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AFSC 3F2X1

Education and Training

CAREER FIELD EDUCATION AND TRAINING PLAN

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CAREER FIELD EDUCATION AND TRAINING PLAN
EDUCATION AND TRAINING SPECIALTY
AFSC 3F2X1
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EDUCATION AND TRAINING SPECIALTY AFSC 3F2X1
CAREER FIELD EDUCATION AND TRAINING PLAN

Part I

Preface

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

2. The CFETP consists of two parts. Supervisors will use both parts to plan, manage, and control training within the specialty.

2.1. Part I provides information necessary for overall management of the specialty. Section A explains how to use the plan. Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path. Section C associates each level with specialty qualifications (knowledge, education, experience, training, and other). Section D indicates resource constraints (i.e., funds, manpower, equipment, facilities). Section E identifies transition training plans for the 3F2X1 career field.

2.2. Part II is utilized to identify, plan, and conduct training commensurate with the overall goals of this plan. Section A identifies the Specialty Training Standard (STS) and includes duties, tasks, and technical references to support training, Air Education and Training Command (AETC) conducted training, core task, and correspondence course requirements. Section B identifies the course objective list. Section C identifies available support materials. Section D identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses. Section E identifies Major Command (MAJCOM) unique training requirements supervisors can use to determine additional training required for the associated qualification needs.

3. Using guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate points in their career.

ABBREVIATIONS/TERMS EXPLAINED

Advanced Distributed Learning (ADL) – ADL is an evolution of distributive learning (distance learning) that emphasizes collaboration on standards-based versions of reusable objects, networks, and learning management systems, and may include some legacy methods and media.

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

Air Force Career Field Manager (AFCFM) – The Air Force focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for career field policy and guidance.

Air Force Automated Education Management System (AFAEMS) – The official system of record for Air Force Voluntary Education data. Each Education Center uses AFAEMS to manage military members' education record.

Air Force Enlisted Classification Directory (AFECD) – The official directory for all military enlisted classification descriptions, codes, and identifiers. The specialty descriptions and codes will be used to identify each Air Force specialty (valid requirements) and describes the minimum mandatory qualifications of personnel to fill these positions. The updated AFECD is available on the myPers website.

Air Force Job Qualification Standard (AFJQS) – A comprehensive task list common to all persons serving in the duty position, which describes a particular job type or duty position.

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.

Air Reserve Component (ARC) – This term is used as an overarching term when referring to both the Air National Guard and Air Force Reserve Component together.

Career Field Education and Training Plan (CFETP) – A comprehensive core training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear path. It is the formal training contract between the AFCFM and AETC for formal accession and life-cycle skills training.

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.

Coaching - Relationship where an uncertified or certified professional coach provides technical support focusing on development of mentees based on their identified performance need.

Competencies - Observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform institutional or occupational functions successfully.

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 may 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.

Computer Based Training (CBT) – The use of computers to aid in the delivery and management of instruction.

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

Course Objective List (COL) – A publication derived from initial and advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3, 5, or 7-skill level in this career field.
Supervisors use the COL to assist in conducting graduate evaluations in accordance with *DAFMAN 36-2689, Training Program.*

Critical Task – A task that requires specific training and certification above and beyond other tasks. Tasks may be defined as critical either through DAFI, Technical Orders, higher headquarters, or at any level in the unit.

Deployment Task – Any tasks identified by higher headquarters for personnel to perform during deployments, contingencies, or wartime. Deployment tasks may be specified for a particular skill level or in general across the AFSC. Guidance for using deployment tasks can be found in the applicable CFETP narrative.

Distance Learning (DL) – Includes video tele-seminar, interactive video tele-training, video tele-training, Career Development Courses (CDCs), internet-based instruction (IBI), and CBT. Includes formal courses that a training wing or a contractor develops for export to a field location (in place of resident training) for trainees to complete without on-site support of a formal training instructor.

Distributed Training – Formal courses that a training wing or a contractor develops for export to a field location (in place of resident training for trainees to complete without the on-site support of a formal training instructor).

Duty Position Tasks – Tasks assigned to an individual to be considered qualified for the position currently held. At a minimum these shall include 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.

Experiential Learning – Formal and informal experiences (e.g., field exercises, internships, or simulations), which enhance and expand an individual's competencies. This type of learning activity provides challenging environments, broadens perspectives, encourages reflective thinking, introduces new or enhances existing competencies, and allows for the observation of a learner's real-time actions.

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 AFH 36-2647, Competency Modeling.

Functional Manager (FM) – Senior leaders, designated by the appropriate functional authority, who provide day-to-day management responsibility over specific functional communities at the MAJCOM, Field Operating Agency (FOA), Direct Reporting Unit (DRU), Base Level, or ARC level. FMs are responsible for ensuring their specialties are equipped, developed, and sustained, as well as encouraging force development opportunities to meet future needs of the Department of the Air Force's mission.

Initial Skills Training (IST) – A formal training course that results in an AFSC 3-skill level award for enlisted personnel.

Learning Management System (LMS) – A software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, materials or learning and development programs.

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

myFSS – An enterprise solution to support the Air Force's goal of providing a centralized place available for all Airmen & Guardians to proactively manage their career, benefits, services, and family care–from hire to retire.

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 1

Occupational Survey Report (OSR) – A detailed report showing the results of an occupational survey of tasks performed within a particular AFS.

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.

Proficiency Training – Additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

Qualification Training (QT) – Hands-on performance training designed to qualify personnel in a specific position.

Qualification Training Package (QTP) – A training aid used to provide step-by-step procedures toward task completion. Supervisors/trainers must use these and document training in the 623A during OJT (if available).

Representative Sites – Typical organizational units having similar missions, weapon systems or equipment, or a set of jobs, used as a basis for estimating average training capacities and costs.

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

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

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 – A predetermined quality or quantity against which performance skills and knowledge are measured. 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**.**

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

Training Capability – The ability of a unit or base to provide training. Authorities consider the availability of equipment, qualified trainers, and study reference materials in determining a unit's training capability.

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

Training Planning Team (TPT) – Comprised of subject matter experts (SMEs) who are intimately involved in training development. The range of issues surpasses those covered during the Utilization and Training Workshop (U&TW).

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

Task Qualification Training (TQT) – Training conducted after chemical, biological, radiological, nuclear, and high-yield explosive defense classroom training in which individuals perform wartime mission essential tasks in a simulated wartime environment while wearing full ground crew individual protective equipment or aircrew individual protective equipment. Headquarters AF, MAJCOM and local functional area managers identify wartime mission essential tasks. See AFI 10-2501, *Emergency Management Program* and DAFI 10-2602, *Countering Weapons of Mass Destruction Enterprise* for additional information/ requirements.

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

Utilization and Training Workshop (U&TW) – A forum of the AFCFM, FMs, SMEs and AETC training personnel to determine career progression training requirements.

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. This CFETP provides the information necessary for AFCFMs, MAJCOM FMs, commanders, training managers, supervisors, and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training individuals in this AFS should receive in order to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced and proficiency training. The CFETP has several purposes—some are:

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

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

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

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

2. Usage. The plan will be used by MAJCOM FMs, Base Training Managers (BTMs), Base Functional Managers (BFMs), and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty.

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

2.2. MAJCOM FMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. OJT, resident training, contract training, or exportable courses can satisfy identified requirements. MAJCOM-developed training to support this AFSC must be identified for inclusion into this CFETP.

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

3. Coordination and Approval. The AFCFM is the approval authority. The AFCFM will initiate an annual review of this document to ensure currency and accuracy. MAJCOM representatives and AETC training personnel will identify and coordinate on the career field training requirements.

Section B - Career Progression and Information

4. Specialty Description.

4.1. Specialty Summary. Conducts Education and Training (E&T) tasks for maintenance, operations, and support training; performs education services, curriculum development, and instructor activities. Develops, delivers, and evaluates Education and Training programs and oversees Education and Training activities. Related DoD Occupational Subgroup: 157000.

4.2 Duties and Responsibilities.

4.2.1. Develops, delivers, and evaluates Education and Training programs. Applies instructional systems development (ISD). Compares individual knowledge and skills with job standards and identifies Education and Training requirements. Determines adequacy of existing courses and programs. Screens and validates formal Education and Training requirements. Determines most cost-effective method to deliver Education and Training. Sequences objectives; selects instructional design, method, and media; and identifies resource needs. Creates materials to support objectives. Develops test and standards to measure individual abilities. Evaluates Education and Training programs, recommends actions to correct deficiencies, and oversees evaluations and surveys. Conducts, validates, and revises programs and instruction. Coordinates user feedback with career field managers and Education and Training providers and monitors corrective actions. Proctors exams. Maintains and controls testing materials.

4.2.2. Administers Education and Training programs. Serves as Education and Training program manager. Consults on ISD process and CFETPs. Advises on Education and Training materials and services. Conducts work center visits and organizes programs to develop and conduct job site training. Advises on unit and individual Education and Training progress. Identifies Education and Training providers, capabilities, and resources, and ensures availability of materials. Recommends revisions to Education and Training programs and CFETPs. Helps obtain and analyze history of Education and Training achievements, establish goals, and enroll in classes, courses, and programs. Prepares and maintains records, files, and materials. Maintains liaison with activities conducting, scheduling, or supporting Education and Training requirements. Coordinates and schedules events and facility use. Requests course quotas; monitors formal Education and Training process; and maintains records of course attendance, withdrawals, completions, and costs. Manages automated systems and products, measurement tools, multimedia and maintenance qualification training programs, and the extension course program. Coordinates contingency task training.

4.2.3. Oversees Education and Training activities. Organizes Education and Training programs to achieve educational goals and mission requirements. Prepares directives to manage and control Education and Training programs. Implements policies and coordinates changes. Develops and manages reporting procedures. Maintains Education and Training data and provides statistical reports on programs and operations. Monitors progress, identifies problem areas, determines causes, recommends corrective action, and provides

counsel. Organizes and controls facilities, supplies, and equipment to support Education and Training needs. Forecasts Education and Training requirements, determines validity, and assesses cost. Participates in STRTs, utilization and training workshops, training planning teams, and training planning groups.

5. Competencies. The Air Force defines competencies as an observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform institutional or occupational functions successfully. The Education and Training community has rebuilt the entire training platform by using competencies to identify the behaviors that are needed to be successful on the job. This has been accomplished by identifying and integrating the 3F2X1, Education and Training, 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. 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 describe the technical/functional skills, knowledge, abilities, behaviors 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 Education and Training community. The occupational competency model follows a distinct process with continued involvement from the career field and allows Airmen to see how their task lists, OJT, formal courses, and other training, education, and experiences are aligned to the career field's strategic objectives.

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

Competency	Sub-Competency	Description
Organizational Management	Personnel Management	The development and enhancement of an individual's capability in support of the assigned organization's mission.
	Coaching	Guiding others to achieve specific personal or professional goals by maximizing an individual's potential.
	Resource Management	Identifying and acquiring personnel, equipment, tools, funds, assets, supplies, facilities etc. to achieve an objective.
Communication	Communication	Presenting clear, concise, and meticulous verbal and written information through active listening and clear messaging, to achieve mission goals, improve processes, and eliminate errors.
Training Management	Program Management	Managing programs mapped to mission priorities or objectives that improve organizational performance.
	Upgrade and Qualification Training Management	Focused execution of an individual's career progression in their skills, knowledge, abilities, and other characteristics manifested in behaviors to accomplish the mission within their specific functional community.
	Course Management	Deliberate administration of formal and informal programs to comply with the needs and standards of the individual's continuum of learning.
	Testing Management	Enforcing academic integrity by executing testing processes.
Instructional Systems Design (ISD)	Curriculum Management	Designing and implementing instructional materials that meet mission objectives.
	Instruction	Delivering prescribed curriculum designed to develop an individual's skills, knowledge, abilities, and other characteristics manifested in behaviors.
Program Effectiveness	Data Analytics	Discovering, interpreting, and communicating significant trends.
	Assessments and Inspections	Providing objective and impartial appraisal regarding the condition of a program to continuously improve mission readiness.
Education Services	Education Services	Assisting and advising on educational opportunities and professional development programs.

Figure 2 provides an example of a competency model for the 3F2X1 career field.

Figure 2. 3F2X1, Education and Training, 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 3F2X1 career field.

Figure 3. 3F2X1, Education and Training, Occupational Competency Rubric for Outbound Operations.

Competency	Proficiency Levels	Observable Behaviors
Training Management	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach other the competency of how to apply the competency	- Develops and updates training policies and procedures to improve training effectiveness - Consults with stakeholders to develop innovative solutions to enhance the organization's training program
Sub-Competency	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	- Forecasts education and training requirements to determine validity and attainability - Interprets and communicates strategic vision and training guidance to enable customers in meeting requirements
Upgrade and Qualification Training Management		
Description	***Intermediate*** Consistency of Application: Sustained application of competency over time in variety of situations	- Assess work center priorities to help create accurate training plans - Advises and assists assigned personnel in completing their responsibilities to meet training requirements - Coordinates training for assigned personnel and collaborates with training providers to support mission readiness
Focused execution of an individual's career progression in their skills, knowledge, abilities, and other characteristics manifested in behaviors to accomplish the mission within their specific functional community.		
Supporting Competencies	***Basic*** Consistency of Application: Sustained application of competency over time	- Conducts interviews to identify training needs to meet training requirements - Tracks training requirements for assigned personnel to ensure qualifications are met - Manages and updates applicable training systems to ensure information accuracy - Reports training data to enable senior leaders to make informed decision and provide corrective actions
Develops People Organizational Awareness Accountability Information Seeking		

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

Figure 4a. Competency Rubric Section 1.

Competency	←	The competency section states the competency group.
Training Management		

Sub-Competency Upgrade and Qualification Training Management	←	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.
Description Focused execution of an individual's career progression in their skills, knowledge, abilities, and other characteristics manifested in behaviors to accomplish the mission within their specific functional community.	←	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.
Supporting Competencies Develops People Organizational Awareness Accountability Information Seeking	←	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.

