regional accreditation held by CCAF as part of AU.

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. Some competency models include information about the levels of competence, mastery, or proficiency required at different occupational levels.

Core Task. Tasks identified by the AFCFM as minimum qualification requirements for everyone within an AFSC.

Deliberate Leadership Development (DLD). Education designed to develop/enhance MTI core leadership competencies at appropriate intervals over the MTI tour along a deliberate path of development.

Duty Position Tasks. Tasks assigned to an individual to be considered qualified for the position currently held. These include, as a minimum, all core tasks that correspond to the duty position as directed by the AFCFM and tasks assigned by the supervisor.

Education and Training Course Announcements (ETCA). Contains specific MAJCOM procedures, fund citations, reporting instructions, and listings for those formal courses conducted or managed by MAJCOMs or field operating agencies.

Education and Training Management Degree. A CCAF degree for Air Force personnel assigned as an 8B000.

Foundational Competencies. A set of accepted and valued competencies (e.g., Airman's Foundational Competencies), which enable success across a wide array of DAF missions, roles, functions, and duties. Taken from AFH36-2647, Competency Modeling.

Instructor of Technology and Military Science (ITMS) Degree. A CCAF degree for Air Force and other service enlisted personnel.

Master Task List (MTL). A comprehensive list (100%) of all tasks performed within a work center and consisting of the current CFETP or AFJQS and locally developed AF Form 797 (as a minimum). Includes tasks required for deployment and/or Unit Type Code (UTC) requirements.

Military Training Instructor (MTI). Responsible for processing new recruits into the Air Force, adapting them to military life, and transforming their attitudes, values and beliefs to those required of all Airmen, by conducting Air Force accessions training in accordance with established policy, to

assure trainees/Airmen safety, security and well-being at all times. Provides quality instruction, facilitated learning, application, evaluation and feedback to enlisted and officer trainees/Airmen.

Occupational Competencies. A set of competencies required of all Airmen within a specific workforce category (a group of functions requiring similar work, i.e., Engineering). They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to perform that function's mission successfully (taken from AFH36-2647, Competency Modeling).

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

Officer Training School (OTS). Located at Maxwell AFB in Montgomery, Alabama and provides initial accessions training and processing for total force line/non-line officers.

Qualification Training. Hands-on performance training designed to qualify an instructor in a specific position. The training occurs during initial skills and OJT to maintain up-to-date qualifications.

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

Special Category Guide (SPECAT). An assignment guide published by Air Force Personnel Center (AFPC) listing requirements and application instructions for special duty assignments.

Special Duty Identifier (SDI). Identifies authorizations for enlisted airmen assigned to and performing an actual group of tasks on a semi-permanent or permanent duty basis.

Specialty Training Requirements Team (STRT). Forum to determine Education and Training requirements by bringing together the expertise to establish the most effective mix of formal and OJT training for each AFS skill level.

Specialty Training Standard (STS). An Air Force publication (typically inserted as Part II of the CFETP) that describes an AFS in terms of tasks and identifies knowledge that an Airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve a 3, 5, 7, or 9-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 AFSC are taught in formal schools and correspondence courses.

Standard. An exact value, a physical entity or an abstract concept, the appropriate authority, custom, or common consent sets up and defines to serve as a reference, model, or rule in measuring quantities or qualities, developing practices or procedures, or evaluating results.

Standardization/Evaluation (STAN/EVAL). Ensures standardized training and policy compliance for all MTIs.

Subject Matter Proficiency Verification Tests (SMPVT). An evaluation satisfied by an MTI successfully completing all formal student measurement devices, pertaining to the CFETP, BMT,

and any other task areas they are qualified to instruct.

Teaching Internship. The requirements and practical teaching experience new instructors must meet under the supervision of a qualified MTI faculty member. **NOTE:** Only applies to Military Training Instructor School (MTIS) and War Skills and Military Studies (WSMS).

Task Qualification (TQ). A structured TQ program following the formal MTI course with a certified MTI Trainer.

Training Folder. Contains MTI's qualification information (e.g. AETC form 10 and 281, the system of record contains the AF Form 623a and CFETP). MTIs assigned as CCAF instructors (e.g. MTIS and WSMS) maintain an electronic faculty folder in STARS-FD.

Training/Technical Reference (TR). Any guidance documentation used to support training.

MTI Trainer. A trained and fully qualified MTI who teaches newly assigned MTIs to perform specific tasks and teaches course objectives through OJT methods. They provide hands-on, over-the-shoulder training to certify MTIs in job and task qualification.

United States Air Force Academy (USAFA). Provides initial accessions training and processing for total force line/non-line officers. A four-year military academy.

Wartime Course. Comprised of those tasks that must be taught when courses are accelerated in a wartime environment.

Wartime Tasks. Tasks to be taught in the 3-skill level awarding course when the wartime courses have been activated. In response to a wartime scenario, these tasks will be taught in the 3-skill level awarding course in a streamlined training environment. These tasks are only for those career fields that require them to be applied to their technical training center tasks.

Section A - General Information

1. Purpose of the CFETP

1.1. This CFETP provides the information necessary for commanders, training managers, training superintendents, supervisors and trainers to plan, develop, manage, conduct and evaluate an effective MTI training program. Standardized education and training requirements for all MTIs are a must. This CFETP accurately reflects what is necessary for a new or experienced instructor to prepare for and maintain qualifications for MTI duties. Specifically, this CFETP:

1.1.1. Establishes baseline initial qualification training requirements for award of 8B000 SDI.

1.1.2. Lists training courses available for qualifying new instructors or re-qualifying returning instructors.

1.1.3. Identifies positions within the MTI SDI and describes the duty requirements for each position.

1.1.4. Identifies resource requirements that impact implementation of the CFETP.

2. Use of the CFETP

2.1. Managers in all Training Squadrons use this comprehensive, standardized training program to develop qualified faculty who meet the requirements of each teaching, management, or instructional support assignment.

2.2. The AFCFM and Training Manager (TM) ensure MTI training programs complement mandatory initial instructor qualification training requirements.

2.3. All MTIs will complete mandatory training requirements as specified in Part II of this CFETP.

3. Coordination and Approval of the CFETP. The 8B000 CFM is the approval authority. The CFM 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. A Competency Review Committee will be established to determine the CFETP requirements for the training of an MTI based on BMT, OTS, and USAFA mission needs. The MTI Competency Review Committee members include the 8B000 CFM, MTI Functional Manager, Training Pipeline Manager, 737 Training Group Superintendent, Squadron Superintendents, Squadron Training Superintendents, and an OTS and USAFA representative. Additional Members include a representative from WSMS and Stan/Eval.

Section B – 8B000, Military Training Instructor (MTI)

4. Specialty Description

4.1. MTI Special Duty Qualification Requirements. MTI duty is a special duty assignment covered by DAFI 36-2110, *Total Force Assignments*. MTI applicants must meet or obtain a waiver for all requirements established by the SDM, as contained in the AFECD for the 8B000 SDI and SPECAT guide.

4.1.1. Special Duty Summary. Conducts basic military training for non-prior service Airmen, including those of the Air Reserve Forces, and initial military training for cadets of Officer Training School and USAFA. Related DoD Occupational Subgroup: 101200.

4.2. Duties and Responsibilities:

4.2.1. Plans, organizes, and directs basic and initial military training. Determines requirements for training, facilities, space, equipment, visual aids, and supplies to support military training requirements, and monitors the training program to ensure effective use of support items. Manages use of available facilities and ensures proper support during all phases of training, student flow, and flight assignments. Assist supervisors with decisions on use of non-appropriated funds for training activities or equipment.

4.2.2. Inspects and evaluates military training activities, personnel, and facilities. Conducts periodic inspections of training activities and assists training units in correcting training deficiencies. Provides training for Airmen undergoing military training, to include performance and adaptability. Counsels and advises individuals on training problems. Identifies and recommends disposition of trainees who display characteristics/performance that may render them unfit or unsuitable for retention in the Air Force.

4.2.3. Prepares and maintains files, reports, and accountability records pertinent to basic and initial military training. Maintains completed training record files on individuals in training for historical review.

4.2.4. Instructs on basic and initial military training. Instructs dormitory setup, drill, and lectures on military training subjects using demonstration-performance and lecture methods. Executes remedial training as necessary.

5. Competencies. The Air Force defines competencies as a combination of knowledge, skills, abilities, and other characteristics that manifest in observable and measurable pattern of behaviors required for mission success. The Military Training Instructor 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 the Military Training Instructor (8B000) 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 24 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.

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 Military Training Instructor 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.

Figure 1. Airmen’s Foundational Competencies.



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.

Competency	Sub-Competency	Sub-Competency Description
Management	Personnel Management	The oversight, administration, and development of personnel in support of the mission.
	Training Management	The administration, documentation, tracking, observation, and reporting of instructor qualification requirements.
	Resource Management	Identifying and acquiring funds, personnel, equipment, tools, supplies, and facilities to achieve an objective.
Operations	Daily Operation	The ability to deliver BMT curriculum and administer BMT objective while employing various learning techniques.
	Administration	Tracking, updating, and maintaining trainee records, official documents, and taskers in accordance with guidance and regulation.
	Safety	The implementation of procedures, regulations, and emergency management guidance to ensure the well-being of personnel.
	Policy	The knowledge, compliance, and verification of guidance that govern daily operations.
Development	Leadership	The ability to influence and guide members to accomplish a mission or goal.
	Developing Self	The drive to seek out personal and professional growth.
Communication	Communication	The ability to articulate information, ideas, and thoughts utilizing oral, written, visual, and active listening skills to execute BMT mission.