Figure 4b. Competency Rubric Section 2.

Proficiency Levels ***Expert*** **Consistency of Application:** Able to innovate and formulate strategies; able to model/guide/teach other the competency of how to apply the competency ***Advanced*** **Consistency of Application:** Sustained application of competency over time in complex situations ***Intermediate*** **Consistency of Application:** Sustained application of competency over time in variety of situations	←	The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert. 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. 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. While other criteria (e.g., scope, impact, and reach of influence) requires more of a hierarchical approach to gain the

Basic **Consistency of Application:** Sustained application of competency over time		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).

Figure 4c. Competency Section 3.

Observable Behaviors	←	The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level. They provide objective evidence that the individual possesses the competency level and shows what effective performance looks like. The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement.
– Develops and updates training policies and procedures to improve training effectiveness – Consults with stakeholders to develop innovative solutions to enhance the organization's training program		
– Forecasts education and training requirements to determine validity and attainability – Interprets and communicates strategic vision and training guidance to enable customers in meeting requirements		
– Assesses work center priorities to help create accurate training plans – Advises and assists assigned personnel in completing their responsibilities to meet training requirements – Coordinates training for assigned personnel and collaborates with training providers to support mission readiness		
– Conducts interviews to identify training needs to meet training requirements – Tracks training requirements for assigned personnel to ensure qualifications are met – Manages and updates applicable training systems to ensure information accuracy – Reports training data to enable senior leaders to make informed decision and provide corrective actions		

5.2.5 Another key component within the rubric is the supporting competencies section at the bottom left-hand corner. These are the top four supporting competencies that can help members excel and be successful in that particular sub-competency. Some of these supporting competencies are 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 their 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, 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.

5.2.6. Competency Development. The intent of moving towards a competency-based system is to sharpen our Airmen's tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of USAF missions. This occurs not in a classroom but on the job by combining education, training, and experiences to provide Airmen with a better developmental pathway as they move along their careers. Airmen are still required to complete specific training courses, core tasks, and other training requirements in order to

attain a 3-, 5-, and 7-skill levels. Competency development allows Airmen to move beyond the minimum career field requirements and begin addressing developmental gaps and strengthening their capabilities. The competency model provides information that enables Education and Training community members to assess their professional growth and development by comparing their strengths and weaknesses to the clear and objective behaviors outlined in the model.

5.2.7. Below are the competency rubrics for the 3F2X1, Education and Training, career field.

Competency	Proficiency Levels	Observable Behaviors
Organizational Management	***Expert*** Reach of Influence: MAJCOM/AF-Level/Industry	- Vectors personnel for career broadening opportunities and assignments to support mission requirements and personnel development - Develops human capital strategies for support of mission priorities
Sub-Competency	***Advanced*** Reach of Influence: Wing/Institutional	- Identifies and capitalizes on opportunities for members to participate in experiential learning to foster multi-capable Amn strategies - Encourages collaboration by fostering a team environment to generate new ideas for programs and process improvement - Employs personnel to meet mission training requirements
Personnel Management		
Description	***Intermediate*** Reach of Influence: Unit/ Groups	- Leads personnel within a section and provide feedback, internal training, and development opportunity for subordinates - Manages and advocates for readiness of personnel to meet local in-garrison and UTC requirements
The development and enhancement of an individual's capability in support of the assigned organization's mission.		
Supporting Competencies	***Basic*** Reach of Influence: Individuals	- Makes decisions at lowest level and elevates issues through appropriate chain of command - Maintains individual accountability and encourages peer accountability to successfully execute duties, instructions, and responsibilities - Provides first line support for customer inquires in support of unit, training mission, and CC priorities
Accountability Develops People Relationship Building Decision Making		

Competency	Proficiency Levels	Observable Behaviors
Organizational Management	***Expert*** Consistency of Application: Able to innovate and formulate strategies: able to model/guide/teach others the competency of how to apply the competency	- Adopts and customizes new concepts, delivery, and approaches to create effective and versatile coaches
Sub-Competency	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	- Adjusts coaching techniques to meet delivery challenges by offering alternatives and back up plans
Coaching		
Description	***Intermediate*** Consistency of Application: Sustained application of competency over time in a variety of situations	- Utilizes questioning techniques and guides individuals to create personalized goals - Builds interpersonal skills with the focus on the development of emotional and social intelligence - Assesses progress and offers observational feedback to personalize goal paths to each individual
Guiding others to achieve specific personal or professional goals by maintaining an individual's potential		
Supporting Competencies	***Basic*** Consistency of Application: Sustained application of competency overtime	- Actively listens, delivers feedback, and provides resources for an individual's development - Identifies self-limitations and proactively seeks assistance to aid individuals in complex situations
Communication Develops People Analytical Thinking Flexibility		

Competency	Proficiency Levels	Observable Behaviors
Organizational Management	***Expert*** Impact on: AF-level practices/within industry	- Manages career field manning to balance fiscal constraints against mission demands - Coordinates manpower studies to determine proper authorizations, assignments, priorities, and projections - Guides and advocates innovation efforts to streamline and improve training resources (e.g., training systems, equipment, manpower) to enhance objectives and program management
Sub-Competency	***Advanced*** Impact on: Management decisions	- Forecasts changes to manpower, budget, equipment, etc. and advocates for resources to accomplish the objectives - Collaborates with multi-level leaders to resolve resource changes and shortfalls in order to meet the organizations program objectives - Identifies and resolves manpower, materials, and funding shortfalls
Resource Management		
Description	***Intermediate*** Impact on: Specific workplace projects	- Coordinates with appropriate agencies to obtain resources for specific project or program - Prepares documents and provides justification to support procurement of resources in order to meet program requirements - Elevates resource deficiencies when mission capabilities will be impacted - Establishes procedures and enforces compliance for applicable agencies to utilize assigned resources
Identifying and acquiring personnel, equipment, tools, funds, assets, supplies, facilities etc. to achieve an objective.		
Supporting Competencies	***Basic*** Impact on: Specific workplace tasks	- Identifies specific materials, equipment, personnel, funding, etc. needed to achieve an objective - Secures equipment, materials, and funding to accomplish program objectives
Communication Organizational Awareness Decision Making Strategic Thinking		

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 and delivers complex information to translate strategic intent into operational guidance to meet organizational priorities - Guides personnel on utilization of various communication methods and tools in order to deliver desired message
Sub-Competency	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	- Initiates cross-organizational communication to synchronize actions and behaviors to achieve a cohesive objective - Interprets highly technical subjects or ambiguous information from multiple sources to affect program changes or improvements - Identifies and employs new methods of communication to effectively transfer information throughout organizations
N/A		
Description	***Intermediate*** Consistency of Application: Sustained application of competency over time in a variety of situations	- Collaborates with personnel and shares information to keep stakeholders and customers actively engaged - Tailors communication techniques to address identified concerns or desires to various or diverse audiences to ensure message is received in a non-hostile manner - Utilizes all five types of communication (e.g., written, visual, verbal, non-verbal, and active listening) to provide integrated ideas, direction or support across an organization in order to meet mission priorities
Presenting clear, concise, and meticulous verbal and written information through active listening and clear messaging, to achieve mission goals, improve processes, and eliminate errors.		
Supporting Competencies	***Basic*** Consistency of Application: Sustained application of competency overtime	- Employs communication methods and tools (e.g., written, verbal, and electronic formats) to effectively manage unit programs - Presents clear, accurate, error free communication in support of the customer - Informs stakeholders on program status and overall health to ensure mission effectiveness
Relationship Building Accountability Precision Flexibility		

Competency	Proficiency Levels	Observable Behaviors
Training Management	***Expert*** Impact on: Air Force level practices/within industry	- Solves program limitations and directs revisions for enterprise-wide success - Advises and coordinates with policy managers outside the functional community to advocate for program implementation across the enterprise
Sub-Competency Program Management	***Advanced*** Impact on: Management decisions	- Partners with higher-level leadership to provide recommended courses of actions and enhancements - Solves program challenges to achieve mission priorities
Description Managing programs mapped to mission priorities or objectives that improve organizational performance.	***Intermediate*** Impact on: Specific workplace projects	- Utilizes time management to effectively oversee a multitude of programs for organizational mission accomplishment - Integrates routine operations while adapting to program revisions for seamless execution of requirements in support of customers
Supporting Competencies Organizational Awareness Accountability Information Seeking Decision Making	***Basic*** Impact on: Specific workplace tasks	- Articulates procedures and standards on applicable programs to inform leaders on program status - Applies project management techniques to execute program requirements to assist personnel - Safeguards information to ensure data integrity and personnel privacy

Competency	Proficiency Levels	Observable Behaviors
Training Management	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach other the competency of how to apply the competency	- Develops and updates training policies and procedures to improve training effectiveness - Consults with stakeholders to develop innovative solutions to enhance the organization's training program
Sub-Competency Upgrade and Qualification Training Management	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	- Forecasts education and training requirements to determine validity and attainability - Interprets and communicates strategic vision and training guidance to enable customers in meeting requirements
Description Focused execution of an individual's career progression in their skills, knowledge, abilities, and other characteristics manifested in behaviors to accomplish the mission within their specific functional community.	***Intermediate*** Consistency of Application: Sustained application of competency over time in variety of situations	- Assess work center priorities to help create accurate training plans - Advises and assists assigned personnel in completing their responsibilities to meet training requirements - Coordinates training for assigned personnel and collaborates with training providers to support mission readiness
Supporting Competencies Develops People Organizational Awareness Accountability Information Seeking	***Basic*** Consistency of Application: Sustained application of competency over time	- Conducts interviews to identify training needs to meet training requirements - Tracks training requirements for assigned personnel to ensure qualifications are met - Manages and updates applicable training systems to ensure information accuracy - Reports training data to enable senior leaders to make informed decision and provide corrective actions

Competency	Proficiency Levels	Observable Behaviors
Training Management	***Expert*** Impact on: Air Force level practices/within industry	- Generates needs assessment for new training demands - Advocates for new course requirements and resources specified for developmental needs in the career field - Implements course validation policy for target audience
Sub-Competency	***Advanced*** Impact on: Management decisions	- Develops guidelines and directives for course management utilization and publishes guidance through various platforms - Implement prerequisites parameters and determines equitable allocations of demands
Course Management		
Description	***Intermediate*** Impact on: Specific workplace projects	- Consolidates course requests to build class schedules and commits resource allocations to meet training demands - Disseminates schedules and course information to maximize course utilization - Collaborates with outside agencies to obtain allocations and budget management to meet training demands
Deliberate administration of formal and informal programs to comply with the needs and standards of the individual's continuum of learning.		
Supporting Competencies	***Basic*** Impact on: Specific workplace tasks	- Identifies course needs for assigned personnel for continued advancement - Communicates with key stakeholders and validates training requests for upgrade and qualification needs - Schedules training events based on identified requirements for progression in the continuum of learning
Information Seeking Organizational Awareness Initiative Flexibility		

Competency	Proficiency Levels	Observable Behaviors
Training Management	***Expert*** Impact on: AF-level practices/within industry	- Builds relationships with neighboring testing centers to maintain alternative options - Develop and implement test management guidance to maintain academic integrity
Sub-Competency	***Advanced*** Impact on: Management decisions	- Analyzes reliability and accuracy of tests to provide recommendations to senior leadership - Identifies improvements and implements schedule and procedure revisions to accommodate mission demands - Executes necessary actions to support test compromise procedures
Testing Management		
Description	***Intermediate*** Impact on: Specific Workplace Projects	- Maintains current test facility validation to ensure test security, integrity, and inventory - Standardizes the process for test preparation, facilitation, and uploading completion for education advancement
Enforcing academic integrity by executing testing processes		
Supporting Competencies	***Basic*** Impact on: Specific Workplace Tasks	- Executes testing procedures to enable testing facility process - Directs customers to appropriate and pertinent study material and resources to ensure preparedness
Accountability Precision Digital Literacy Results Focused		

Competency	Proficiency Levels	Observable Behaviors
Instructional System Design (ISD)	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Creates and influences processes that aligns mission, policy, and organizational values for instructional design - Teaches personnel on strategies of the instructional system process - Integrates emerging and advanced learning theories to make necessary adjustments to the development and design process
Sub-Competency	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	- Analyzes data and makes recommendations to improve validity, effectiveness, and efficiency of instructional systems - Provides guidance and support to stakeholders and SMEs during the instructional development process - Evaluates course outcomes for fulfillment of operational objectives
Curriculum Management		
Description	***Intermediate*** Consistency of Application: Sustained application of competency over time in a variety of situations	- Conducts task and learning analysis to identify requirements - Applies the steps of the instructional design process to build training materials in a variety of delivery platforms - Compiles data to make necessary adjustments to the instructional system - Develops assessment tools to identify and measure occupational requirements
Designing and implementing instructional materials that meet mission objectives.		
Supporting Competencies	***Basic*** Consistency of Application: Sustained application of competency over time	- Coordinates with stakeholders and subject matter experts to identify desired learning outcomes - Identifies training strategies aligning with learning outcomes to meet objectives - Integrates existing training materials into the design process to preserve resources
Creative Thinking Analytical Thinking Strategic Thinking Results Focused		

Competency	Proficiency Levels	Observable Behaviors
Instructional System Design (ISD)	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Creates a supportive and challenging learning environment promoting professionalism, reflective practice, self-directed learning, self-assessment, and lifelong learning - Trains personnel and provides feedback on proper techniques to enhance instruction
Sub-Competency	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	- Researches and implements new instructional techniques and technologies for delivery - Establishes adaptable and personalized learning environments dependent on real-time data, direct observation, and interaction with personnel
Instruction		
Description	***Intermediate*** Consistency of Application: Sustained application of competency over time in a variety of situations	- Employs multiple strategies that address differing learning styles (e.g., visual, oral, verbal, social, logical, spatial) of personnel - Modifies training strategies and instructional techniques based on student feedback and/or limitations - Identifies course deficiencies and provides feedback on curriculum content
Delivering prescribed curriculum designed to develop an individual's skills, knowledge, abilities, and other characteristics manifested in behaviors.		
Supporting Competencies	***Basic*** Consistency of Application: Sustained application of competency over time	- Demonstrates instructional preparedness in the training environment - Applies instructional methods and strategies to keep students engaged, on-task, and on-schedule - Administers appropriate measurement device to assess student learning - Creates a safe learning environment for all individuals
Communication Develops People Flexibility Relationship Building		

Competency	Proficiency Levels	Observable Behaviors
Program Effectiveness	***Expert*** Scope: Integration with AF-level/within industry	- Develops policy for data collection and analysis for achieving statistical objectives - Analyzes and interprets external guidance for functional community implementation - Enforces standardized approaches in expectations and gate-keeps other functional requirements for field implementation - Designs and regulates information timelines and structures channeling standardized execution for enterprise-wide operations
Sub-Competency Data Analytics	***Advanced*** Scope: Integration with organizational strategies	- Examines statistical data from lower levels to highlight potential training gaps and determine viable solutions - Collaborates with functional community and leadership to determine benchmarked approaches to data provisions for implementation - Elevates substandard trends and concerns for solution determinations and guidance
Description Discovering, interpreting, and communicating significant trends.	***Intermediate*** Scope: Integration with concerned areas	- Identifies deficiencies and trends to evaluate overall training effectiveness - Correlates and differentiates implied statistical data to assist leaders to resolve training deficiencies, issues, and compliance within the unit
Supporting Competencies Analytical Thinking Information Seeking Digital Literacy Organizational Awareness	***Basic*** Scope: Specific Area	- Retrieves data and collects statistical inputs for unit requirements and incorporates data for further analysis - Compiles data to illustrate training program effectiveness for key leaders - Communicates key performance indicators (KPI) for the effective and efficient mission parameters to unit leaders - Files and stores empirical data to ensure compliance with program requirements

Competency	Proficiency Levels	Observable Behaviors
Program Effectiveness	***Expert*** Scope: Integration with AF-level/within industry	- Develops policy for inspections and assessments within functional community - Creates checklists and criteria used by field to measure training effectiveness - Responds and develops inspection adjustments and issues between HHQ and unit level personnel
Sub-Competency Assessments and Inspections	***Advanced*** Scope: Integration with organizational strategies	- Interprets internal assessments to provide sample plans and direction to IG teams - Continuously evaluates lower level self-assessment checklists for inclusion in strategic planning - Augments face-to-face inspections as directed by command leadership for lower level validation - Authors command specific policy and direction to guide inspectors for high interest items and concerns
Description Providing objective and impartial appraisal regarding the condition of a program to continuously improve mission readiness.	***Intermediate*** Scope: Integration with concerned areas	- Inspects base level programs and presents trend analysis for wing leadership awareness and decision making - Re-examines shortfalls in unit training programs and provides assistance to key personnel to implement recommended improvements - Composes inspection and assessment reports and elevates findings to leadership for advancement in training programs
Supporting Competencies Accountability Communication Information Seeking Organizational Awareness	***Basic*** Scope: Specific Areas	- Reviews pertinent information to identify training trends and gaps - Conducts inspection to evaluate work center - Briefs stakeholders on inspections findings and provides recommended courses of action for improvement in mission readiness - Authors assessment reports and publishes for historical data to maintain training effectiveness

Competency	Proficiency Levels	Observable Behaviors
Educational Services	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach other the competency of how to apply the competency	- Oversees policy and advocates for the education program to provide up to date military and civilian credentialing, processes and requirements - Liaises and coordinates with CCAF, associated colleges, and other educational institutions for completion of educational goals
Sub-Competency Education Services	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	- Implements force development programs to ensure personal and professional requirements are met - Advises senior leadership on education issues to ensure program integrity and success
Description Assisting and advising on educational opportunities and professional development programs.	***Intermediate*** Consistency of Application: Sustained application of competency over time in variety of situations	- Counsels individuals on educational benefits, programs, and requirements to meet professional and academic goals - Advertises and disseminates academic information to familiarize individuals and communities about educational opportunities
Supporting Competencies Communication Develops People Service Mindset Digital Literacy	***Basic*** Consistency of Application: Sustained application of competency over time	- Assists individuals with educational benefits and credentialing opportunities to meet professional and academic goals - Updates applicable management systems to ensure records accuracy and educational life cycle

6. Training Decisions. The CFETP has undergone a considerable revision towards building a competency-based training and development platform for the Education and Training career field. 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 AFCFM. The final training requirements are then approved by the Career Field Manager.

6.1. A planning meeting/STRT was held from 26-30 September 2022 at Keesler AFB, MS. Members of the planning meeting/STRT sought to develop the learning outcomes. This was accomplished by reverse engineering the behaviors found in the Education and Training occupational competency model and then by asking what does an Airman need to know and do in order to master a specific behavior. The intent of the learning outcomes is to identify all factors needed to succeed in attaining the behavior. During the planning meeting, members decided (approved at STRT portion) to remove the qualitative proficiency code key and use a behavioral statement coding system for the STS.

As a result, each line item will consist of a verb and the coding system for formal training will only use P (performance), K (knowledge), and pk (performance-knowledge).

6.2. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the 3F2X1 career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. The training decisions were made during the STRT held 26-30 September 2022 and utilizing the ISD process as implemented by 335TRS/UOB during training planning and course development.

6.3. Skill and Career Progression. Adequate training and timely progression from the apprentice to the superintendent level play an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training do their part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career.

6.3.1. Apprentice (3) Level. The initial skills course, E3ALR3F231 01AC Education and Training Apprentice, must be completed for the award of AFSC 3F231. Initial skills training requirements were identified during the 3F2X1 STRT.

6.3.2. Journeyman (5) Level. Qualification in and possession of AFSC 3F231 and completion of UGT consisting of completing: (1) CDCs (if available); (2) all core tasks identified with "5"; (3) meet time in training requirements as identified by the AFCFM on myFSS "Time in Training Requirements"; (4) recommended by supervisor and approved by their commander for the award of AFSC 3F251.

6.3.3. Craftsman (7) Level. Qualification in and possession of AFSC 3F251. Begin UGT to the 7-skill level upon selection to SSgt or DOR for ARC. UGT consists of completing: (1) all core tasks identified with a number "7"; (2) meet time in training requirements as identified by the AFCFM on myFSS "Time in Training Requirements"; (3) recommended by supervisor and approved by their commander for the award of AFSC 3F271. Core tasks identified with "7/R" are mandatory for RegAF but optional for ANG and AFRC.

6.3.4. Superintendent (9) Level. Qualification in and possession of AFSC 3F271. Must be at least a Senior Master Sergeant (SMSgt) and meet mandatory requirements listed in the AFECD, have completed SNCOA or sister-service equivalent, and be recommended by their supervisor and approved by their commander for award of the 9-skill level.

6.4. 3-Skill Level Training. The initial skills course, E3ALR3F231 01AC, has been revised by 335 TRS/UOB at Keesler AFB to provide training needed to prepare graduates for education and training related positions.

6.5. 5-Skill Level Upgrade Training. There is no advanced 5-level course at this time.

6.6. 7-Skill Level Advanced Training. There is no advanced 7-level course at this time.

7. The CFETP Part II identifies thirteen (13) sub-competencies. Each competency is further broken down into the following proficiency levels: basic, intermediate, advanced, and expert. The proficiency levels are not tied to a specific rank or position. Additionally, each occupational competency has supporting competencies tied to them. The supporting competencies allow Airmen to intentionally develop those transferrable underlying characteristics that will translate to mission capabilities, mission readiness, and mission success for the agile, future thinking Airmen. Airmen, supervisors, trainers, mentors, and leaders should look for opportunities to integrate the supporting competencies into every facet of an Airman's development as they seek to gain and increase proficiency within the Education and Training competencies.

8. Community College of the Air Force (CCAF). Enrollment in CCAF occurs automatically upon completion of basic military training and assignment to an Air Force career field. CCAF provides the opportunity to obtain an Associate of Applied Sciences Degree. Exception: AFSC 3F2X1 personnel must request enrollment into the new degree program through their Education Service Office. In addition to its associate degree program, CCAF offers the following:

8.1. Certifications

8.1.1. CCAF Instructor Certification (CIC) Program. This program is for qualified instructors who teach CCAF collegiate-level credit awarding courses at a CCAF affiliated school. The CIC is a professional credential that recognizes the instructor's extensive faculty development training, education and qualification required to teach a CCAF course, and formally acknowledges the instructor's practical teaching experience. Qualified officer, enlisted, civilian and other service instructors are eligible for this certification.

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

8.1.3. AF Credentialing Opportunities On-Line (AF COOL). The AF COOL is a Total Force Enlisted program. It includes all enlisted AFSCs for RegAF, AFR, ANG, and USSF. Members of the ARC MUST be on Title 10 or 32 active orders for the duration of the AF COOL process (FDO: upload member's AD orders in AFAEMS). This program assists Airmen in navigating through the various civilian credentialing opportunities that are available for their control/duty AFSCs. AF COOL provides a one-stop-shop for Airmen to explore credentials recognized by the civilian community that can enhance an Airman's current performance in their AF specialty as well help prepare for civilian employment. Please review all the tabs as each has important information for successful completion of an AFSC-related credential.

8.2. Degree Requirements. Prior to completing an associate degree, the 5-skill level must be awarded, and the following requirements must be met:

Semester Hours

Technical Core/Elective Education	**24**
Leadership, Management, and Military Studies	**6**
General Education	**15**
Oral Communication, Written Communication, Mathematics Social Science and Humanities	
Program Elective	**15**
Technical Education; Leadership, Management, and Military Studies; or General Education	
Total	**60**

8.2.1. Technical Education (24 Semester Hours): A minimum of 9 semester hours of technical core subjects/courses must be applied and the remaining semester hours applied from Technical Core or Technical Elective subjects and courses. Specific requirements can be found in the latest CCAF catalog located at **https://www.airuniversity.af.edu/Barnes/CCAF/.**

8.2.2. Leadership, Management, and Military Studies (6 Semester Hours): Professional military education and/or civilian management courses.

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

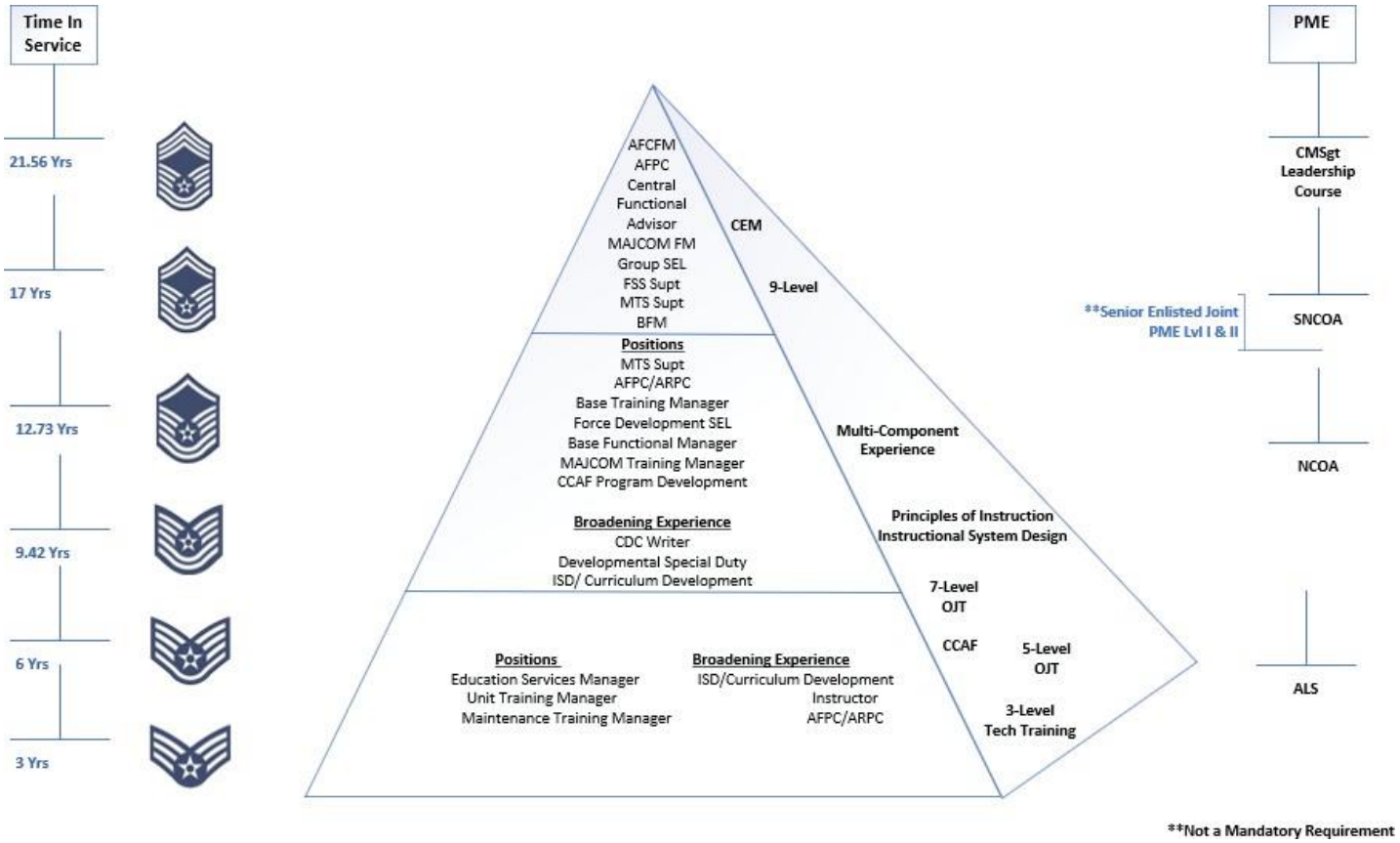
8.2.4. Program Elective (**15 Semester Hours**): Satisfied with applicable Technical Education; Leadership, Management, and Military Studies; or General Education subjects and courses, including natural science courses meeting GER application criteria. Nine semester hours of CCAF degree applicable technical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

8.3. Off-duty Education. While additional off-duty education is a personal choice and is encouraged for all, the 3F2X1 AFCFM strongly advocates it for all Education & Training Managers.