Figure 2. 8B000, Military Training Instructor, 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 8B000 career field.

Competency	Proficiency Levels	Observable Behaviors
Operations	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Guides Flight with little intervention to build problem solving skills - Utilizes appropriate leadership style and motivational tools to inspire Trainees
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Provides feedback to peers on their ability to identify and correct deficiencies - Expands upon lessons by relating personal and professional experiences to enhance Trainee learning - Incorporates previous lessons to bridge concepts
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Provides valid corrections, identifies root causes, and offers corrective actions to realign behaviors - Provides examples of experiences to increase task proficiency during instruction - Teaches problem solving and interpersonal communication skills to foster team development
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Teaches curriculum in accordance with approved lesson plans to standardized training - Conducts follows-ups of identified deficiencies to ensure adherence to standards - Directs Flight through the stages of team development from forming to performing to maximize team work
A accountability Communication Decision Making Flexibility		

Figure 3. 8B000, Military Training Instructor, Occupational Competency Rubric for Operations

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.

Competency	←	The competency section states the competency group.
Operations		
Sub-Competency	←	The sub-competency section states the narrower category that forms part of the competency group. Note: Some models may only consist of a competency and not include a sub-competency.
Daily Operations		
Description	←	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.
The ability to deliver BMT curriculum and administer BMT objective while employing various learning techniques.		
Supporting Competencies	←	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.
Accountability Communication Decision Making Flexibility		

Figure 4a. Competency Rubric Section 1.

Proficiency Levels	←
<p>Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency</p>	<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>Advanced Consistency of Application: Sustained application of competency over time in complex situations</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>Intermediate Consistency of Application: Sustained application of competency over time in 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>
<p>Basic Consistency of Application: Sustained application of competency over time</p>	

Figure 4b. Competency Rubric Section 2.


Observable Behaviors		
<ul style="list-style-type: none"> - Guides Flight with little intervention to build problem solving skills - Utilizes appropriate leadership style and motivational tools to inspire Trainees 		<p>The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.</p>
<ul style="list-style-type: none"> - Provides feedback to peers on their ability to identify and correct deficiencies - Expands upon lessons by relating personal and professional experiences to enhance Trainee learning - Incorporates previous lessons to bridge concepts 		<p>They provide objective evidence that the individual possesses the competency level, and shows what effective performance looks like.</p>
<ul style="list-style-type: none"> - Provides valid corrections, identifies root causes, and offers corrective actions to realign behaviors - Provides examples of experiences to increase task proficiency during instruction - Teaches problem solving and interpersonal communication skills to foster team development 		<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"> - Teaches curriculum in accordance with approved lesson plans to standardized training - Conducts follow-ups of identified deficiencies to ensure adherence to standards - Directs Flight through the stages of team development from forming to performing to maximize teamwork 		

Figure 4c. Competency Section 3.

5.3. 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 sub-competency. Some of these supporting competencies are tied directly to the Airmen’s 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 those underlying characteristics 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 Airmen in situations where they can apply those strategies. All 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.

5.4. Competency Development. The intent of moving towards a competency-based system is to sharpen 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 to attain a 3-, 5-, and 7-skill level. 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 Military Training Instructor community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

5.5. Below are the competency rubrics for the 8B000, Military Training Instructor, career field.

Competency	Proficiency Levels	Observable Behaviors
Management	Expert Scope: Integration w/Group, AF, Wing, BMT Enterprise Accession Agencies	- Ensures cross-organizational manpower requirements are diverse and balanced with Air Force end-strength to prevent shortfalls - Influences and/or lobbies HHQ and supporting agencies to maximize BMT talent and deliberate development
Sub-Competency		- Advises leadership on enlisted force issues to provide recommendations at the appropriate level
Persomel Management	Advanced Scope: Integration with organization—Section of multiple flights	- Tracks and validates personnel development to maximize talent capital for broadening opportunities - Monitors and enforces personnel coverage to ensure proper manpower and experience levels are balanced across unit - Maintains professional relationships with subordinates, peers, and leadership to maximize unit cohesiveness - Assigns personnel to specific positions to provide career broadening opportunities
Description		
The oversight, administration, and development of personnel in support of the mission.	Intermediate Scope: Integration w/concerned are as—Teamie Flight (Brother/Sister Flight) and/or multiple stairwell flights	- Monitors MTI proficiency to identify and address deficiencies - Coaches others to overcome adversity/challenges to maintain manning levels - Collaborates with team members to solve problems quickly and effectively
Supporting Competencies		
Communication Decision Making Develops People Flexibility	Basic Scope: Individual/ Tapout	- Interacts with experienced MTIs to exchange organization and leadership ideas and requirements - Forecasts personal requirements to leadership to prevent manning shortfalls - Maintains individual accountability to ensure operational effectiveness

Competency	Proficiency Levels	Observable Behaviors
Management	Expert Reach of Influence: Group	- Evaluates organization's training plans to ensure proper maintenance and documentation - Leads training program in order to maximize proficiency within units
Sub-Competency	Advanced Reach of Influence: Unit/Squadron	- Assigns MTI trainers to students to ensure learning outcomes are met - Validates instructor decertifications and recertifications are in compliance with guidance - Maintains Instructor training records to mitigate lapse in certification (e.g. certifications, PME, ancillary training, formal training etc.) - Trains personnel on management responsibilities to support operations
Training Management		
Description	Intermediate Reach of Influence: Section	- Tracks teaching and SMPV evaluations to maintain MTI certification - Provides critiques and establishes plans to enhance instructor development - Assesses performance and validates personnel proficiency levels to support mission requirements
The administration, documentation, tracking, observation, and reporting of instructor qualification requirements.		
Supporting Competencies	Basic Reach of Influence: Self	- Reviews and updates personal training records for documentation validity - Complies with guidance to meet training requirements
Accountability Communication Develops People Analytical Thinking		

Competency	Proficiency Levels	Observable Behaviors
Management	Expert Reach of Influence: Group	- Projects future organizational requirements to sustain operations - Provides fiscal year budget inputs and projects personnel needs to support future operations - Enforces guidance to ensure resources are utilized effectively
Sub-Competency	Advanced Reach of Influence: Cross-Org	- Builds, collaborates, and communicates resource requirements to stakeholders - Coordinates with mission partners to develop Memorandum Of Agreement
Resource Management		
Description	Intermediate Reach of Influence: Unit/Squadron	- Manages the allocation of resources in relation to organizational needs - Utilizes resource management procedures to support mission requirements
Identifying and acquiring funds, personnel, equipment, tools, supplies, and facilities to achieve an objective.		
Supporting Competencies	Basic Reach of Influence: Individuals	- Maintains stockpile of required items to meet pre-established standards - Identifies shortages to elevate to appropriate officials
Accountability Flexibility Resource Management Strategic Thinking		

Competency	Proficiency Levels	Observable Behaviors
Operations	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Guides Flight with little intervention to build problem solving skills - Utilizes appropriate leadership style and motivational tools to inspire Trainees
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Provides feedback to peers on their ability to identify and correct deficiencies - Expands upon lessons by relating personal and professional experiences to enhance Trainee learning - Incorporates previous lessons to bridge concepts
Daily Operations		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Provides valid corrections, identifies root causes, and offers corrective actions to realign behaviors - Provides examples of experiences to increase task proficiency during instruction - Teaches problem solving and interpersonal communication skills to foster team development
The ability to deliver BMT curriculum and administer BMT objective while employing various learning techniques.		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Teaches curriculum in accordance with approved lesson plans to standardized training - Conducts follows-ups of identified deficiencies to ensure adherence to standards - Directs Flight through the stages of team development from forming to performing to maximize team work
Accountability Communication Decision Making Flexibility		

Competency	Proficiency Levels	Observable Behaviors
Flight Operations	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Analyzes trends and provides recommendations to influence policy change - Standardize records management processes to address gaps and trends
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Issues/recommends administrative actions based on trainee records (e.g., LOCs, recycle actions, lateral transfers) - Tracks and identifies trends to improve accuracy and/or publish lessons learned
Administration		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Performs quality checks on records to ensure accuracy - Enforces records maintenance standards IAW with guidance to adhere to policy
Tracking, updating, and maintaining trainee records, official documents, and taskers in accordance with guidance and regulation.		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Identifies required documents to be maintained in flight records - Navigates and utilizes digital platforms to maintain Trainee records
Accountability Analytical Thinking Communication Digital Literacy		

Competency	Proficiency Levels	Observable Behaviors
Flight Operations	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Updates and reviews checklists accordingly for prompt emergency response - Mentors safety practitioners and advises on application of safety concepts to prevent mission degradation - Designs safety concepts, policies, or procedures (e.g., SOPs, local checklists) to prevent safety incidents
Sub-Competency	Advanced	
Safety	Consistency of Application: Sustained application of competency over time in complex situations	- Evaluates and improves processes and procedures to ensure safety compliance - Anticipates variables of intended and unintended consequences to mitigate safety incidents
Description	Intermediate	
The implementation of procedures, regulations, and emergency management guidance to ensure the well-being of personnel.	Consistency of Application: Sustained application of competency over time in a variety of situations	- Applies safety strategies in a variety of situations (e.g., inclement weather, hydration, first aid, fire drills) to mitigate risk - Coordinates issues and collaborates with multiple agencies for resolution of safety mishaps
Supporting Competencies	Basic	
Accountability Analytical Thinking Communication Decision Making	Consistency of Application: Sustained application of competency over time	- Identifies and mitigates safety hazards by making appropriate risk-based decisions - Responds to incidents and applies safety standards to ensure health, morale, and welfare