9. Career Field Path.

9.1. 3F2X1 Career Pyramid

3F2X1 Career Pyramid



Additional Duty Titles for Consideration

**Not all inclusive*

CSS Section Chief	Maintenance Training Scheduler	Supt Academic Affairs
Curriculum Developer	NCOIC Education and Training	Supt Airman Development
Element Chief Training Management	NCOIC Formal Training	Supt Student/Faculty Relations
Formal Training Manager	NCOIC Learning Services Systems	Supt Training & Resources Division
Group Training Manager	NCOIC Training Evaluations	Technical Training Analysts
Instructional Systems Designer	Registrar	Training Scheduler
Learning engineer	Superintendent Group Force Development	

9.2. 3F2X1 Enlisted Career Path.

Education and Training Requirements	GRADE REQUIREMENTS			
	Rank	**Average Sew-On**	**Earliest Sew-On**	**High Year of Tenure (HYT)**
Basic Military Training School **Apprentice Technical School** (3-Skill Level)	Amn A1C	6 months 16 months		
Upgrade to Journeyman (5-Skill Level) - Complete core / duty position requirements - meet time in training requirements as identified by the AFCFM	Amn A1C SrA	16 months 3 years	28 months	10 years
Airman Leadership School - Must be a SrA with 36 months' time in service or a SSgt Selectee. - Resident graduation is a prerequisite for SSgt sew-on (Active Duty Only)	**Trainer** - Must attend the AF Training Course (AFTC) - Must be qualified to perform the task to be trained **Certifier** - Certifiers must be at least a SSgt (E-5) with a 5-skill level or civilian equivalent, capable of evaluating the task being certified, and have completed the AFTC			
Upgrade to Craftsman (7-Skill Level) - Minimum rank SSgt Select - Complete core / duty position requirements - meet time in training requirements as identified by the AFCFM	SSgt	6 years	3 years	20 Years
Non-Commissioned Officer Academy Complete NCOA: Required for promotion to MSgt	TSgt MSgt	9.4 years 12.7 years	5 years 8 years	22 years 24 years
Upgrade to Superintendent (9-Skill Level) - Minimum rank of SMSgt. - Mandatory requirements in AFECD	SMSgt	17 years	11 years	26 years
USAF Senior NCO Academy Complete SNCOA: Required for promotion to SMSgt				
Chief Enlisted Manager (CEM)	CMSgt	21.5 years	14 years	30 years

9.3. Occupational Badges.

9.3.1. Wear the basic badge after completing technical school or completion of 3-level tasks if technical school is waived. Wear the senior badge after award of the 7-skill level, and the master badge as a master sergeant or above. For proper wear, follow the guidance in the DAFI 36-2903, *Dress and Personal Appearance of United States Air Force and United States Space Force Personnel*.

Section C - Skill Level Training Requirements

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

11. Specialty Qualification: The initial skills course, E3ALR3F231 01AC Education and Training Apprentice, must be completed for the award of AFSC 3F231. Initial skills training requirements were identified during the 3F2X1 STRT, held 26-30 September 2022.

11.1. Apprentice Level Training

11.1.1. Specialty Qualification.

11.1.1.1. Knowledge. Comprehension of: principles, policies, and procedures of Air Force Education and Training programs; interviewing and counseling techniques; training techniques and instruction methods; task analysis procedures, learning process, curriculum development, training evaluations, and Education and Training systems and products; effective writing skills; editing practices; instructional media application, training reporting, program and curriculum validation, and implementation procedures; training program management; scheduling training events and facilities; conducting assistance visits and training meetings; work center and individual job qualification standard development; education institution registration requirements; military personnel classification system and policies; application of communicative interpersonal skills; and distance learning concepts.

11.1.1.2. Education. Completion of high school is mandatory for entry into this specialty. Academic courses in English grammar and composition, speech, psychology, guidance, and sociology are desirable.

11.1.1.3. Training. Completion of the following is mandatory (unless waived by the AFCFM): course E3ALR3F231 01AC, Education and Training Apprentice. Completion of the following courses are desirable: instructor-training course, technical writing course, curriculum development course, academic counseling course, instructional system designer course, and principles of instruction course. Completion of the Instructional System Designer course is mandatory for personnel performing curriculum designer functions. Completion of an accredited instructor-training course is mandatory for individuals assigned to instructor positions.

11.1.1.4. Experience. N/A

11.1.1.5. Other. Prior qualifications in any AFSC at the 5-skill level or higher (3-skill level, if no 5-skill level exists), (SrA or higher) and the ability to speak clearly and distinctly are mandatory for entry into and retention of this specialty. Ability to use word processing software is desirable. Must have a mandatory ASVAB Admin score of 62. Retraining interviews are mandatory for entry into this career field. The AFSC 3F2X1 base functional manager conducts the interview. For RegAF, retraining applicants must shadow a 3F2 for 5 duty days with a current 5-7 level 3F2 appointed by the Base Functional Manager. The days a member shadows do not need to happen consecutively, but all 5 days must be completed before the BFM endorses the interview/recommendation letter. Note, members who have fulfilled ADUTM additional duty within the last year are exempt (documented on BFM recommendation letter). Shadowing topics will include: OJT rosters, TPM briefing, training systems updates, CDCs, workcenter visits, Microsoft office applications.

11.1.2. Training Sources and Resources. Successful completion of course E3ALR3F231 01AC, Education and Training Apprentice (PDS Code 472), satisfies the knowledge and training requirements specified in the specialty qualification section (above) for award of the 3-skill level.

11.2. Journeyman Level Training.

11.2.1. Specialty Qualification: Enter 5-skill level UGT after completion of the 3-skill level course.

11.2.1.1. Knowledge. Comprehension of: principles, policies, and procedures of Air Force Education and Training programs; interviewing and counseling techniques; training techniques and instruction methods; task analysis procedures, learning process, curriculum development, training evaluations, and Education and Training systems and products; effective writing skills; editing practices; instructional media application, training reporting, program and curriculum validation, and implementation procedures; training program management; scheduling training events and facilities; conducting staff assistance visits and training meetings; work center and individual job qualification standard development; education institution registration requirements; military personnel classification system and policies; application of communicative interpersonal skills; and distance learning concepts.

11.2.1.2. Education. N/A

11.2.1.3. Training. UGT consists of completing all core tasks identified with a "5" in the STS located in Part II of this CFETP, completion of CDCs (if available), recommended by their supervisor and approved by their commander for the award of AFSC 3F251. Meet time in training requirements as identified by the AFCFM on myFSS. Supervisors must ensure task proficiency and experience levels are met to fulfill upgrade requirements.

11.2.1.4. Experience. Qualification in and possession of AFSC 3F231. Experience conducting or developing education or training programs, and qualification in assigned tasks in education services or unit, base, or maintenance training duty positions (if applicable).

11.2.1.5. Other. Off duty education is highly recommended and encouraged for 3F2s. MyVector, Percipio, and Digital University have many courses available to further develop your skills and competencies at no cost. These courses can be utilized for career broadening and professional growth. Beneficial topics may include:

- Building Trust with Business Ethics
- Critical Thinking
- Developing Emotion Intelligence
- Expert Insights on Managing Stress
- Giving/Receiving Feedback
- Negotiating
- Networking & Building Relationships

11.2.2. Training Sources and Resources. N/A

11.3. Craftsman Level Training:

11.3.1. Specialty Qualification. All 3F231 and 3F251 qualifications apply to 3F271 requirements.

11.3.1.1. Knowledge. Comprehension of: principles, policies, and procedures of Air Force Education and Training programs; interviewing and counseling techniques; training techniques and instruction methods; task analysis procedures, learning process, curriculum development, training evaluations, and Education and Training systems and products; effective writing skills; editing practices; instructional media application, training reporting, program and curriculum validation, and implementation procedures; training program management; scheduling training events and facilities; conducting assistance visits and training meetings; workcenter and individual job qualification standard development; education institution registration requirements; military personnel classification system and policies; application of communicative interpersonal skills; and distance learning concepts.

11.3.1.2. Education. To assume the grade of SSgt and MSgt, individuals must be graduates of the Airman Leadership School and NCO Academy, respectively (for ARC, completion of AFIADL Courses 00001 and 00015 satisfy the ALS & NCO Academy requirement).

11.3.1.3. Training. Completion of the following requirements is mandatory for the award of the 7-skill level: all core tasks (identified with a number "7"), recommended by their supervisor and approved by their commander for the award of AFSC 3F271. Core tasks identified with "7/R" are mandatory for RegAF but optional for ANG and AFRC. Meet time in training requirements as identified by the AFCFM on myFSS. Supervisors must ensure task proficiency and maturity levels are met to fulfill upgrade requirements.

11.3.1.4. Other. Off duty education is highly recommended and encouraged for 3F2s. MyVector, Percipio, and Digital University have many courses available to further develop your skills and competencies at no cost. These courses can be utilized for career broadening and professional growth. Beneficial topics may include:

- Business Plan Development
- Sharing a Vision
- Strategic Planning & Execution
- Strategic Thinking
- Talent Development and Transformation

11.3.2. Training Sources and Resources. Completion of training references listed in the CFETP Part II satisfies the knowledge requirements specified in the specialty qualification section for award of the 7-skill level. The CFETP Part II identifies all the core tasks required for qualification.

11.4. Superintendent Level Training:

11.4.1. Specialty Qualification.

11.4.1.1. Knowledge. Comprehension and application of: education, maintenance and support training management, functions, and policies; related military personnel classification policies; instructional system development, management, operation, and evaluation; wartime and contingency training planning; and test development, administration, and management.

11.4.1.2. Education. To assume the grade of SSgt, MSgt, and SMSgt individuals must be graduates of the Airman Leadership School, NCO Academy, and SNCO Academy respectively.

11.4.1.3. Training. Qualification as an Education and Training Craftsman, recommended by supervisor and approval by their commander is mandatory for the award of AFSC 3F291.

11.4.1.4. Experience. Must be at least a SMSgt, meet mandatory requirements listed in the AFECD, recommended by supervisor and approved by commander, and experience in directing functions such as education and training programs.

11.4.1.5. Other. N/A

11.4.2. Training Sources and Resources. N/A

Section D - Resource Constraints

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

13. Apprentice Level Training: E3ALR3F231 01AC, Education and Training Apprentice Course.

13.1. Constraints. Required lead-time for development of resident training to meet added and changed training requirements specified in this CFETP.

13.1.1. Impact. Training to support this CFETP will be implemented with the class beginning 1 Oct 23.

13.1.2. Resources Required. Manpower resources are available to complete required course revisions by the specified target completion date. Command assistance may be necessary to supplement job experience and subject matter expertise of the assigned instructor staff.

13.1.3. Action Required. Complete a revision of the 3-level course to meet all training requirements and behavioral statement coding identified in this CFETP.

13.2. OPR/Target Completion Date. 335TRS/UOB will implement revised training with the class beginning 1 Oct 23.

14. Journeyman Training: CDC 3F251, Education and Training Manager Journeyman ACTIVATED.

14.1. Constraints. Supervisors and trainers will meet added and changed training requirements specified in this CFETP via On-the-Job training.

14.1.1. Impact. N/A

14.1.2. Resources Required. Manpower resources are available to complete required course revisions by the specified target completion date. Command assistance may be necessary to supplement job experience and subject matter expertise of the assigned instructor staff.

14.1.3. Action Required. On-the Job training conducted by supervisors and/or trainers to meet all training requirements identified in this CFETP.

14.2. OPR/Target Completion Date. 335TRS/UOB will revise methodology and medium of new formal course, *Education and Training Manager Journeyman.*

15. Craftsman Training: N/A

Part II

Section A – Specialty Training Standard (STS)

1. Implementation. The STS will be used for technical training provided by AETC for the 3-skill level Education and Training Apprentice.

2. Purpose. As prescribed in DAFMAN 36-2689, this STS:

2.1. Is used to document task completion when placed in the AF 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. Attachment 1. Qualitative Requirements. Contains the behavioral statement coding used to indicate the level of training and knowledge provided by resident training and career development courses.

2.3. Lists in column 1 the most common competencies/learning outcomes, knowledge, and Technical References (TR) necessary for Airmen to perform their duties in the 3-, 5-, and 7-skill level.

2.4. Column 2 lists the "behavior match" as outlined in the competency header for required behaviors.

2.5. Identifies, in column 3 column, core tasks by the number of skill level it is required for ("5", "7" or "9") and column 4 deployment tasks by a diamond, (*), TQT tasks by a ♦. Core tasks identified with "7/R" are optional for ANG and AFRC. Base level 3F2 functional manager will schedule training for personnel tasked to fill a deployed training position with the base education office."

2.6. Provides certification for OJT. Columns 5-9 are used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available.

2.7. Shows formal training and correspondence course requirements. Columns 10-13 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task and the career knowledge provided by the corresponding course.

2.8. Is a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). SNCOs with extensive practical experience in their career fields develop the Specialty Knowledge Tests (SKTs) at the AETC SAS/OA. The tests sample knowledge of STS subject matter areas judged by test development team members as most appropriate for promotion to higher grades. Questions are based upon study references listed in the Enlisted Promotion References and Requirements Catalog (EPRRC). Individual responsibilities are in DAFMAN 36-2664, *Personnel Assessment Program.*

3. Third Party Certification. Core tasks identified in this CFETP do not require third- party certification.

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

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

Caroline M. Miller
Lieutenant General, USAF
Deputy Chief of Staff,
Manpower, Personnel and Services

Attachment:
1. Qualitative Requirements

THIS BLOCK IS FOR IDENTIFICATION PURPOSES ONLY		
NAME OF TRAINEE		
PRINTED NAME *(Last, First, Middle Initial)*	INITIALS *(Written)*	SSAN (*last four*)
PRINTED NAME OF TRAINER, CERTIFYING OFFICIAL AND WRITTEN INITIALS		
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	

ATTACHMENT 1

QUALITATIVE REQUIREMENTS	
Behavioral Statement STS Coding System	
Code	**Definition**
K	Subject Knowledge Training - The verb selection identifies the individual's ability to identify facts, state principles, analyze or evaluate the subject.
P	Performance Training - Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the field requirements for speed and accuracy.
pk	Performance Knowledge Training - The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles and operational theory for the task.
-	No training provided in the course or CDC.
X	Training is required but not provided due to limitations in resources.

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
1. ORGANIZATIONAL MANAGEMENT	-	-	-	-	-	-	-	-	-	-	-	-
1.1. PERSONNEL MANAGEMENT **Description:** The development and enhancement of an individual's capability in support of the assigned organization's mission. **Supporting Competencies:** Accountability, Develops People Relationship Building, Decision Making **TR: AFI 1-1, AFH 36-2643, AFMAN 36-2100, CFETP 3F2X1, AFECD, ETCA, DAFMAN 36-2689, DAFH 33-337**												
1.1.1. PERSONNEL MANAGEMENT BASIC **Required Behaviors:** 1) Makes decisions at lowest level and elevates issues through appropriate chain of command 2) Maintains individual accountability and encourages peer accountability to successfully execute duties, instructions, and responsibilities 3) Provides first line support for customer inquiries in support of unit, training mission, and CC priorities **Criteria:** *Reach of Influence: Individual*												
1.1.1.1. Articulate roles & responsibilities in the unit's mission	1	5	-						K	-	-	-
1.1.1.2. Identify decision point(s) on elevating matters of concern	1	5	-						K	-	-	-
1.1.1.3. Communicate personnel issues at the appropriate chain of command levels	1	5	-						pk	-	-	-
1.1.1.4. Perform key duties autonomously	2	5	-						-	-	-	-
1.1.1.5. Integrate USAF Core Values and foundational principles into duties	2	-	-						-	-	-	-
1.1.1.6. Pursue mission related development and learning opportunities	2	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
1.1.1.7. Articulate the mission of each work center (AFSC) within the unit	3	5	-						-	-	-	-
1.1.1.8. Describe customer service responsibilities	3	5	-						-	K	-	-
1.1.1.9. Refer customer inquiries to the appropriate resource/agencies	3	5	-						K	-	-	-
1.1.2. PERSONNEL MANAGEMENT INTERMEDIATE **Required Behaviors:** 1) Leads personnel within a section and provides feedback, internal training, and development opportunities for subordinates 2) Manages and advocates for readiness of personnel to meet local in-garrison and UTC requirements **Criteria:** *Reach of Influence: Unit/Groups*												
1.1.2.1. Assess personnel's capability to fulfill role and responsibilities	1	7	-						-	-	-	-
1.1.2.2. Provide personal and professional feedback to enhance mission readiness	1	7	-						-	-	-	-
1.1.2.3. Encourage and provide opportunities for mission-related development and learning opportunities	1	-	-						-	-	-	-
1.1.2.4. Identify functional and personnel readiness requirements (e.g., UTC posture, line items)	2	7	-						-	-	-	-
1.1.2.5. Ensure subordinates complete mandatory readiness, qualification, and upgrade training requirements	2	-	-						-	-	-	-
1.1.2.6. Validate that subordinates meet core competencies	2	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
1.1.3. PERSONNEL MANAGEMENT ADVANCED **Required Behaviors:** 1) Identifies and capitalizes on opportunities for members to participate in experiential learning to foster multi-capable Amn strategies 2) Encourages collaboration by fostering a team environment to generate new ideas for programs and process improvement 3) Employs personnel to meet mission training requirements **Criteria:** *Reach of Influence: Wing/Institutional*												
1.1.3.1. Implement career broadening plan	1	7	-						-	-	-	-
1.1.3.2. Institute conflict management principles	2	-	-						-	pk	-	-
1.1.3.3. Promote collaboration and networking opportunities	2	-	-						-	-	-	-
1.1.3.4. Establish performance standards and analyze the development needs for personnel	3	7	-						-	-	-	-
1.1.4. PERSONNEL MANAGEMENT EXPERT **Required Behaviors:** 1) Vectors personnel for career broadening opportunities and assignments to support mission requirements and personnel development 2) Develops human capital strategies for support of mission priorities **Criteria:** *Reach of Influence: MAJCOM/AF-Level/Industry*												
1.1.4.1. Align personnel strengths with emerging opportunities	1	-	-						-	-	-	-
1.1.4.2. Institute vectored career field positions	1	-	-						-	-	-	-
1.1.4.3. Design and certify a career broadening plan	2	-	-						-	-	-	-
1.1.4.4. Design vectored position selection strategies	2	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
1.1.4.5. Disseminate career broadening opportunities	2	-	-						-	-	-	-
1.1.4.6. Assess potential accessions for entry into career field	2	7	-						-	-	-	-
1.2. COACHING **Description:** Guiding others to achieve specific personal or professional goals by maximizing an individual's potential. **Supporting Competencies:** Communication, Develops People, Analytical Thinking, Flexibility **TR: AFH 1, AFH 36-2643, DAFH 33-337**												
1.2.1. COACHING BASIC **Required Behaviors:** 1) Actively listens, delivers feedback, and provides resources for an individual's development 2) Identifies self-limitations and proactively seeks assistance to aid individuals in complex situations **Criteria:** *Consistency of Application: Sustained application of competency overtime*												
1.2.1.1. Establish rapport and obtain background information	1	-	-						-	-	-	-
1.2.1.2. Display active listening skills and appropriate non-verbals	1	-	-						-	-	-	-
1.2.1.3. Practice coaching techniques to encourage discussion and participation	1	5	-						-	pk	-	-
1.2.1.4. Promote root-cause analysis	1	-	-						-	pk	-	-
1.2.1.5. Guide individuals to identify possible solutions	1	-	-						-	-	-	-
1.2.1.6. Refer agency resources for individual development	1	-	-						-	-	-	-
1.2.1.7. Seek feedback on coaching blind spots and unconscious biases	2	-	-						-	pk	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
1.2.1.8. Mitigate impacts of coaching blind spots	2	-	-						-	pk	-	-
1.2.1.9. Incorporate growth mindset into coaching techniques	2	-	-						-	-	-	-
1.2.2. COACHING INTERMEDIATE **Required Behaviors:** 1) Utilizes questioning techniques and guides individuals to create personalized goals 2) Builds interpersonal skills with the focus on the development of emotional and social intelligence 3) Assesses progress and offers observational feedback to personalize goal paths to each individual **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situations*												
1.2.2.1. Demonstrate professional interpersonal skills	1	-	-						-	-	-	-
1.2.2.2. Utilize open-ended questioning techniques	1	5	-						-	-	-	-
1.2.2.3. Seek avenues to develop emotional intelligence skills	2	-	-						-	-	-	-
1.2.2.4. Assist in creation of individual accountability plan	3	-	-						-	-	-	-
1.2.2.5. Produce battle rhythm for follow-up (if necessary)	3	-	-						-	-	-	-
1.2.3. COACHING ADVANCED **Required Behaviors:** 1) Adjusts coaching techniques to meet delivery challenges by offering alternatives and back up plans **Criteria:** *Consistency of Application: Sustained application of competency over time in complex situations*												
1.2.3.1. Promote best practices, methodologies, and tools impacting goal setting and achievements	1	7	-						-	-	-	-
1.2.3.2. Tailor coaching approaches dependent on personnel differences	1	7	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
1.2.3.3. Assist members in developing solution alternatives	1	-	-						-	-	-	-
1.2.3.4. Guide member toward establishing realistic expectations/outcomes	1	-	-						-	-	-	-
1.2.4. COACHING EXPERT **Required Behaviors:** 1) Adopts and customizes new concepts, delivery, and approaches to create effective and versatile coaches **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*												
1.2.4.1. Implement coaching methodologies using guides, seminars, and personal assessments to develop coaches	1	-	-						-	-	-	-
1.2.4.2. Pursue and promote industry-leading coaching enhancement opportunities	1	-	-						-	-	-	-
1.3. RESOURCE MANAGEMENT **Description:** Identifying and acquiring personnel, equipment, tools, funds, assets, supplies, facilities etc. to achieve an objective**.** **Supporting Competencies:** Communication, Organizational Awareness, Decision Making, Strategic Thinking **TR: AFI 36-2650, AFI 38-101, AFMAN 36-2100, DAFH 33-337, DAFI 36-2110, DAFMAN 36-2689**												
1.3.1. RESOURCE MANAGEMENT BASIC **Required Behaviors:** 1) Identifies specific materials, equipment, personnel, funding, etc. needed to achieve an objective 2) Secures equipment, materials, and funding to accomplish program objectives **Criteria:** *Impact on: Specific workplace tasks*												
1.3.1.1. Identify work center resource deficiencies that hinder training capability	1	-	-						K	-	-	-
1.3.1.2. Identify and document office resource requirements	1	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
1.3.1.3. Coordinate with appropriate agencies to request training resources and manpower	2	5	-						-	pk	-	-
1.3.2. RESOURCE MANAGEMENT INTERMEDIATE **Required Behaviors:** 1) Coordinates with appropriate agencies to obtain resources for specific project or program 2) Prepares documents and provides justification to support procurement of resources in order to meet program requirements 3) Elevates resource deficiencies when mission capabilities will be impacted 4) Establishes procedures and enforces compliance for applicable agencies to utilize assigned resources **Criteria:** *Impact on: Specific workplace projects*												
1.3.2.1 Coordinate resource requirements to facilitate mission execution	1	5	-						-	pk	-	-
1.3.2.2. Develop and submit unfunded requests to leadership	2	-	-						-	-	-	-
1.3.2.3. Generate funding requests to meet mission requirements	2	5	-						-	pk	-	-
1.3.2.4. Develop annual training budget to secure resources for day-to-day operations and program management	2	5	-						-	pk	-	-
1.3.2.5. Review key components of manning documents and address manpower shortfalls (e.g., OCR/MCR)	3	7/R	-						-	pk	-	-
1.3.2.6. Communicate training resource gaps to leadership	3	-	-						-	-	-	-
1.3.2.7. Establish procedures to manage and utilize available resources	4	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
1.3.3. RESOURCE MANAGEMENT ADVANCED **Required Behaviors:** 1) Forecasts changes to manpower, budget, equipment, etc. and advocates for resources to accomplish the objectives 2) Collaborates with multi-level leaders to resolve resource changes and shortfalls in order to meet the organizations program objectives 3) Identifies and resolves manpower, materials, and funding shortfalls **Criteria:** *(Impact on: Management decisions*												
1.3.3.1. Project impacts of personnel movements on the mission	1	7/R	-						-	pk	-	-
1.3.3.2. Advocate for resources outside of normal POM cycle (e.g., unfunded, fallout, and innovation)	1	-	-						-	-	-	-
1.3.3.3. Elevate and explain potential impacts of HHQ enlisted grade review	2	-	-						-	-	-	-
1.3.3.4. Deconflict resource constraints by communicating with stakeholders for prioritization plan	2	-	-						-	-	-	-
1.3.3.5. Project for and request additional support to mitigate personnel shortages	3	-	-						-	-	-	-
1.3.3.6. Develop mitigation strategies to minimize impact of resource shortfalls	3	7	-						-	pk	-	-
1.3.4. RESOURCE MANAGEMENT EXPERT **Required Behaviors:** 1) Manages career field manning to balance fiscal constraints against mission demands 2) Coordinates manpower studies to determine proper authorizations, assignments, priorities, and projections 3) Guides and advocates innovation efforts to streamline and improve training resources (e.g., training systems, equipment, manpower) to enhance objectives and program management **Criteria:** *Impact on: AF-level practices/within industry*												

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
1.3.4.1. Validate and approve changes to HHQ enlisted grade review	1	-	-						-	-	-	-
1.3.4.2. Analyze manning levels and impacts on total force capabilities within AF constraints	1	-	-						-	-	-	-
1.3.4.3. Coordinate with appropriate agencies to evaluate manpower standards and resolve concerns	2	-	-						-	-	-	-
1.3.4.4. Balance manpower capabilities with authorized funded allocations	2	7/R	-						-	-	-	-
1.3.4.5. Justify manpower movements to appropriate stakeholders	2	7/R	-						-	-	-	-
1.3.4.6. Incorporate strategic vision objectives' impact on manpower authorizations	2	-	-						-	-	-	-
1.3.4.7. Implement industry best practices	3	-	-						-	-	-	-
1.3.4.8. Prioritize resourcing for innovation projects	3	-	-						-	-	-	-
1.3.4.9. Encourage enterprise-wide innovation mindset	3	-	-						-	-	-	-
2. COMMUNICATION												

2.1. COMMUNICATION

Description: Presenting clear, concise, and meticulous verbal and written information through active listening and clear messaging, to achieve mission goals, improve processes, and eliminate errors.