Competency	Proficiency Levels	Observable Behaviors
Flight Operations	Expert Reach of Influence: MAJCOM/AF-Level/Industry	- Leverages data and expertise to assist in developing guidance - Partners with organizations to create processes and procedures
Sub-Competency	Advanced	
Policy	Reach of Influence: Wing/Institutional	- Analyzes trends and provides feedback to recommend policy change - Utilizes inspection results to streamline training to correct deficiencies
Description	Intermediate	
The knowledge, compliance, and verification of guidance that govern daily operations.	Reach of Influence: Unit/Groups	- Conducts evaluations to ensure compliance with training objectives - Interprets and explains intent of applicable guidance to support the execution of operations
Supporting Competencies	Basic	
Accountability Change Management Communication Decision Making	Reach of Influence: Individuals	- Completes all evaluations to become certified to administer curriculum - Identifies and refers to the appropriate guidance to complete objectives

Competency	Proficiency Levels	Observable Behaviors
Development	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	<ul style="list-style-type: none"> - Create strategies that align with strategic intent - Assesses MTI effectiveness at handling personal/professional challenges - Provides proficiency training for both in-house and outside agencies to strengthen the corps - Establishes deliberate developmental opportunities for SDI
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	<ul style="list-style-type: none"> - Interprets and conveys mission and vision statements to personnel to provide strategic direction and intent - Develops others ability to lead by empowering decision-making and fostering innovation
Leadership		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	<ul style="list-style-type: none"> - Bridges technical and professional knowledge with personal, interpersonal, and managerial skills for mission success - Corrects peers and subordinates inconsistencies to meet standards
The ability to influence and guide members to accomplish a mission or goal.		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	<ul style="list-style-type: none"> - Leads a Flight and provides individualized feedback, training, and development for Trainees - Holds others accountable to successfully execute all duties, instructions, and responsibilities - Practices emotional intelligence concepts to enhance supportive communication
Accountability Communication Develops People Leadership		

Competency	Proficiency Levels	Observable Behaviors
Development	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	<ul style="list-style-type: none"> - Provides guidance and influences others to develop leadership and followership skills - Provides and solicits feedback from diverse sources to enhance development
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	<ul style="list-style-type: none"> - Mitigates personal and professional shortfalls with little to no direction or feedback - Fosters an environment of cross-communication to enhance mission effectiveness - Seeks innovation to improve unit processes
Developing Self		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	<ul style="list-style-type: none"> - Demonstrates self-awareness to identify motivators - Embraces and encourages others to foster personal and team resilience - Demonstrates self-control to avoid behavioral drift and moral disengagement
The drive to seek out personal and professional growth.		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	<ul style="list-style-type: none"> - Addresses physical, mental, spiritual, and financial issues, and maintains overall resilience to mitigate stress - Embodies core values to contribute to a culture of dignity and respect - Seek opportunities to bolster knowledge, skills, and abilities to enhance professional and personal growth
Accountability Initiative Self Control Self Efficacy		

Competency	Proficiency Levels	Observable Behaviors
Communication	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Develops messaging to senior leadership and other external organizations to convey mission constraints and requirements - Articulates information with limited or uncertain data in impromptu situations
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Tailors messaging and briefings to address identified organizational concerns and mitigate communication shortfalls - Conveys complex messaging concisely to ensure information integrity
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Communicates with team members on daily and future operations to synchronize course(s) of action, development, and make informed decision - Actively participates in discussion to contribute to, and make informed decisions
The ability to articulate information, ideas, and thoughts utilizing oral, written, visual, and active listening skills to execute BMT mission.		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Interprets information and asks for clarification when needed to complete assigned tasks - Utilizes commands to direct flight (e.g. Drill Commands and Effective Communication Skills) - Recognizes and utilizes appropriate communication tools to deliver information
Communication Decision Making Information Seeking Teamwork		

6. Training Decisions. The CFETP has undergone a considerable revision towards building a competency-based training and development platform for the Military Training Instructor special duty. A significant change has been to shift the focus from task-based training to one that is more centered on outcomes-based learning. 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 HQ AETC, 2AF Technical Training, schoolhouse instructors and staff, field SMEs, functional managers and the PW/STRT to develop the learning outcomes. This was accomplished by reverse engineering the behaviors found in the Military Training Instructor occupational competency model and then by asking what does an Airman need to be able to know and do to master a specific behavior. The intent of the learning outcomes is to identify all factors needed to succeed in attaining the behavior. Formal training will be codified by using the behavioral statement coding system for the STS as opposed to the proficiency code key. 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).

6.1. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Military Training Instructor. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must reduce duplication of training and eliminate a disjointed approach to training. The following decisions were made by a STRT held at Lackland AFB.

6.2. The CFETP Part II identifies ten (10) sub-competencies. Each sub-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 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 Airmen’s development as they seek to gain and increase proficiency within the 8B000 special duty.

7. **8B000- Military Training Instructor Training/Qualification Targets.** Training/qualification target timelines are: 2 months for MTIS, 90 to 120 days for TQ, 12-36 months line instructor duty.

8. **MTI Skills and Career Progression.** Unlike typical Air Force career fields, e.g. Maintenance, Security Forces, and Medical, a career progression ladder does not exist for 8B000 SDI. Since individual perceptions and values control how we see a particular move for an MTI, rather than a systematic evolution of training and experience, it is challenging to identify a standardized or typical career path an 8B000 might follow as they complete their MTI tour.

8.1. There are numerous opportunities and positions for MTIs while serving in the Corps. These positions require a more in-depth knowledge, experience, and subject matter expertise to achieve operational and strategic level experience for BMT, OTS, and USAFA. A list of KDPs/KLPs can be found in 737 TRGOI 36-1, *Internal Assignment Management*.

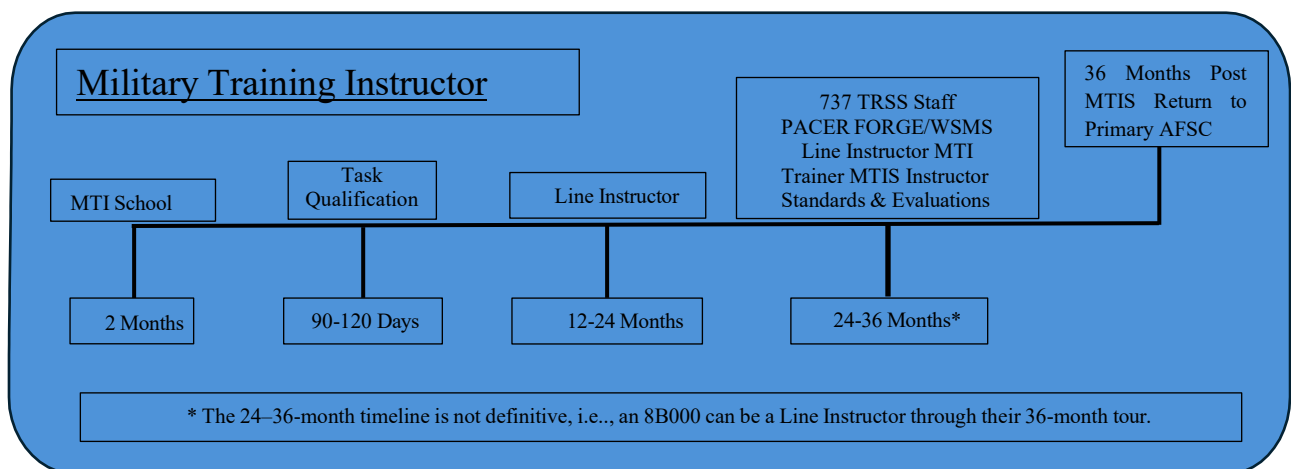


Figure 8.1. Military Training Instructor 36-month Timeline

9. Approved Duty Titles and Core MTI Position Descriptions

9.1. MTIs will utilize the following duty titles:

Senior Enlisted Leader	Training Superintendent
Section Chief	Military Drill and Ceremonies NCO
MTI Functional Manager (2 AF)	Command Military Training Instructor (2 AF)
Master Military Training Instructor	Military Training Instructor Trainer
Military Training Instructor	Military Training Instructor Student (through TQ)
PT & Supply NCO	Scheduling NCO
Reception Center NCO	Military Training Instructor School Commandant
Military Training Instructor School Instructor	Standardization and Evaluations Superintendent
Standardization and Evaluations NCO	Flight Chief (737 TRSS)

NOTE: All deviations require SDM approval (submitted through 2 AF MTI Functional Manager to the 8B0 SDM), the SDM maintains the Master List.

9.2. Military Training Instructor: Conducts initial accessions training in accordance with established policy to assure trainee safety, security, and well-being. Responsible for processing new recruits into the Air Force, adapting them to military life, and introducing them to Air Force values and beliefs required of all Airmen. Provides quality instruction, facilitated learning, task application, evaluation, and feedback to trainees. Exemplifies Air Force standards of conduct and professionalism. Maintains instructor qualifications on all SMPVTs and teaching evaluations.

9.3. Military Training Instructor Trainer: Enables MTI in training to lead a flight and provides oversight and mentorship to the MTI while ensuring health, morale, welfare, and safety of all assigned trainees. Trains MTI on all aspects of MTI duties and responsibilities and takes responsibility for MTI training requirements outlined in this CFETP. Communicates expectations to MTI during initial feedback and monitors progression throughout training with documentation in MTI training records. Prepares MTI for all evaluations and conducts initial certification evaluations of Student MTIs IAW all local guidance.