Supporting Competencies: Relationship Building, Accountability, Precision, Flexibility

TR: DAFI 90-160, DAFMAN 36-2689, DAFH 33-337, AFMAN 33-326

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ♦	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.1.1. COMMUNICATION BASIC **Required Behaviors:** 1) Employs communication methods and tools (e.g., written, verbal, and electronic formats) to effectively manage unit programs 2) Presents clear, accurate, error free communication in support of the customer 3) Informs stakeholders on program status and overall health to ensure mission effectiveness **Criteria:** *Consistency of Application: Sustained application of competency overtime*												
2.1.1.1. Identify and apply communication techniques IAW approved guidance and source references, (e.g., verbal, visual, and written, etc.)	1	-	-						P	-	-	-
2.1.1.2. Utilize digital applications for communication	1	5	♦						P	-	-	-
2.1.1.3. Apply OPSEC and COMSEC through all forms of communication	1	-	♦						-	-	-	-
2.1.1.4. Provide presentations to inform personnel on program requirements (e.g., verbal, visual, and written, etc.)	2	5	-						P	-	-	-
2.1.1.5. Convey clear and concise communications (verbal, visual, and written)	2	5	-						P	-	-	-
2.1.1.6. Communicate with a positive physical presence to ensure body language is open and approachable	2	5	-						P	-	-	-
2.1.1.7. Clearly communicate status and turn over	2	-	♦						-	-	-	-
2.1.1.8. Identify proper email and social media etiquette	2	-	-						-	K	-	-
2.1.1.9. Speak to an individual or audience in an engaging and clear manner	2	5	-						P	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ♦	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.1.1.10. Communicate milestones and outcomes with internal and external stakeholders	3	5	-						-	-	-	-
2.1.1.11. Identify local procedures for communicating with the chain of command	3	-	♦						-	-	-	-
2.1.2. COMMUNICATION INTERMEDIATE **Required Behaviors:** 1) Collaborates with personnel and shares information to keep stakeholders and customers actively engaged 2) Tailors communication techniques to address identified concerns or desires to various or diverse audiences to ensure message is received in a non-hostile manner 3) Utilizes all five types of communication (e.g., written, visual, verbal, non-verbal, and active listening) to provide integrated ideas, direction or support across an organization in order to meet mission priorities **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situation*												
2.1.2.1. Utilize approved and appropriate communication systems to engage with and disseminate information to customers	1	5	-						-	-	-	-
2.1.2.2. Develop relationships and builds a professional network	1	5	-						-	-	-	-
2.1.2.3. Recognize differences/similarities in target audience and adjust delivery	2	-	-						-	-	-	-
2.1.2.4. Apply conflict management resolution techniques	2	7	-						-	-	-	-
2.1.2.5. Recognize unconscious bias and utilize techniques to overcome obstacles	2	5	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.1.2.6. Anticipate and adapt to technical difficulties by creating alternate communication means (e.g., rehearse brief, familiarity with content, back-up presentation methods, paper copies)	2	5	-						-	-	-	-
2.1.2.7. Conduct research, compile information, and provide a comprehensive presentation	3	5	-						-	-	-	-
2.1.2.8. Apply interpersonal skills (e.g., emotional intelligence, non-verbal, tone, volume, and words) to direct, inform, and persuade	3	5	-						-	-	-	-
2.1.2.9. Utilize verbal and non-verbal techniques to show and keep attention of the stakeholder (e.g., open-ended and exploratory questions, eye contact)	3	5	-						P	-	-	-
2.1.2.10. Utilize active listening techniques	3	5	-						-	-	-	-
2.1.2.11. Identify and select optimal forms of communication to ensure successful messaging (e.g., written, visual, verbal)	3	5	-						-	-	-	-
2.1.3. COMMUNICATION ADVANCED **Required Behaviors:** 1) Initiates cross-organizational communication to synchronize actions and behaviors to achieve a cohesive objective 2) Interprets highly technical subjects or ambiguous information from multiple sources to affect program changes or improvements 3) Identifies and employs new methods of communication to effectively transfer information throughout organizations **Criteria:** *Consistency of Application: Sustained application of competency over time in complex situations*												
2.1.3.1. Perform an after-action assessment (hot wash, debrief, etc.) on major projects	1	7	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.1.3.2. Resolve complaints/disagreements and communicate those actions to all parties involved	1	7	-						-	-	-	-
2.1.3.3. Seek ideas, concerns, and questions from others	1	-	-						-	-	-	-
2.1.3.4. Manage and communicate project risks, failures, or setbacks with stakeholders	1	7	-						-	-	-	-
2.1.3.5. Formulate and deliver comprehensive courses of action to inform the decision-making authority	1	7	-						-	-	-	-
2.1.3.6. Leverage negotiation techniques to achieve consensus	1	7	-						-	-	-	-
2.1.3.7. Incorporate leadership vision into task assignment and execution	2	7	-						-	-	-	-
2.1.3.8. Identify the needs and goals of leadership and other stakeholders	2	-	-						-	-	-	-
2.1.3.9. Establish and maintain expectations for internal and external stakeholders concerning participation, project updates, and objectives/goals	2	-	-						-	-	-	-
2.1.3.10. Consider Volatile, Uncertain, Complex, Ambiguous (VUCA) challenges while developing/executing communication strategy	2	-	-						-	-	-	-
2.1.3.11. Anticipate potential questions or concerns to provide leadership with additional supporting data when presenting	2	5	-						pk	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.1.3.12. Investigate and utilize emerging techniques to overcome communication barriers	3	7	-						-	-	-	-
2.1.4. COMMUNICATION EXPERT **Required Behaviors:** 1) Develops and delivers complex information to translate strategic intent into operational guidance to meet organizational priorities 2) Guides personnel on utilization of various communication methods and tools in order to deliver desired message **Criteria:** *Consistency of Application: Able to innovate and formulate strategies: able to model/guide/teach others the competency of how to apply the competency*												
2.1.4.1. Translate strategic messaging into actionable objectives	1	-	-						-	-	-	-
2.1.4.2. Formulate and summarize critical thinking perspectives to senior leaders	1	7	-						-	-	-	-
2.1.4.3. Provide guidance of strategic messaging at all levels	2	-	-						-	-	-	-
2.1.4.4. Deliver leadership orders, guidance and messages in a professional manner	2	-	-						-	-	-	-
2.1.4.5. Apply tactics to influence others in writing, speaking, and visual means	2	-	-						-	-	-	-
3. TRAINING MANAGEMENT												
3.1. PROGRAM MANAGEMENT **Description:** Managing programs mapped to mission priorities or objectives that improve organizational performance. **Supporting Competencies:** Organizational Awareness, Accountability, Information Seeking, Decision Making **TR: AFI 25-201, AFI 36-2650, AFI 38-401, AFI 90-201, AFMAN 33-326, CFETP 3F2X1, DAFH 33-337, DAFMAN 36-2689, HOI 90-1 attach 3**												

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.1.1. PROGRAM MANAGEMENT BASIC **Required Behaviors:** 1) Articulates procedures and standards on applicable programs to inform leaders on program status 2) Applies project management techniques to execute program requirements to assist personnel 3) Safeguards information to ensure data integrity and personnel privacy **Criteria:** *Impact on: Specific workplace tasks*												
3.1.1.1. Articulate roles and responsibilities for program stakeholders	1	5	-						-	pk	-	-
3.1.1.2. Adhere to program standardization process to ensure compliance	1	-	-						-	-	-	-
3.1.1.3. Perform follow up actions based on timeline and milestones	1	5	-						-	pk	-	-
3.1.1.4. Collect, organize, and supply deliverables	1	5	-						-	pk	-	-
3.1.1.5. Track timelines and milestones to meet objectives	2	5	-						-	pk	-	-
3.1.1.6. Utilize project management tools to gather data and generate reports	2	5	-						-	pk	-	-
3.1.1.7. Visit work centers to establish rapport	2	-	-						-	-	-	-
3.1.1.8. Manage system accounts to maintain accountability and access	3	5	-						-	pk	-	-
3.1.1.9. Identify ways to safeguard information of unit personnel	3	5	-						-	pk	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.1.1.10. Identify and address system issues	3	-	-						-	-	-	-
3.1.2. PROGRAM MANAGEMENT INTERMEDIATE **Required Behaviors:** 1) Utilizes time management to effectively oversee a multitude of programs for organizational mission accomplishment 2) Integrates routine operations while adapting to program revisions for seamless execution of requirements in support of customers **Criteria:** *Impact on: Specific workplace projects*												
3.1.2.1. Develop timelines and milestones to meet objectives	1	7	-						-	-	-	-
3.1.2.2. Prioritize appropriate tasks across multiple program requirements	1	7	-						-	-	-	-
3.1.2.3. Apply knowledge and application of program management methodology and techniques	1	-	-						-	-	-	-
3.1.2.4. Communicate delays and propose solutions with stakeholders to mitigate mission impact	1	5	-						-	-	-	-
3.1.2.5. Troubleshoot system issues for users	2	5	-						-	-	-	-
3.1.2.6. Interpret policy and guidance to assist w/ program development standardization	2	-	-						-	-	-	-
3.1.2.7. Approve and disseminate deliverables	2	5	-						-	-	-	-
3.1.2.8. Consolidate and submit program improvement recommendations to next higher level or appropriate office	2	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.1.2.9. Utilize trend analysis to provide resolution for frequent user errors/issues	2	-	-						-	-	-	-
3.1.2.10. Identify and adhere to formal agreements (MOU, MOA, SOP, OI, etc.)	2	-	-						-	pk	-	-
3.1.2.11. Identify and explain program management tools and resources to standardize utilization	2	-	-						-	-	-	-
3.1.3. PROGRAM MANAGEMENT ADVANCED **Required Behaviors:** 1) Partners with higher-level leadership to provide recommended courses of actions and enhancements 2) Solves program challenges to achieve mission priorities **Criteria:** *Impact on: Management decisions*												
3.1.3.1. Leverage data to identify and mitigate program deficiency to ensure continual process improvement	1	-	-						-	-	-	-
3.1.3.2. Inform and recommend program changes to decision makers	1	-	-						-	-	-	-
3.1.3.3. Develop local processes to align program with installation requirements and resources	2	-	-						-	-	-	-
3.1.3.4. Analyze standardized program processes to identify where local deviations are required	2	-	-						-	-	-	-
3.1.3.5. Execute program self-assessment to resolve shortfalls	2	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.1.4. PROGRAM MANAGEMENT EXPERT **Required Behaviors:** 1) Solves program limitations and directs revisions for enterprise-wide success 2) Advises and coordinates with policy managers outside the functional community to advocate for program implementation across the enterprise **Criteria:** *Impact on: Air Force level practices/within industry*												
3.1.4.1. Research and advocate for industry technologies applicable to career field programs	1	-	-						-	-	-	-
3.1.4.2. Establish enterprise-wide standard operating procedures (SOP) across policy and doctrine	1	-	-						-	-	-	-
3.1.4.3. Explain and disseminate strategic messaging to educate stakeholders	2	-	-						-	-	-	-
3.1.4.4. Incorporate historical trends and future requirements in decision-making practices	2	-	-						-	-	-	-
3.1.4.5. Collaborate with cross functional SMEs to identify best practices and future projects	2	-	-						-	-	-	-
3.2. UPGRADE TRAINING AND QUALIFICATION **Description:** Focused execution of an individual's career progression in their skills, knowledge, abilities, and other characteristics manifested in behaviors to accomplish the mission within their specific functional community. **Supporting Competencies:** Develops People, Organizational Awareness, Accountability, Information Seeking **TR: DAFMAN 36-2689, DAFI 90-160, UTM PSDG, LMS QRGs, AFI 36-2650, DAFH 36-2675, DAFMAN 36-2664**												

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.2.1. UPGRADE TRAINING AND QUALIFICATION BASIC **Required Behaviors:** 1) Conducts interviews to identify training needs to meet training requirements 2) Tracks training requirements for assigned personnel to ensure qualifications are met 3) Manages and updates applicable training systems to ensure information accuracy 4) Reports training data to enable senior leaders to make informed decision and provide corrective actions **Criteria:** *Consistency of Application: Sustained application of competency over time*												
3.2.1.1. Identify individual training requirements for assigned AFSCs	1	5	-						K	K	-	-
3.2.1.2. Interview newly assigned personnel to identify current training status	1	5	-						P	pk	-	-
3.2.1.3. Document training status on the OJT roster	2	5	-						P	pk	-	-
3.2.1.4. Analyze an On-the-Job Training (OJT) roster to track members training status	2	5	-						P	pk	-	-
3.2.1.5. Track and report ancillary training requirements for assigned personnel	2	5	-						P	pk	-	-
3.2.1.6. Manage mandatory training requirements (CDCs, DL courses, advanced courses, core tasks, etc.)	2	5	-						P	pk	-	-
3.2.1.7. Schedule personnel for training using established guidance and processes	2	5	-						-	pk	-	-
3.2.1.8. Maintain training records	2	5	-						pk	pk	-	-
3.2.1.9. Review applicable publication and inform supervisors of CFETP, STS and AFJQS changes	2	-	-						P	pk	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.2.1.10. Review and process training forms	3	5	-						P	pk	-	-
3.2.1.11. Update TSC and AFSC in accordance with prescribed guidance	3	5	-						P	pk	-	-
3.2.1.12. Update Date Initially Entered Retraining (DIERT) for applicable personnel	3	5	-						P	pk	-	-
3.2.1.13. Update Learning Management Systems for assigned personnel	3	5	-						P	pk	-	-
3.2.1.14. Conduct Training Performance Metrics (TPM) briefing with leadership	4	5	-						P	pk	-	-
3.2.2. UPGRADE TRAINING AND QUALIFICATION INTERMEDIATE **Required Behaviors:** 1) Assesses work center priorities to help create accurate training plans 2) Advises and assists assigned personnel in completing their responsibilities to meet training requirements 3) Coordinates training for assigned personnel and collaborates with training providers to support mission readiness **Criteria:** *Consistency of Application: Sustained application of competency over time in variety of situations*												
3.2.2.1. Monitor and evaluate effectiveness of training	1	5	-						-	pk	-	-
3.2.2.2. Assist with developing a training plan	1	-	-						P	-	-	-
3.2.2.3. Conduct training meetings and document minutes	2	5	-						P	pk	-	-
3.2.2.4. Communicate with supervisor on trainee progress	2	5	-						-	pk	-	-
3.2.2.5. Visit work center to build rapport and assess training environment	2	5	-						-	pk	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.2.2.6. Assist supervisors in developing corrective action plan for personnel who fail to progress in training	2	5	-						-	pk	-	-
3.2.2.7. Coordinate formal training requests including Mobile Training Teams (MTT)	3	-	-						-	-	-	-
3.2.2.8. Identify lack of training capability	3	-	-						-	-	-	-
3.2.2.9. Coordinate AFTC	3	5	-						-	pk	-	-
3.2.3. UPGRADE TRAINING AND QUALIFICATION ADVANCED **Required Behaviors:** 1) Forecasts education and training requirements to determine validity and attainability 2) Interprets and communicates strategic vision and training guidance to enable customers in meeting requirements **Criteria:** *Consistency of Application: Sustained application of competency over time in complex situations*												
3.2.3.1. Direct Data Calls	1	-	-						-	-	-	-
3.2.3.2. Provide guidance and policy interpretation to subordinate units	2	-	-						-	-	-	-
3.2.4. UPGRADE TRAINING AND QUALIFICATION EXPERT **Required Behaviors:** 1) Develops and updates training policies and procedures to improve training effectiveness 2) Consults with stakeholders to develop innovative solutions to enhance the organization's training program **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach other the competency of how to apply the competency*												
3.2.4.1. Develop training guidance and policy	1	-	-						-	-	-	-
3.2.4.2. Analyze and monitor training data and updates policy as needed	1	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.2.4.3. Realign career field training priorities using evaluation data and feedback from the field	1	-	-						-	-	-	-
3.2.4.4. Collaborate with stakeholders to resolve problems with training	2	-	-						-	-	-	-
3.2.4.5. Advocate for functional community, addressing issues, and coordinating specialty concerns across various staffs	2	-	-						-	-	-	-
3.3. COURSE MANAGEMENT **Description:** Deliberate administration of formal and informal programs to comply with the needs and standards of the individual's continuum of learning. **Supporting Competencies:** Information Seeking, Organizational Awareness, Initiative, Flexibility **TR: DAFMAN 36-2689, AFMAN 36-2100, ETCA, AFI 36-2650, AFMAN 33-326, DAFH 36-2675, DAFMAN 36-2664**												
3.3.1. COURSE MANAGEMENT BASIC **Required Behaviors:** 1) Identifies course needs for assigned personnel for continued advancement 2) Communicates with key stakeholders and validates training requests for upgrade and qualification needs 3) Schedules training events based on identified requirements for progression in the continuum of learning **Criteria:** *Impact on: Specific workplace task*												
3.3.1.1. Identify training for assigned personnel to meet mission requirements	1	5	-						-	K	-	-
3.3.1.2. Notify stakeholders of training needs	2	-	-						-	-	-	-
3.3.1.3. Advise leadership of mission impact due to training shortfalls	2	-	-						-	-	-	-
3.3.1.4. Compile training needs and validate prerequisites, mission requirements, and availability	2	5	-						-	pk	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.3.1.5. Follow local process and guidance to request training	3	5	-						-	pk	-	-
3.3.1.6. Secure training for assigned personnel to meet mission requirements	3	5	-						-	pk	-	-
3.3.2. COURSE MANAGEMENT INTERMEDIATE **Required Behaviors:** 1) Consolidates course requests to build class schedules and commits resource allocations to meet training demands 2) Disseminates schedules and course information to maximize course utilization 3) Collaborates with outside agencies to obtain allocations and budget management to meet training demands **Criteria:** *Impact on: Specific workplace projects*												
3.3.2.1. Initiate training forecast with supported agencies	1	5	-						-	pk	-	-
3.3.2.2. Compile training forecast needs	1	5	-						-	pk	-	-
3.3.2.3. Build class based on course parameters and mission needs	1	-	-						-	-	-	-
3.3.2.4. Secure resources to meet training demands	1	-	-						-	-	-	-
3.3.2.5. Publish and disseminate schedules to ensure members and leaders receive class information	2	-	-						-	-	-	-
3.3.2.6. Identify training capability shortfalls	3	-	-						-	-	-	-
3.3.2.7. Foster relationship with outside agencies to acquire additional allocations	3	-	-						-	-	-	-
3.3.2.8. Collaborate with resource advisor to acquire funding to meet training demands	3	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.3.3. COURSE MANAGEMENT ADVANCED **Required Behaviors:** 1) Develops guidelines and directives for course management utilization and publishes guidance through various platforms 2) Implements prerequisites parameters and determines equitable allocations of demands **Criteria:** *Impact on: Management decisions*												
3.3.3.1. Establish course scheduling and request process	1	-	-						-	-	-	-
3.3.3.2. Publish guidance to stakeholders	1	-	-						-	-	-	-
3.3.3.3. Advertise nominative opportunities to key leaders for highly coveted courses to develop talent	1	-	-						-	-	-	-
3.3.3.4. Identify course and application requirements	2	-	-						-	-	-	-
3.3.3.5. Establish prioritization gates and distribution equity	2	-	-						-	-	-	-
3.3.4. COURSE MANAGEMENT EXPERT **Required Behaviors:** 1) Generates needs assessment for new training demands 2) Advocates for new course requirements and resources specified for developmental needs in the career field 3) Implements course validation policy for target audience **Criteria:** *Impact on: Air Force level practices/within industry*												
3.3.4.1. Survey training needs	1	-	-						-	-	-	-
3.3.4.2. Collaborate with subject-matter experts to confirm training requirements	1	-	-						-	-	-	-
3.3.4.3. Determine need for course update or creation	2	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.3.4.4. Prioritize resource allocations to address progressive enterprise-wide requirements	2	-	-						-	-	-	-
3.3.4.5. Establish validation plan	3	-	-						-	-	-	-
3.4. TESTING MANAGEMENT **Description:** Enforcing academic integrity by executing testing processes. **Supporting Competencies:** Accountability, Precision, Digital Literacy, Results Focused **TR: AFI 38-401, AFI 36-2650, DAFMAN 36-2664, DAFMAN 36-2689**												
3.4.1. TESTING MANAGEMENT BASIC **Required Behaviors:** 1) Executes testing procedures to enable testing facility process 2) Directs customers to appropriate and pertinent study material and resources to ensure preparedness **Criteria:** *Impact on: Specific Workplace Task*												
3.4.1.1. Identify, interpret, and articulate regulatory guidance for test procedures	1	-	*						-	-	-	-
3.4.1.2. Proctor testing IAW applicable directives	1	-	*						-	-	-	-
3.4.1.3. Validate and follow post test administration and disposition procedures	1	-	*						-	-	-	-
3.4.1.4. Determine customer requirements	2	-	*						-	-	-	-
3.4.1.5. Advise customers of resources for test preparation	2	-	*						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.4.2. TESTING MANAGEMENT INTERMEDIATE **Required Behaviors:** 1) Maintains current test facility validation to ensure test security, integrity, and inventory 2) Standardizes the process for test preparation, facilitation, and uploading completion for education advancement **Criteria:** *Impact on: Specific Workplace Projects*												
3.4.2.1. Conduct inventories on assigned test facility accountable assets	1	-	*						-	-	-	-
3.4.2.2. Enforce policies to secure and validate testing environment	1	-	*						-	-	-	-
3.4.2.3. Establish security measures to ensure testing procedure integrity	1	-	*						-	-	-	-
3.4.2.4. Develop local process to standardize testing administration and disposition procedures	2	-	*						-	-	-	-
3.4.3. TESTING MANAGEMENT ADVANCED **Required Behaviors:** 1) Analyzes reliability and accuracy of tests to provide recommendations to senior leadership 2) Identifies improvements and implements schedule and procedure revisions to accommodate mission demands 3) Executes necessary actions to support test compromise procedures **Criteria:** *Impact on: Management decisions*												
3.4.3.1. Formulate and deliver comprehensive CoAs to inform the decision-making authority on test validity	1	-	-						-	-	-	-
3.4.3.2. Report test change recommendation to appropriate authorities	1	-	-						-	-	-	-
3.4.3.3. Conduct trend analysis to identify testing inaccuracies	1	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.4.3.4. Apply process improvement to identify and implement local process changes to alleviate mission shortfalls	2	-	*						-	-	-	-
3.4.3.5. Execute applicable guidance when test compromise is suspected	3	-	*						-	-	-	-
3.4.3.6. Implement procedures to prevent and identify test compromise	3	-	*						-	-	-	-
3.4.4. TESTING MANAGEMENT EXPERT **Required Behaviors:** 1) Builds relationships with neighboring testing centers to maintain alternative options 2) Develops and implements test management guidance to maintain academic integrity **Criteria:** *Impact on: AF-level practices/within industry*												
3.4.4.1. Identify and foster relationships with alternative testing centers to minimize negative mission impact	1	-	-						-	-	-	-
3.4.4.2. Collaborate with alternative testing centers to share best practices, templates, and resources	1	-	-						-	-	-	-
3.4.4.3. Develop, revise, and validate policy governing test management procedures	2	-	-						-	-	-	-
4. INSTRUCTIONAL SYSTEMS DESIGN (ISD)												

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
4.1. CURRICULUM MANAGEMENT **Description:** Designing and implementing instructional materials that meet mission objectives. **Supporting Competencies:** Creative Thinking, Analytical Thinking, Strategic Thinking, Results Focused **TR: AFH 1, AFI 36-2650, DAFH 36-2675, DAFMAN 36-2689,**												
4.1.1. CURRICULUM MANAGEMENT BASIC **Required Behaviors:** 1) Coordinates with stakeholders and subject matter experts to identify desired learning outcomes 2) Identifies training strategies aligning with learning outcomes to meet objectives 3) Integrates existing training materials into the design process to preserve resources **Criteria:** *Consistency of Application: Sustained application of competency over time*												
4.1.1.1. Organize and facilitate curriculum advisory committee	1	-	-						-	-	-	-
4.1.1.2. Develop objectives and Course Control Documents (CCD)	1	-	-						-	-	-	-
4.1.1.3. Design learning objectives based off of desired learning outcomes	2	-	-						-	-	-	-
4.1.1.4. Coordinate training resources and deconflict organizational priorities to align with scheduling needs	3	-	-						-	-	-	-
4.1.1.5 Utilize available resources/templates for course design and execution	3	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
4.1.2. CURRICULUM MANAGEMENT INTERMEDIATE **Required Behaviors:** 1) Conducts task and learning analysis to identify requirements 2) Applies the steps of the instructional design process to build training materials in a variety of delivery platforms 3) Compiles data to make necessary adjustments to the instructional system 4) Develops assessment tools to identify and measure occupational requirements **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situations*												
4.1.2.1. Produce needs assessment to determine shortfalls	1	-	-						-	-	-	-
4.1.2.2. Analyze resource availability	1	-	-						-	-	-	-
4.1.2.3. Analyze instructional goals using required resources for target audiences	1	-	-						-	-	-	-
4.1.2.4. Define measurable actions to accomplish instructional goals	1	-	-						-	-	-	-
4.1.2.5. Develop and validate learning resources by integrating content and strategies for producing guidance and supporting objectives	2	-	-						-	-	-	-
4.1.2.6. Implement learning solution by preparing learning space and engage learning environment	2	-	-						-	-	-	-
4.1.2.7. Ensure the quality of continuous learning by formative evaluation prior to implementation to solidify resources that satisfy learning standards accomplishing instructional goals	3	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
4.1.2.8. Create and utilize feedback assessment tools for course instructional analysis	4	-	-						-	-	-	-
4.1.3. CURRICULUM MANAGEMENT ADVANCED **Required Behaviors:** 1) Analyzes data and makes recommendations to improve validity, effectiveness, and efficiency of instructional systems 2) Provides guidance and support to stakeholders and SMEs during the instructional development process 3) Evaluates course outcomes for fulfillment of operational objectives **Criteria:** *Consistency of Application: Sustained application of competency over time in complex situations*												
4.1.3.1. Modernize curriculum resources and content to adjust for mission requirements and policy changes	1	-	-						-	-	-	-
4.1.3.2. Assess course curriculum and instructional efficacy against learning outcomes and objectives	1	-	-						-	-	-	-
4.1.3.3. Govern stakeholders and suggests courses of action for curriculum development and implementation	2	-	-						-	-	-	-
4.1.3.4. Validate execution of curriculum objectives to sync with learning outcomes	3	-	-						-	-	-	-
4.1.4. CURRICULUM MANAGEMENT EXPERT **Required Behaviors:** 1) Creates and influences processes that aligns mission, policy, and organizational values for instructional design 2) Teaches personnel on strategies of the instructional system process 3) Integrates emerging and advanced learning theories to make necessary adjustments to the development and design process **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*												

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
4.1.4.1. Develop guidance and instruction for curriculum implementation and training execution	1	-	-						-	-	-	-
4.1.4.2. Highlight instructional curriculum competencies for customer needs and mission accomplishment	1	-	-						-	-	-	-
4.1.4.3. Educate stakeholders on instructional design process steps and course development lifecycle	2	-	-						-	-	-	-
4.1.4.4. Implement innovative curriculum design for implementation of agile learning outcomes	3	-	-						-	-	-	-
4.2. INSTRUCTION **Description:** Delivering prescribed curriculum designed to develop an individual's skills, knowledge, abilities, and other characteristics manifested in behaviors. **Supporting Competencies:** Communication, Develops People, Flexibility, Relationship Building **TR: AFI 36-2650, DAFH 36-2675, DAFMAN 36-2689**												
4.2.1. INSTRUCTION BASIC **Required Behaviors:** 1) Demonstrates instructional preparedness in the training environment 2) Applies instructional methods and strategies to keep students engaged, on-task, and on-schedule 3) Administers appropriate measurement device to assess student learning 4) Creates a safe learning environment for all individuals **Criteria:** *Consistency of Application: Sustained application of competency over time*												
4.2.1.1. Prepare learning environment and resources for timely curriculum delivery	1	5	-						-	pk	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
4.2.1.2. Review course materials in preparation to deliver instruction	1	5	-						P	pk	-	-
4.2.1.3. Integrate interactions and teaching techniques that promote course standards and learning objectives	2	-	-						-	-	-	-
4.2.1.4. Incorporate a variety of teaching methodologies that encourage dialog and participation	2	-	-						-	-	-	-
4.2.1.5. Apply classroom management strategies for effective and efficient use of instructional time	2	5	-						-	pk	-	-
4.2.1.6. Employ approved metrics for learning objective evaluations	3	-	-						-	-	-	-
4.2.1.7. Promote academic freedom to encourage student participation	4	-	-						-	-	-	-
4.2.1.8. Conduct AFTC as needed	2	5	-						P	pk	-	-