9.4. Military Training Instructor School Instructor: Conducts 8B000 SDI initial skills training. Administers progress checks IAW locally developed checklists. Annotates and maintains student records in the system of record. Instructs classes, monitors student performance, and conducts remedial training. Administers written tests IAW training references. Posts test data and provides student feedback. Plans, coordinates, and conducts class graduations. Counsels students and refers to appropriate referral agencies, as needed.

9.5. Section Chief: Oversees proficiency and growth of assigned MTIs while maintaining qualifications to perform line MTI duties. Ensures adherence/compliance to approved policy and POI/LP directives. Completes/validates instructor shift assignments to fulfill training requirements/objectives. Performs routine dormitory/trainee area spot inspections for compliance with training standards and health and hygiene protocols. Facilitates and participates in PT sessions. Conducts weekly system of record quality reviews to ensure required training objectives are properly documented. Performs duties as first line supervisor/reporting official (rater) for assigned section MTIs. Conducts initial certification evaluations of Student MTIs IAW all local guidance.

9.6. Training Superintendent (TS): Responsible for oversight of all squadron training needs. Leads MTI TQ program and works with the Group UTM and MTIS Commandant to ensure TQ process is effective and smooth. Advises TRS leadership on MTI training issues; identifies and resolves training deficiencies and ensures training requirements are met. Coordinates hiring and manages qualifications for all MTI Trainers; assigns MTI trainer-student and provides oversight for all MTI Trainers and students under their control. Conducts initial certification evaluations of Student MTIs IAW all local guidance.

9.7. NCOIC, Military Drill and Ceremonies (MDC): Ensures MTIs and trainees are properly prepared to perform military graduation ceremonies. Acts as the training squadron office of primary responsibility for all military related graduation ceremonies and procedures.

9.8. Stan/Eval: Ensures training standardization across all training squadrons. Evaluates instructor qualifications, compliance, formal classroom and field instruction, instructional techniques, trainee performance and training administration. Provides an internal resource for the Group Commander and subordinate commanders to assess the quality of their organizations.

9.9. OTS MTI (KDP): Provides subject matter expertise for trainee instruction in areas of military customs and courtesies, drill and ceremony, and physical fitness training. Provides enlisted perspective to officer cadre and trainees.

9.10. USAFA MTI (KDP): Provides standardization, evaluation and expertise in drill and ceremony. Assists upper-class cadets with indoctrinating new cadets into the academy through 6-week Basic Cadet Training, adapting them to military life, and introducing them to Air Force values and beliefs required of all Airmen. Provides quality instruction, facilitated learning, application, evaluation, and feedback to cadets.

10. Core Task Requirements. All 8B000 core task requirements are contained in Attachment 1 of this CFETP.

11. Professional Education. MTIs will attend Professional Military Education as required over the tour of duty.

12. Controlled Tour. All MTI positions are controlled duty tours. Special duty tour extensions and subsequent MTI assignments must match Air Force needs. As a general rule, consecutive MTI tours are discouraged; when applicable, they must weigh in the best interests of the Air Force. Extensions beyond 5 consecutive years holding 8B000 SDI are highly scrutinized and rarely approved.

13. Community College of the Air Force. Enrollment in CCAF occurs upon completion of basic military training. CCAF provides the opportunity to obtain an Associate in Applied Sciences Degree.

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

Semester Hours

Technical Education	24
Leadership, Management, and Military Studies	6
General Education	15
Program Elective	15
Total	60

13.1.1. Leadership, Management, and Military Studies (6 Semester Hours): May be satisfied from Professional Military Education, civilian management courses, and/or testing credit.

13.1.2. Technical Education (24 Semester Hours): 12 semester hours must be applied from technical core courses. The remaining semester hours are applied from either technical core or elective courses.

13.1.3. General Education (15 Semester Hours): This requirement is satisfied by application of courses accepted in transfer or by testing credit. The criteria for application of courses to the general education requirement are provided in the CCAF catalog.

13.1.4. Program Elective (15 Semester Hours): Satisfied with applicable technical education; leadership, management, and military studies; or general education requirements. Nine semester hours of CCAF degree-applicable technical course credit, otherwise not applicable to this program of enrollment. See the CCAF catalog for details regarding the Associate of Applied Science for this specialty.

13.1.5. Off-Duty Education. Although not required for entry to the SDI, individuals should be pursuing a 2-year/associate degree. (**NOTE:** For AETC courses taught by MTIS or WSMS cadre, a degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and School)

Section C - 8B000 Training Requirements

14. Formal Course Training

MTI Position Training Requirements NOTE: M-Mandatory/O-Optional	MTI Basic Course	MTI-Trainer Course	Flight CC/MTI Supervisor	ADDIE/AISD Course
MTI	M			
Section Chief	M		M	
MTI Trainer	M	M		O
MTI School Instructor	M	M	M	O
Training Superintendent	M	M	M	O

Figure 14.1. Mandatory (M) /Optional (O) Training Requirements

Exception to Policy: The Drum & Bugle Instructors* attend some portions of MTIS, but do not lead flights through BMT, so not all MTIS curriculum applies. All 433 TRS MTIs will successfully complete mandatory formal courses.

Section D - Resource Constraints There are currently no resource constraints.

Section E - Transitional Training Guide There are currently no transitional training requirements.

Section F – Training Decisions

15. SDM 8B000, MTI Competency Review/STRT: The week of 8 – 12 April 2024, a team consisting of the 8B000 SDM, 2 AF Program Managers, the Training Pipeline Manager, a representative from AETC/A3J (competencies), MTI SMEs, and schoolhouse representatives met to develop outcomes for the 8B000 competency model.

PART II

Section A – 8B000 Specialty Training Standard (STS)

- 1. Implementation.** The STS will be used to identify requirements for technical training provided by AETC for the 8B000 Military Training Instructors (MTIs).
- 2. Purpose.** As prescribed in DAFMAN 36-2689, *Training Program*, this STS:
 - 2.1.** Identifies the outcomes and supporting technical references for the 8B000 SDI. Is used to document task completion when placed in the DAF Form 623, Individual Training Record, and used according to DAFMAN 36-2689. CFETP documentation shall be IAW DAFMAN 36-2689 or any subsequent messages.
 - 2.2.** Lists in column 1 Technical References (TR), competencies, sub-competencies, supporting competencies, behaviors, and outcomes for Military Training Instructors.
 - 2.3.** Identifies in column 2, the behavior match to the occupational competencies.
 - 2.4.** Columns 3 - 6 identify the competency requirements for the MTI Basic Course, Deliberate Leadership Development Courses, the Flight CC/MTI Supervisor Course, and the MTI Trainer Course.
 - 2.5.** All 8B000s, no matter location (Line, OTS, PRC, Raptor Flight, PACER FORGE and WSMS), are required to complete all core tasks identified by an * in Column 7. Additionally, there are specific core tasks based on the duty assignment of an MTI. They will also be required to complete all core tasks identified by an asterisk (*) in the assigned sections labeled for that duty position. For all sections, any task identified with a double asterisk (**) requires a third-party certification.
 - 2.6.** CBRN requirements are listed in column 8.
 - 2.7.** Column 9. Record “Start Date” when task certification training is started.
 - 2.8.** Column 10. Record “Complete Date” when task certification training is completed
 - 2.9.** Column 11. Trainee initials when task certification training is completed.
 - 2.10.** Column 12. Trainer initials when task certification training is completed.
 - 2.11.** Column 13. Certifier initials when task certification training is completed for ** tasks.

2.12. MTIs currently assigned to non-teaching positions will not be required to complete core tasks added to the new CFETP until the instructor returns to a teaching position.

2.12.1. All tasks are completed using the “GO/NO GO” standard. “GO” means the MTI can perform the task without assistance and meets local requirements for accuracy, timeliness, and correct use of procedures.

2.12.2. Upon assignment, Training Superintendents, will use the standardized Master Training Plan (MTP) in the system of record to ensure all 8B000 training is conducted and documented IAW this CFETP and all required TQ processes.

2.13. CPR certification will be completed during the MTIS course, and refresher training accomplished as necessary during the tour of duty.

3. Task Qualification (TQ).

3.6. Purpose of TQ: TQ is a time for the Student MTI to gain experience through OJT. TQ standardizes OJT under the direct observation and supervision of a qualified MTI Trainer and MTI Section Chief. TQ uses a multi-dimensional (observe, assist, practice, and evaluate) approach to qualification training to validate a MTIs ability to perform the roles and responsibilities required of all MTIs.

3.7. Expectation of MTIs in TQ: They will review instructional materials (e.g. lesson plans, reference/study materials, measurement devices, etc.). The Student MTI should also observe qualified MTIs teach lessons. **NOTE:** Viewing a video recorded lesson satisfies this requirement. MTIs will personalize lesson plans. **NOTE:** Prior to use, personalized lesson plans must be approved by an MTI Section Chief to ensure any added information is accurate and applicable to the lessons. Must satisfactorily accomplish all applicable SMPVTs. Must complete associated CFETP tasks and use of motivational training tools. Must receive a satisfactory or higher rating on teaching qualification evaluations. MTIs must show that they are proficient with teaching methods and techniques, are certified on all CFETP core tasks, and have passed all SMPVTs prior to providing instruction unassisted.

3.8. Requirements: MTIs are entered into TQ upon MTIS graduation and initial Deliberate Leadership Development courses, by being placed into TSC Q by the Group UTM. MTIs will have a minimum of 90 days and a maximum of 120 days to complete TQ. Up to a 6-week extension may be granted on a case-by-case basis by the Student MTI’s TRS/CC. Each squadron’s Training Superintendent will manage their TQ program and report monthly stats to the Group UTM for Group Status of Training. Upon completion of TQ, the Training Superintendent will coordinate with the Group UTM to upgrade the MTI to TSC R.

4. CCAF Internship.

4.6. CCAF Teaching Internship. The CCAF Teaching Internship only applies to those instructors assigned to teach a CCAF credit-awarding course, MTIS and WSMS Instructors. The CCAF Teaching Internship is part of the faculty requirements of the CCAF Instructor Qualification Program. Note: The CCAF Teaching Internship is performed, documented, and reported to CCAF IAW the CCAF Campus Affiliations Policies, Procedures and Guidelines.

Section B - Course Objective List

Course objectives for each course are written to the level identified in the specialty training standard in Part II.

Section C- Support Material. There are currently no support material requirements.

Section D - Training Course Index

5. Purpose. The section of the CFETP identifies training courses available for the SDI 8B000.

5.6. Air Force In-Residence Courses. These courses are governed by the requirements in the STS at Attachment 1.

COURSE NUMBER	TITLE	LOCATION
L3ALR8B000 0M4C	Military Training Instructor Basic Course	JBSA-Lackland, TX
L3AIR8B000 0M3B	MTI Trainer Course	JBSA-Lackland , TX
L3AIR8B000 0M2A	Flight CC/MTI Supervisor Course	JBSA-Lackland , TX

5.7. MTI Deliberate Leadership Development (Contractor-led Continuation Training)

COURSE NUMBER	TITLE	LOCATION	HOURS
L3AIR8B000 0M6A	Blk I- Tools of a Leader Blk I- The Effective Leader Blk II- Professional & Personal Balance Blk III- Anchored Leader	JBSA-Lackland , TX	31 hrs
L3AJR8B000 0M7A	The Practicing Leader	JBSA-Lackland , TX	16 hrs
L3AIR8B000 0M8A	The Leader in Control	JBSA-Lackland , TX	16 hrs
L3AIR8B000 0M9A	The Inspiring Leader	JBSA-Lackland , TX	16 hrs

Section E- MAJCOM Unique Requirements. There are currently no MAJCOM unique requirements.

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Special Duty Manager, Military Training (8B0/8B1)

- 3 Attachments:
1. Identification Page
2. Qualitative Requirements
3. 8B000 Specialty Training Standard (STS)

Attachment 1: Identification Page

Trainee Information		
Printed Name (Last, First, Middle)	Initials (Written)	SSN (last 4)
Printed Names and Written Initials of Training and Certifying Officials		
N/I	N/I	
N/I	N/I	
N/I	N/I	

Attachment 2: Qualitative Requirements

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 filed 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.
-	No training provided in the course or CDC.
X	Training is required but not provided due to limitations in resources.

Attachment 3: 8B000 Specialty Training Standard (STS)

1. Tasks, Knowledge And Technical References	Behavior March	MTI Basic Course	DLD Courses	Flight CC/MTI Supervisor Course	MTI Trainer Course	Core Tasks	CBRN	Tng Start	Tng Complete	Traine Initials	Trainer Initials	Certifier Initials
1. MANAGEMENT												
1.1. PERSONNEL MANAGEMENT												
Description: The oversight, administration, and development of personnel in support of the mission. Supporting Competencies: <i>Communication, Decision Making, Develops People, Flexibility</i>												
1.1.1. Personnel Management (Basic) Required Behaviors:												
1. Interacts with experienced MTIs to exchange organization and leadership ideas and requirements 2. Forecasts personal requirements to leadership to prevent manning shortfalls 3. Maintains individual accountability to ensure operational effectiveness												
Criteria: <i>Scope: Individual/Tapout</i>												
1.1.1.1. Build partnerships with experienced MTIs to develop self, and team cohesion	1	pk		pk	pk							
1.1.1.2. Identify shortfalls and challenges within areas of responsibility	1			pk	pk							
1.1.1.3. Identify organizational structure/chain of command	1	K		K	K							
1.1.1.4. Follow unit leave and TDY guidance	2	-		pk	K							
1.1.1.5. Communicate scheduling conflicts (e.g. Appts, DLD, Sick Call)	2	pk		pk	pk							
1.1.1.6. Maintain functional certification requirements (e.g. Evals/SMPVTs etc.)	3	pk		pk	pk							
1.1.1.7. Maintain individual readiness (e.g. IMR/CBT etc.)	3	-		P	P							
1.1.2. Personnel Management (Intermediate)												
1. Monitors MTI proficiency to identify and address deficiencies 2. Coaches others to overcome adversity/challenges to maintain manning levels 3. Collaborates with team members to solve problems quickly and effectively												
Criteria: <i>Scope: Integration w/concerned areas - Teamie Flight (Brother/Sister Flight) and/or multiple stairwell flights</i>												
1.1.2.1. Provide routine feedback to peers	1	pk										
1.1.2.2. Showcase effective practices for process improvements	1			pk	-							
1.1.2.3. Share personal and professional experiences to coach others through adversity	2			pk	pk							
1.1.2.4. Provide resources for coping mechanisms (e.g. MTCS, Chaplain, MFLC, CCF)	2			K	K							
1.1.2.5. Engage in collaborative effort to meet mission requirements (e.g. MIR requirements, flight coverage, evaluations)	3	K		K	pk							
1.1.2.6. Coordinate across organization(s) to ensure graduation requirements are met	3	K		K	pk							
1.1.3. Personnel Management (Advanced)												
1. Advises leadership on enlisted force issues to provide recommendations at the appropriate level 2. Tracks and validates personnel development to maximize talent capital for broadening opportunities 3. Monitors and enforces personnel coverage to ensure proper manpower and experience levels are balanced across unit 4. Maintains professional relationships with subordinates, peers, and leadership to maximize unit cohesiveness 5. Assigns personnel to specific positions to provide career broadening opportunities												
Criteria: <i>Scope: Integration with organization—Section of multiple flights</i>												
1.1.3.1. Forecast manning projections to mitigate training shortfalls	1	-		K	-							
1.1.3.2. Collaborate with squadron supervision to provide support for Quality of Life impacts and indicators for instructors	1	-		pk	K							

Tasks, Knowledge And Technical References	Behavior March	MTI Basic Course	DLD Courses	Flight CC/MTI Supervisor Course	MTI Trainer Course	Core Tasks	CBRN	Tng Start	Tng Complete	Tng Initials	Trainee Initials	Trainer Initials	Certifier Initials
1.1.3.3. Enforce functional certification requirements (e.g. Evals/SMPVTs etc.)	2	-		pk	pk								
1.1.3.4. Provide mentorship and development opportunities where applicable	2			pk	pk								
1.1.3.5. Assemble MTI Trainer and MTI Student teams	3	-		P	-								
1.1.3.6. Track workload to mitigate training shortfalls	3	-		P	-								
1.1.3.7. Assign MTI teams to areas of responsibility	3	-		pk	-								
1.1.3.8. Ensure members adhere to policy	4	-		pk	pk								
1.1.3.9. Demonstrate professional conduct	4			pk	pk								
1.1.3.10. Nominate candidates for vectored positions	5	-		pk	-								
1.1.3.11. Ensure personnel meet PME requirements and rank specialty opportunities (e.g. Military Drill and Ceremonies NCO, NCOA etc.)	5	-		K	-								
1.1.4. Personnel Management (Expert) 1.Ensures cross-organizational manpower requirements are diverse and balanced with Air Force end-strength to prevent shortfalls 2.Influences and/or lobbies HHQ and supporting agencies to maximize BMT talent and deliberate development Criteria: <i>Scope: Integration w/Group, AF, Wing, BMT Enterprise Accession Agencies</i>													
1.1.4.1. Review and validate manning documents	1	-		-	-								
1.1.4.2. Align manning requirements to ensure correct gender, rank and experience level at the operational level	1	-		-	-								
1.1.4.3. Identify vectoring requirements and qualifications	2	-		-	-								
1.1.4.4. Validate key development and leadership positions	2	-		-	-								
1.2. TRAINING MANAGEMENT													
Description: The administration, documentation, tracking, observation, and reporting of instructor qualification requirements.													
Supporting Competencies: <i>Accountability, Communication, Develops People, Analytical Thinking</i>													
1.Reviews and updates personal training records for documentation validity 2.Complies with guidance to meet training requirements Criteria: <i>Reach of Influence: Self</i>													
1.2.1.1. Review training records on a recurring basis for accuracy and compliance	1			pk	pk	*							
1.2.1.2. Identify deficiencies and/or missing items in training records	1			K	K	*							
1.2.1.3. Address/rectify mistakes identified	1			pk	pk	*							
1.2.1.4. Track personal progress and status	2			K	K	*							
1.2.1.5. Adhere to policy updates regarding training records	2			pk	pk	*							
1.2.1.6. Demonstrate proficiency in navigating training platforms	2			K	K	*							

Tasks, Knowledge And Technical References	Behavior Match	MTI Basic Course	DLDD Courses	Flight CC/MTI Supervisor Course	MTI Trainer Course	Core Tasks	CBRN	Tng Start	Tng Complete	Tng Initials	Trainer Initials	Certifier Initials
1.2.2.1. Identify common trends through evaluations to address areas of improvement	1	-		pk	pk							
1.2.2.2. Assess formal and informal performance and progression	2	-		pk	pk							
1.2.2.3. Recommend resources and training opportunities for professional growth	2	-		pk	-							
1.2.2.4. Verify personnel achieve training mission objectives	3	-		pk	-							
1.2.2.5. Utilize appropriate evaluation methods to measure personnel proficiency levels	3			pk	pk							
1.2.2.6. Analyze performance data to pinpoint strengths and areas of improvement	3	-		pk	pk							
1.2.2.7. Facilitate feedback with instructors to set performance expectations	3	-		pk	pk							
1.2.3. Training Management (Advanced)												
1. Assigns MTI trainers to students to ensure learning outcomes are met												
2. Validates instructor decertification's and recertifications are in compliance with guidance												
3. Maintains instructor training records (e.g., certifications, PME, ancillary training, and formal training) to mitigate gaps in certification												
4. Trains personnel on management responsibilities to support operations												
Criteria: Reach of Influence: Unit/Squadron												
1.2.3.1. Identify specific learning needs and proficiency levels of students	1	-		K	K							
1.2.3.2. Identify the most suitable MTI trainer for each student based on learning styles and personality	1	-		K	-							
1.2.3.3. Adjust training plans to align with curriculum objectives	1	-		pk	pk							
1.2.3.4. Facilitate regular communication/feedback sessions between students and MTI Trainers	1	-		pk	P							
1.2.3.5. Identify proficiency shortfalls enabling informed decision on decertification and recertification	2	-		pk	pk							
1.2.3.6. Ensure instructor decertification's and recertifications are conducted in compliance with establish guidance	2	-		pk	pk							
1.2.3.7. Conduct unit instructor training records reviews	3	-										
1.2.3.8. Document proficiency trends, gaps in training, and areas of improvement	3	-		pk	pk							
1.2.3.9. Forecast professional development (e.g. certifications, PME, formal training, ancillary training etc.)	3	-		pk	-							
1.2.3.10. Develop a management training plan	4	-		pk	pk							
1.2.3.11. Evaluate the effectiveness of the training program	4	-			pk							

Tasks, Knowledge And Technical References	Behavior March	MTI Basic Course	DLD Courses	Flight CC/MTI Supervisor Course	MTI Trainer Course	Core Tasks	CBRN	Tng Start	Tng Complete	Tng Initials	Traine Initials	Trainer Initials	Certifier Initials
1.2.4.1. Validate training plan standardization across the organization	1	-		pk	-								
1.2.4.2. Coordinate with UTM on Training Plans	1	-		pk	-								
1.2.4.3. Validates subordinate units' training plan effectiveness	2	-		K	-								
1.2.4.4. Provide mentorship and coaching to trainers and students	2	-		pk	-								
1.2.4.5. Facilitate workshops targeting specific areas of training	2	-		K	-								
1.3. RESOURCE MANAGEMENT													
Description: Identifying and acquiring funds, personnel, equipment, tools, supplies, and facilities to achieve an objective.													
Supporting Competencies: <i>Accountability, Flexibility, Resource Management, Strategic Thinking</i>													
1.3.1. Resource Management (Basic)													
1. Maintains stockpile of required items to meet pre-established standards													
2. Identifies and elevates shortages to appropriate officials													
Criteria: <i>Reach of Influence: Individuals</i>													
1.3.1.1. Inspects items for serviceability	1	pk		-	pk	*							
1.3.1.2. Identifies and inventory work center resources	1			pk	pk								
1.3.1.3. Notify appropriate personnel when forecasted shortages are identified	2	pk		K	K								
1.3.1.4. Identify and report misuse of resources	2	pk		pk	pk	*							
1.3.2. Resource Management (Intermediate)													
1. Manages the allocation of resources in relation to organizational needs													
2. Utilizes documented resource management procedures to support mission requirements													
Criteria: <i>Reach of Influence: Unit/Squadron</i>													
1.3.2.1. Track information on resource usage	1	-		pk	-								
1.3.2.2. Generate requests to meet mission requirements	1	-		pk	-								
1.3.2.3. Prioritize utilization of limited resources	2	-		pk	-								
1.3.2.4. Incorporate First in First Out (FIFO) model	2	-		-	-								
1.3.3. Resource Management (Advanced)													
1. Builds, collaborates, and communicates resource requirements to stakeholders													
2. Coordinates with mission partners to develop Memorandum Of Agreement													
Criteria: <i>Reach of Influence: Cross-Org</i>													
1.3.3.1. Establishes procedures to manage and utilize available resources	1	-		pk	-								
1.3.3.2. Collaborates with internal and external agencies to discuss requirements	1	-		pk	-								
1.3.3.3. Source and obtain training requirements within constraints	2	-		K	-								
1.3.3.4. Liaise with agencies to ensure mission support for organizations involved	2	-		pk	-								
1.3.4.1. Validate prioritization plan	1	-		pk	-								
1.3.4.2. Validate resource requirements to sustain operations	1	-		pk	-								
1.3.4.3. Develop current and future financial requirements	2	-		-	-								
1.3.4.4. Prioritize unit unfunded requirement	2	-		-	-								
1.3.4.5. Oversee unit compliance with Fraud, Waste and Abuse policies	3	-		-	-								
1.3.4.6. Develop procedures to ensure compliance	3	-		pk	-								

Tasks, Knowledge And Technical References	Behavior March	MTI Basic Course	DLD Courses	Flight CC/MTI Supervisor Course	MTI Trainer Course	Core Tasks	CBRN	Tng Start	Tng Complete	Tng Initials	Trainee Initials	Trainer Initials	Certifier Initials
2. OPERATIONS													
2.1. DAILY OPERATIONS													
Description: The ability to deliver BMT curriculum and administer BMT objective while employing various learning techniques.													
Supporting Competencies: <i>Accountability, Communication, Decision Making, Flexibility</i>													
2.1.1. Daily Operations (Basic)													
1. Teaches curriculum in accordance with approved lesson plans to standardized training													
2. Conducts follows-ups of identify deficiencies to ensure adherence to standards													
3. Directs Flight through the stages of team development from forming to performing to maximizing team work													
Criteria: <i>Consistency of Application: Sustained application of competency over time</i>													
2.1.1.1. Use, review and update Lesson Plans as required	1	pk		pk	pk	*							
2.1.1.2. Adhere and adapt to policy and curriculum updates (e.g. CIFs, flashes etc.)	1	pk		pk	pk	*							
2.1.1.3. Conduct daily compliance observations	2	P		P	P	*							
2.1.1.4. Compile routine deliverables IAW unit procedures	2	pk		P	P	*							
2.1.1.5. Appoint key personnel positions	3	P		-	-	*							
2.1.1.6. Provide performance and development feedback	3	pk		pk	pk	*							
2.1.2. Daily Operations (Intermediate)													
1. Performs valid corrections, identifies root causes, and offers corrective actions to realign behavior													
2. Provides examples of experiences to increase task proficiency during instruction													
3. Teaches problem solving and interpersonal communication skills to foster team development													
Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>													
2.1.2.1. Document deficiencies and provides counseling	1	pk		pk	pk	*							
2.1.2.2. Deliver remedial training to correct deficiencies	1	pk		pk	pk	*							
2.1.2.3. Consolidate lessons learned to promote and deliver quality training	2			pk	pk								
2.1.2.4. Articulate the importance of task execution	2	pk		P	P								
2.1.2.5. Empower members to handle conflict and resolve at the lowest level	3	P		P	P	*							
2.1.2.6. Develop key personnel to enforce roles and responsibilities	3	pk		pk	pk	*							
2.1.3. Daily Operations (Advanced)													
1. Provides feedback to peers on their ability to identify and correct deficiencies													
2. Expands upon lessons by relating personal and professional experiences to enhance Trainee learning													
3. Incorporates previous lessons to bridge concepts													
Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>													
2.1.3.1. Tailor feedback to rectify deficiencies	1	P		P	P								
2.1.3.2. Recommend corrective action plans	1	P		P	P								
2.1.3.3. Utilize relatable content to grasp Trainees attention	2	P		K	K								
2.1.3.4. Emphasize importance regarding specific topics	2	pk		K	K								
2.1.3.5. Correlate lesson content to future tasks	3	P		K	K								
2.1.3.6. Relate content to operational situations	3	P		K	K								
2.1.4. Daily Operations (Expert)													
1. Guides flight with little intervention to build problem solving skills													
2. Utilizes appropriate leadership style and motivational tools to inspire Trainees													
Criteria: <i>Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the</i>													

competency												
Tasks, Knowledge And Technical References	Behavior Match	MTI Basic Course	DLD Courses	CC/MTI Supervisor Course	Flight Trainer Course	Core Tasks	CBRN	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials
2.1.4.1. Model interpersonal relationships through actions	1	pk	pk	pk	pk							
2.1.4.2. Empower Trainee decision making	1	K		K	K							
2.1.4.3. Model MTI Core Competencies	2	P		P	P							
2.1.4.4. Model various leadership styles	2	pk	pk	pk	pk							
2.2. ADMINISTRATION												
Description: Tracking, updating, and maintaining Trainee records, official documents, and taskers in accordance with guidance and regulation.												
Supporting Competencies: <i>Accountability, Analytical Thinking, Communication, Digital Literacy</i>												
2.2.1. Administration (Basic)												
1. Identifies required documents to be maintained in flight records												
2. Navigates and utilizes digital platforms to maintain Trainee records												
Criteria: <i>Consistency of Application: Sustained application of competency over time</i>												
2.2.1.1. Maintain records IAW organizational policies	1	pk		pk	pk	*						
2.2.1.2. Collaborate with teammates to establish record keeping amongst flights	1	pk		pk	pk	*						
2.2.1.3. Establish an understanding of electronic records keeping	2	pk		pk	pk	*						
2.2.1.4. Navigate and operate the features and capabilities of digital platforms	2	pk		pk	pk	*						
2.2.1.5. Identify documentation deficiencies in electronic training records	2	K		pk	pk	*						
2.2.2. Administration (Intermediate)												
1. Performs quality checks on records to ensure accuracy												
2. Enforces records maintenance standards IAW with guidance to adhere to policy												
Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>												
2.2.2.1. Conduct reoccurring records review (e.g. weekly, monthly, quarterly etc.)	1											
2.2.2.2. Analyze errors to determine root cause	1	-		pk	pk							
2.2.2.3. Implement corrective actions to address identified errors in records	1	-		pk	pk							
2.2.2.4. Conduct flight records training	2	-		-	-							
2.2.2.5. Implement procedures to ensure compliance with records maintenance	2	-		pk	pk							
2.2.3. Administration (Advanced)												
1. Issues/recommends administrative actions based on Trainee records (e.g., LOCs, recycle actions, lateral transfers)												
2. Tracks and identifies trends to improve accuracy and/or publish lessons learned												
Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>												
2.2.3.1. Mentor and train instructors on the process of issuing and recommending administrative action	1	-		pk	pk							
2.2.3.2. Identify patterns, trends, and areas requiring administrative action	1	-		K	pk							
2.2.3.3. Collaborates with supporting agencies to ensure appropriate levels of administrative action (e.g. Legal, ADC etc.)	1	-		K	-							
2.2.3.4. Facilitate workshops to disseminate lessons learned	2	-		pk	-							
2.2.3.5. Track and report squadron administrative actions to ensure accuracy and timeliness	2	-		pk	-							

2.2.4. Administration (Expert)												
1. Analyzes trends and provides recommendations to influence policy change 2. Standardize records management processes to address gaps and trends Criteria: <i>Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency</i>												
2.2.4.1. Advise leadership on recommendations to effect policy change	1	-		pk	pk							
Tasks, Knowledge And Technical References	Behavior Match	MTI Basic Course	DL/D Courses	Flight CC/MTI Supervisor Course	MTI Trainer Course	Core Tasks	GBRN	Tng Start	Tng Complete	Traine Initials	Trainer Initials	Certifier Initials
2.2.4.2. Collect data to identify trends	1	-		pk	-							
2.2.4.3. Establish guidance for records management quality control checks across units	2	-		pk	-							
2.2.4.4. Collaborate with internal and external SME's to align controls with best practices	2	-		pk	-							
2.3. SAFETY												
Description: The implementation of procedures, regulations, and emergency management guidance to ensure the well-being of personnel.												
Supporting Competencies: <i>Accountability, Analytical Thinking, Communication, Decision Making</i>												
2.3.1. Safety (Basic)												
1. Identifies and mitigates safety hazards by making appropriate risk-based decisions 2. Responds to incidents and applies safety standards to ensure health, morale, and welfare Criteria: <i>Consistency of Application: Sustained application of competency over time</i>												
2.3.1.1. Practice safety standards IAW guidance	1	pk		pk	pk	*						
2.3.1.2. Locate regulations regarding Safety (i.e. heat stress, CPR).	1	pk		pk	pk	*						
2.3.1.3. Identify risks or unsafe conditions	2	pk		pk	pk	*						
2.3.1.4. Up channel unsafe actions	2	pk		pk	pk	*						
2.3.2. Safety (Intermediate)												
1. Applies safety strategies in a variety of situations (e.g., inclement weather, hydration, first aid, fire drills) to mitigate risk 2. Coordinates issues and collaborates with multiple agencies for resolution of safety mishaps Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>												
2.3.2.1. Conducts routine safety drills/inspections	1	pk		pk	pk	*						
2.3.2.2. Utilizes risk management process	1	pk		pk	pk	*						
2.3.2.3. Route Safety Mishap Forms DAF Form 978 & DAF Form 55 to Safety Office	2	-		-	-							
2.3.2.4. Collaborate with supporting agency to rectify identified Safety issues	2	-		pk	-							
2.3.2.5. Confirm status of open work orders and projected completion dates	2	-		pk	-							
2.3.3. Safety (Advanced)												
1. Evaluates and improves processes and procedures to ensure safety compliance 2. Anticipates variables of intended and unintended consequences to mitigate safety incidents Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>												
2.3.3.1. Validate applicable safety inspections and evaluations	1	-		-	-							
2.3.3.2. Performs CPI/AARs for safety procedures	1	-		-	-							
2.3.3.3. Analyze prior mishap data	2	-		-	-							
2.3.3.4. Develop alternate contingency plans/routes/exercises	2	-		-	-							

2.3.4. Safety (Expert)

1. Updates and reviews checklists accordingly for prompt emergency response
2. Mentors safety practitioners and advises on application of safety concepts to prevent mission degradation
3. Designs safety concepts, policies, or procedures (e.g., SOPs, local checklists) to prevent safety incidents

Criteria: *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*

Tasks, Knowledge And Technical References	Behavior Match	MTI Basic Course	DLID Courses	Flight CC/MTI Supervisor Course	MTI Trainer Course	Core Tasks	CBRN	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials
2.3.4.1. Review and implement applicable policy regarding safety/emergency management (AF, Local, National)	1	-		pk	-							
2.3.4.2. Presents CC recommendation for best practice	1	-		pk	-							
2.3.4.3. Develop Risk Acceptance plan for CC Approval	2	-		P	-							
2.3.4.4. Debrief unit members on application of safety concepts	2	-		K	-							
2.3.4.5. Develop mishap prevention plan (conducts quarterly In House Training)	3	-		pk	-							
2.3.4.6. Formulate safety strategies for unit application	3	-		pk	-							

2.4. POLICY

Description: The knowledge, compliance, and verification of guidance that govern daily operations.

Supporting Competencies: *Accountability, Change Management, Communication, Decision Making*

2.4.1. Policy (Basic)

1. Completes all evaluations to become certified to administer curriculum
2. Identifies and refers to the appropriate guidance to complete objectives

Criteria: *Reach of Influence: Individual*

2.4.1.1. Meet initial and annual requirements	1			pk	pk	*						
2.4.1.2. Prepare for evaluations IAW with MTI Certification and Evaluation Guide	1	pk		pk	pk	*						
2.4.1.3. Locate appropriate guidance for task completion	2	pk		K	K	*						
2.4.1.4. Solicit clarification from subject matter experts	2			K	K	*						

2.4.2. Policy (Intermediate)

1. Conducts evaluations to ensure compliance for training objectives
2. Interprets and explains intent of applicable guidance to support the execution of operations

Criteria: *Reach of Influence: Unit/Groups*

2.4.2.1. Conduct performance evaluations	1	-		P	P							
2.4.2.2. Provide evaluation results and applicable feedback	1	-		P	P							
2.4.2.3. Forecast operations requirements	2	-		K	K							
2.4.2.4. Perform routine compliance checks	2	-		P	P							

2.4.3. Policy (Advanced)

1. Analyzes trends and provides feedback to recommend policy change
2. Utilizes inspection results to streamline training to correct deficiencies

Criteria: *Reach of Influence: Wing/Institutional*

2.4.3.1. Recommend policy changes/updates	1	-		K	K							
2.4.3.2. Compile data for review to identify trends	1	-		pk	pk							
2.4.3.3. Track common trends and provide remediation opportunities	2	-		pk	pk							
2.4.3.4. Implement training based on trends	2	-		pk	pk							

2.4.4. Policy (Expert)

1. Leverages data and expertise to assist in developing guidance
2. Partners with organizations to create processes and procedures

Criteria: <i>Reach of Influence: MAJCOM/AF-Level/Industry</i>													
2.4.4.1. Analyze relevant information and industry best practice	1	-			K	-							
2.4.4.2. Provide trend analysis to substantiate change requests	1	-			K	-							
Tasks, Knowledge And Technical References	Behavior March	MTI Basic Course	DLD Courses	Flight CC/MTI Supervisor Course	MTI Trainer Course	Core Tasks	CBRN	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	
2.4.4.3. Collaborates with stakeholders on guidance and policy objectives	2	-			K	-							
2.4.4.4. Author policy updates	2	-			-	-							
3. DEVELOPMENT													
3.1. LEADERSHIP													
Description: The ability to influence and guide members to accomplish a mission or goal.													
Supporting Competencies: <i>Accountability, Communication, Develops People, Leadership</i>													
3.1.1. Leadership (Basic)													
1. Leads a Flight and provides individualized feedback, training, and development for Trainees													
2. Holds others accountable to successfully execute all duties, instructions, and responsibilities													
3. Practices emotional intelligence concepts to enhance supportive communication													
Criteria: <i>Consistency of Application: Sustained application of competency over time</i>													
3.1.1.1. Take accountability for overall performance and development of flights	1				pk	pk	*						
3.1.1.2. Provide clear, concise and constructive feedback	1				pk	pk	*						
3.1.1.3. Tailor training and feedback to address individual development needs	1				pk	pk	*						
3.1.1.4. Foster a supportive and collaborative training environment	1				pk	pk	*						
3.1.1.5. Make decisions at appropriate levels	2	pk			pk	pk	*						
3.1.1.6. Incorporate Core Values at all opportunities	2				pk	pk	*						
3.1.1.7. Identify strengths and areas of improvement for subordinates	2	pk			pk	pk	*						
3.1.1.8. Motivate, Train, and Inspire ownership of individual responsibilities	2				pk	pk	*						
3.1.1.9. Inspire trust and confidence in Trainees	3	pk			pk	pk	*						
3.1.1.10. Identify various personality types	3	pk	pk		pk	pk	*						
3.1.1.11. Develop Emotional Intelligence skills	3	-	pk		pk	pk	*						
3.1.1.12. Recognize emotions of others during communication/interactions	3		pk		pk	pk	*						
3.1.2. Leadership (Intermediate)													
1. Bridges technical and professional knowledge with personal, interpersonal, and managerial skills for mission success													
2. Corrects peers and subordinates inconsistencies to meet standards													
Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>													
3.1.2.1. Navigate challenges impeding operations	1	pk			pk	pk							
3.1.2.2. Mentors subordinates to provide growth	1				pk	pk							
3.1.2.3. Uphold ethical standards and organizational values	1				pk	pk	*						
3.1.2.4. Develop effective time management skills	2	K			pk	pk	*						
3.1.2.5. Address failure to meet standards at appropriate levels	2	K			pk	pk	*						

3.1.2.6. Foster culture of accountability		pk		pk	pk	*						
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Tasks, Knowledge And Technical References	Behavior Match	MTI Basic Course	DLID Courses	Flight CC/MTI Supervisor Course	MTI Trainer Course	Core Tasks	CBRN	Tng Start	Tng Complete	Tng Initials	Trainer Initials	Certifier Initials
3.1.3. Leadership (Advanced)												
1. Interprets and conveys mission and vision statements to personnel to provide strategic direction and intent 2. Develops others ability to lead by empowering decision-making and fostering innovation												
Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>												
3.1.3.1. Develop unit goals to meet desired end state	1	-		pk	-							
3.1.3.2. Articulate mission statement to assigned personnel	1	-		pk	-							
3.1.3.3. Prepare individuals for the increased responsibilities	2	-		pk	pk							
3.1.3.4. Collaborate with SME regarding developmental strategies	2	-		pk	pk							
3.1.4. Leadership (Expert)												
1. Create strategies that align with strategic intent 2. Assesses MTI effectiveness at handling personal/professional challenges 3. Provides proficiency training for both in-house and outside agencies to strengthen the corps 4. Establishes deliberate developmental opportunities for SDI												
Criteria: <i>Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency</i>												
3.1.4.1. Aligns SOPs to outfit current mission statement	1	-		pk	-							
3.1.4.2. Enhances current policy to meet strategic intent	1	-		pk	-							
3.1.4.3. Review available feedback mechanisms	2	-		pk	pk							
3.1.4.4. Surveys corps to ascertain health of the units	2	-		K	-							
3.1.4.5. Validates In-House training sessions	3	-		P	-							
3.1.4.5. Collaborate with mission partners to streamline process and procedures	3	-		pk	-							
3.1.4.6. Vector personnel for developmental and career broadening opportunities	4			pk	-							
3.1.4.7. Identifies task that will give others opportunities to develop and strengthen skills	4	-		K	-							
3.2. DEVELOPING SELF												
Description: The drive to seek out personal and professional growth.												
Supporting Competencies: Accountability, Initiative, Self Control, Self Efficacy												
3.2.1. Developing Self (Basic)												
1. Addresses physical, mental, spiritual, and financial issues, and maintains overall resilience to mitigate stress 2. Embodies core values to contributes to a culture of dignity and respect 3. Seek opportunities to bolster knowledge, skills, and abilities to enhance professional and personal growth												
Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>												
3.2.1.1. Attend initial and reoccurring briefings (e.g. MFLC, Chaplain, MTCS, Finance etc.)	1	-		pk	pk	*						
3.2.1.2. Seek problem solving solutions through mentorship and development	1	K		pk	pk	*						
3.2.1.3. Accountable to AF Core Values	2	K		K	K	*						
3.2.1.4. Support a culture of dignity and respect	2	K		K	K	*						
3.2.1.5. Interpret MTI development opportunities	3	K		K	K	*						
3.2.1.6. Accomplish scheduled Deliberate Leadership Development courses	3	K	P	P	P	*						

Tasks, Knowledge And Technical References	Behavior March	MTI Basic Course	DLD Courses	Flight CC/MTI Supervisor Course	MTI Trainer Course	Core Tasks	CBRN	Tng Start	Tng Complete	Tng Initials	Traine Initials	Trainer Initials	Certifier Initials
3.2.2. Developing Self (Intermediate)													
1. Demonstrates self-awareness to identify motivators													
2. Embraces and encourages others to foster personal and team resilience													
3. Demonstrates self-control to avoid behavioral drift and moral disengagement													
Criteria: <i>Depth of Knowledge: Established practice with all workplace elements</i>													
3.2.2.1. Establish and pursue personal goals (short/long term)	1	K		K	K	*							
3.2.2.2. Seek opportunities for improvement	1	K		K	K								
3.2.2.3. Incorporate resiliency training concepts	2	pk		pk	pk								
3.2.2.4. Share concepts to foster team growth	2	K		pk	pk								
3.2.2.5. Demonstrate Emotional Intelligence	3	P		P	P								
3.2.2.6. Align personal morals and values with that of the institution	3	pk		pk	pk								
3.2.3. Developing Self (Advanced)													
1. Mitigates personal and professional shortfalls and with little to no direction or feedback													
2. Fosters an environment of cross-communication to enhance mission effectiveness													
3. Seeks innovation to improve unit processes													
Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>													
3.2.3.1. Advocate for developmental opportunities	1	-		K	K								
3.2.3.2. Develop strategies to achieve personal and professional goals	1	K		K	K								
3.2.3.3. Foster an environment for mentorship	2	pk		pk	pk								
3.2.3.4. Utilize internal and external feedback for continued growth	2	K		K	K								
3.2.3.5. Develop new practices from lessons learned	2	K		K	K								
3.2.3.6. Contribute new ideas to solve unit issues	3	-		pk	pk								
3.2.3.7. Recognizes sister services best practices	3	-		-	-								
3.2.4. Developing Self (Expert)													
1. Provides guidance and influences others to develop leadership and followership skills													
2. Provides and solicits feedback from diverse sources to enhance development													
Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>													
3.2.4.1. Motivate others to strive for increased responsibility	1	K		K	K								
3.2.4.2. Facilitate Professional Development Seminar on various topics	1	-		pk	-								
3.2.4.3. Solicit feedback from subordinates, peers, supervisors and senior leaders on performance	2	K		pk	pk								
3.2.4.4. Incorporate Personality and Temperament Type into personalized feedback	2	-		pk	pk								
4. COMMUNICATION													
4.1. COMMUNICATION													
Description: The ability to articulate information, ideas, and thoughts utilizing oral, written, visual, and active listening skills to execute BMT mission.													
Supporting Competencies: <i>Communication, Decision Making, Information Seeking, Teamwork</i>													

4.1.1. Communication (Basic)												
1. Interprets information and asks for clarification when needed to complete assigned tasks												
2. Utilizes commands to direct flight (e.g. Drill Commands and Effective Communication Skills)												
3. Recognizes and utilizes appropriate communication tools to deliver information												
Criteria: <i>Consistency of Application: Sustained application of competency over time</i>												
Tasks, Knowledge And Technical References	Behavior Match	MTI Basic Course	DLD Courses	Flight CC/MTI Supervisor Course	MTI Trainer Course	Core Tasks	CBRN	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials
4.1.1.1. Seek information to accomplish assigned tasks		pk		pk	pk	*						
4.1.1.2. Seek clarification at appropriate levels		pk		pk	pk	*						
4.1.1.3. Communicate basic expectations and standards		pk		pk	pk	*						
4.1.1.4. Process and apply feedback		pk		pk	pk	*						
4.1.1.5. Utilize appropriate guidance for communication (e.g. Lesson Plans, SOPs)		pk		pk	pk	*						
4.1.1.6. Utilizes communication tools across various platforms (e.g. Teams, outlook, blackberry etc.)		pk		pk	pk	*						
4.1.2. Communication (Intermediate)												
1. Communicates with team members on daily and future operations to synchronize course(s) of action, development, and make informed decision												
2. Actively participates in discussion to contribute to, and makes informed decisions												
Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>												
4.1.2.1. Communicate efforts to standardize and develop teams actions	1	K		pk	pk							
4.1.2.2. Disseminate relevant information to align with guidance	1	K		pk	pk							
4.1.2.3. Evaluate and adjust communication strategies	1	K		pk	pk							
4.1.2.4. Foster communications up and down the Chain of Command	2	K		pk	pk	*						
4.1.2.4. Contribute insight and perspective into decision making	2	K		pk	pk							
4.1.2.5. Seek input to enhance decision making process and discussions	2	K		pk	pk							
4.1.3. Communication (Advanced)												
1. Tailors messaging and briefings to address identified organizational concerns and mitigate communication shortfalls												
2. Conveys complex messaging concisely to ensure information integrity												
Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>												
4.1.3.1. Adapt communication to the appropriate audience (e.g. style, information) to develop strategic messaging	1	-		pk	pk							
4.1.3.2. Facilitate discussions to identify organizational concerns	1	-		pk	pk							
4.1.3.3. Effectively interprets feedback from receivers (verbal and non verbal) and adjusts message accordingly	1	K		pk	pk							
4.1.3.4. Translate guidance in a timely and precise fashion	2	K		pk	pk							
4.1.3.5. Tailors complex information into simplified manner	2	K		pk	pk							
4.1.4. Communication (Expert)												
1. Develops messaging to senior leadership and other external organizations to convey mission constraints and requirements												
2. Articulates information with limited or uncertain data in impromptu situations												
Criteria: <i>Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency</i>												
4.1.4.1. Formulate strategies to identify limiting factors to address constraints	1	-		pk	pk							
4.1.4.2. Prioritize LIMFACs to properly align with mission success	1	-		pk	pk							
4.1.4.3. Precisely delivers expectations to mitigate miscommunication	2	-		pk	pk							
4.1.4.4. Use context clues to fill missing data	2	-		pk	pk							