4.2.2. INSTRUCTION INTERMEDIATE
Required Behaviors:
1) Employs multiple strategies that address differing learning styles (e.g., visual, oral, verbal, social, logical, spatial) of personnel
2) Modifies training strategies and instructional techniques based on student feedback and/or limitations
3) Identifies course deficiencies and provides feedback on curriculum content

Criteria:
Consistency of Application: Sustained application of competency over time in a variety of situation

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ♦	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
4.2.2.1. Research learning styles and preferences of students	1	-	-						-	-	-	-
4.2.2.2. Implement methods to meet student learning styles and preferences	1	-	-						-	-	-	-
4.2.2.3. Identify student physical and cognitive limitations to learning	2	5	-						-	pk	-	-
4.2.2.4. Adjust lesson content and delivery to overcome barriers which hinder student learning	2	7	-						-	-	-	-
4.2.2.5. Review and process course critiques to guide instructional strategies and techniques	2	5	-						-	pk	-	-
4.2.2.6. Analyze course shortfalls and develop potential solutions	3	-	-						-	-	-	-
4.2.2.7. Coordinate and propose corrective actions with course developers	3	-	-						-	-	-	-
4.2.3. INSTRUCTION ADVANCED **Required Behaviors:** 1) Researches and implements new instructional techniques and technologies for delivery 2) Establishes adaptable and personalized learning environments dependent on real-time data, direct observation, and interaction with personnel **Criteria:** *Consistency of Application: Sustained application of competency over time in complex situations*												
4.2.3.1. Incorporate industry and collegiate level standards into tools, techniques, and procedures for student development and instructional management design	1	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
4.2.3.2. Demonstrate real-time flexibility within instructional strategy and techniques to achieve lesson objective	2	-	-						-	-	-	-
4.2.4. INSTRUCTION EXPERT **Required Behaviors:** 1) Creates a supportive and challenging learning environment promoting professionalism, reflective practice, self-directed learning, self-assessment, and lifelong learning 2) Trains personnel and provides feedback on proper techniques to enhance instruction **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*												
4.2.4.1. Develop techniques to encourage student-centered and collaborative learning environments	1	-	-						-	-	-	-
4.2.4.2. Adopt and integrate emergent learning theories (experiential, student-centered, outcomes-based, etc.)	1	-	-						-	-	-	-
4.2.4.3. Facilitate instructor growth through personalized development plans and instructional evaluation	2	-	-						-	-	-	-
5. PROGRAM EFFECTIVENESS												
5.1. DATA ANALYTICS **Description:** Discovering, interpreting, and communicating significant trends. **Supporting Competencies:** Analytical Thinking, Information Seeking, Digital Literacy, Organizational Awareness **TR: DAFMAN 36-2689, DAFI 21-101, AFI 36-2650**												

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
5.1.1. DATA ANALYTICS BASIC **Required Behaviors:** 1) Retrieves data and collects statistical inputs for unit requirements and incorporates data for further analysis 2) Compiles data to illustrate training program effectiveness for key leaders 3) Communicates key performance indicators (KPI) for the effective and efficient mission parameters to unit leaders 4) Files and stores empirical data to ensure compliance with program requirements **Criteria:** *Scope: Specific Area*												
5.1.1.1. Review local and Air Force level policy to identify required training	1	5	-						P	pk	-	-
5.1.1.2. Utilize various data sources, systems of record, and repositories to download and review training data	1	5	-						-	pk	-	-
5.1.1.3. Accomplish training data call for future mission requirements	1	5	-						pk	pk	-	-
5.1.1.4. Apply analytical data techniques and prepares training visuals for applicable audience	2	5	-						P	pk	-	-
5.1.1.5. Present training visuals to correlate training data to mission effectiveness	3	5	-						P	pk	-	-
5.1.1.6. Follow records management policy/guidance/timelines	4	5	-						-	pk	-	-
5.1.2. DATA ANALYTICS INTERMEDIATE **Required Behaviors:** 1) Identifies deficiencies and trends to evaluate overall training effectiveness 2) Correlates and differentiates implied statistical data to assist leaders to resolve training deficiencies, issues, and compliance within the unit **Criteria:** *Scope: Integration with concerned areas*												

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ♦	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
5.1.2.1. Interpret and showcase data fluctuations for trend analysis in relation to mission requirements	1	-	-						-	-	-	-
5.1.2.2. Audit collected data for accuracy, accountability, and usability in order to drive data driven decisions	2	-	-						-	-	-	-
5.1.3. DATA ANALYTICS ADVANCED **Required Behaviors:** 1) Examines statistical data from lower levels to highlight potential training gaps and determine viable solutions 2) Collaborates with functional community and leadership to determine benchmarked approaches to data provisions for implementation 3) Elevates substandard trends and concerns for solution determinations and guidance **Criteria:** *Scope: Integration with organizational strategies*												
5.1.3.1. Integrate critical thinking and problem-solving techniques to identify training shortfalls across all assigned organizations	1	7	-						-	-	-	-
5.1.3.2. Utilize policy to resolve training gaps at subordinate units	1	7	-						-	-	-	-
5.1.3.3. Coordinate training and information to enforce standardized methods of conducting data analytics based on HHQ guidance	2	-	-						-	-	-	-
5.1.3.4. Partner with internal and external SME working groups to assist in resolving data analytics shortfalls	2	-	-						-	-	-	-
5.1.3.5. Advocate for additional resources to enable data driven decisions	3	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
5.1.3.6. Elevate policy inefficiencies for data analytics to HHQ if unable to determine viable solution	3	-	-						-	-	-	-
5.1.4. DATA ANALYTICS EXPERT **Required Behaviors:** 1) Develops policy for data collection and analysis for achieving statistical objectives 2) Analyzes and interprets external guidance for functional community implementation 3) Enforces standardized approaches in expectations and gate-keeps other functional requirements for field implementation 4) Designs and regulates information timelines and structures channeling standardized execution for enterprise-wide operations **Criteria:** *Scope: Integration with AF-level/within industry*												
5.1.4.1. Research and develop new guidance to incorporate data analytics into career field requirements	1	-	-						-	-	-	-
5.1.4.2. Establish policy and process for data collection from outside sources	2	-	-						-	-	-	-
5.1.4.3. Incorporate external agency or industry guidance into functional data analytics	2	-	-						-	-	-	-
5.1.4.4. Codify training instructions for enterprise level implementation and execution	3	-	-						-	-	-	-
5.1.4.5. Filter joint regulations for field implementation and deconflict functional practices with DoD expectations	4	-	*						-	-	-	-
5.1.4.6. Create and disseminate Plans of Action and Milestones (POAM) for data execution	4	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
5.2. ASSESSMENTS AND INSPECTIONS **Description:** Providing objective and impartial appraisal regarding the condition of a program to continuously improve mission readiness. **Supporting Competencies:** Accountability, Communication, Information Seeking, Organizational Awareness **TR: DAFMAN 36-2689, DAFMAN 36-2664**												
5.2.1. ASSESSMENTS AND INSPECTIONS BASIC **Required Behaviors:** 1) Reviews pertinent information to identify training trends and gaps 2) Conducts inspections to evaluate work centers 3) Briefs stakeholders on inspections findings and provides recommended courses of action for improvement in mission readiness 4) Authors assessment reports and publishes for historical data to maintain training effectiveness **Criteria:** *Scope: Specific Areas*												
5.2.1.1. Describe inspection requirements and timelines (CCIP, NSI, UEI, HSI, etc.)	1	5	-						-	K	-	-
5.2.1.2. Analyze historical training program and inspection data	1	5	-						-	pk	-	-
5.2.1.3. Conduct self-assessment to measure compliance	2	5	-						pk	pk	-	-
5.2.1.4. Conduct a Staff Assistance Visit (SAV) to determine unit training program health & welfare	2	5	-						pk	pk	-	-
5.2.1.5. Recommend improvement areas	3	5	-						-	pk	-	-
5.2.1.6. Compile assessment findings and publishes report	4	5	-						-	pk	-	-
5.2.1.7. Complete follow-up actions	4	5	-						-	pk	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
5.2.2. ASSESSMENTS AND INSPECTIONS INTERMEDIATE **Required Behaviors:** 1) Inspects base level programs and presents trend analysis for wing leadership awareness and decision making 2) Re-examines shortfalls in unit training programs and provides assistance to key personnel to implement recommended improvements 3) Composes inspection and assessment reports and elevates findings to leadership for advancement in training programs **Criteria:** *Scope: Integration with concerned areas*												
5.2.2.1. Attend/complete applicable IG training	1	-	-						-	-	-	-
5.2.2.2. Observe WIT inspection	1	-	-						-	-	-	-
5.2.2.3. Perform inspections	1	-	-						-	-	-	-
5.2.2.4. Identify repeat findings	1	-	-						-	-	-	-
5.2.2.5. Advise stakeholders on Corrective Action Plans	2	-	-						-	-	-	-
5.2.2.6. Identify findings and educate stakeholders on rebuttal process	2	-	-						-	-	-	-
5.2.2.7. Assist in completion of assessment report	3	-	-						-	-	-	-
5.2.2.8. Compile findings and forward to appropriate agency	3	-	-						-	-	-	-
5.2.3. ASSESSMENTS AND INSPECTIONS ADVANCED **Required Behaviors:** 1) Interprets internal assessments to provide sample plans and direction to IG teams 2) Continuously evaluates lower level self-assessment checklists for inclusion in strategic planning 3) Augments face-to-face inspections as directed by command leadership for lower level validation 4) Authors command specific policy and direction to guide inspectors for high interest items and concerns **Criteria:** *Scope: Integration with organizational strategies*												
5.2.3.1. Pre-determine risk-based sampling strategies	1	-	-						-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
5.2.3.2. Implement continuous evaluation plan	2	-	-						-	-	-	-
5.2.3.3. Implement MAJCOM 3F2 IG augmentee plan	3	-	-						-	-	-	-
5.2.3.4. Determine & communicate MAJCOM training inspection priorities (e.g., CII)	4	-	-						-	-	-	-
5.2.3.5. Cross-tell best practices with key stakeholders (e.g., pertinent oversight authorities)	4	-	-						-	-	-	-
5.2.3.6. Facilitate waiver process	4	-	-						-	-	-	-
5.2.4. ASSESSMENTS AND INSPECTIONS EXPERT **Required Behaviors:** 1) Develops policy for inspections and assessments within functional community 2) Creates checklists and criteria used by field to measure training effectiveness 3) Responds and develops inspection adjustments and issues between HHQ and unit level personnel **Criteria:** *Scope: Integration with AF-level/within industry*												
5.2.4.1. Author training inspection policy	1	-	-						-	-	-	-
5.2.4.2. Develop checklists for end user	2	-	-						-	-	-	-
5.2.4.3. Establish and execute policy adjustments	3	-	-						-	-	-	-
5.2.4.4. Request stakeholder feedback	3	-	-						-	-	-	-
5.2.4.5. Infuse Career Field Mission w/HHQ directives	3	-	-						-	-	-	-
6. EDUCATION SERVICES												

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
6.1. EDUCATION SERVICES **Description:** Assisting and advising on educational opportunities and professional development programs. **Supporting Competencies:** Communication, Develops People, Service Mindset, Digital Literacy **TR: DAFMAN 36-2689, DAFI 36-2681**												
6.1.1. EDUCATION BASIC **Required Behaviors:** 1) Assists individuals with educational benefits and credentialing opportunities to meet professional and academic goals 2) Updates applicable management systems to ensure records accuracy and educational life cycle **Criteria:** *Consistency of Application: Sustained application of competency over time*												
6.1.1.1. Assist members to seek additional personal and professional developmental opportunities (e.g., professional credentialing organizations, education, and training)	1	-	*						-	-	-	-
6.1.1.2. Inform members on career broadening opportunities	1	-	*						-	-	-	-
6.1.1.3. Maintain currency of approved technological systems in support of customer educational development	2	-	*						-	-	-	-
6.1.1.4. Utilize member certificates and diplomas to update records	2	-	-						-	-	-	-
6.1.2. EDUCATION INTERMEDIATE **Required Behaviors:** 1) Counsels individuals on educational benefits, programs, and requirements to meet professional and academic goals 2) Advertises and disseminates academic information to familiarize individuals and communities about educational opportunities **Criteria:** *Consistency of Application: Sustained application of competency over time in variety of situations*												

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
6.1.2.1. Identify customer needs and goals	1	-	*						-	-	-	-
6.1.2.2. Counsel member on individual benefits and career broadening opportunities	1	-	*						-	-	-	-
6.1.2.3. Distribute academic and educational data to organizations	2	-	-						-	-	-	-
6.1.3. EDUCATION ADVANCED **Required Behaviors:** 1) Implements force development programs to ensure personal and professional requirements are met 2) Advises senior leadership on education issues to ensure program integrity and success **Criteria:** *Consistency of Application: Sustained application of competency over time in complex situations*												
6.1.3.1. Recruit and procure media and facilitators	1	-	-						-	-	-	-
6.1.3.2. Seek emerging professional developmental opportunities	1	-	-						-	-	-	-
6.1.3.3. Acquire funding to support developmental opportunities	1	-	-						-	-	-	-
6.1.3.4. Establish schedule and application process for events	1	-	-						-	-	-	-
6.1.3.5. Advise leadership on issues impacting educational benefits	2	-	-						-	-	-	-
6.1.4. EDUCATION EXPERT **Required Behaviors:** 1) Oversees policy and advocates for the education program to provide up to date military and civilian credentialing, processes and requirements 2) Liaises and coordinates with CCAF, associated colleges, and other educational institutions for completion of educational goals **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*												

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert	Deployment * / SEI + CBRN/TQT ◆	Trng Start	Trng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
6.1.4.1. Author policy for currency and coordinates for validity	1	-	-						-	-	-	-
6.1.4.2. Collaborate with total force partners for inclusive policy	1	-	-						-	-	-	-
6.1.4.3. Audit existing policy and provides recommended changes to remedy potential shortfalls	1	-	-						-	-	-	-
6.1.4.4. Develop and foster relationships and open communication within the educational community	2	-	-						-	-	-	-
6.1.4.5. Ensure education programs meet credentialing standards	2	-	-						-	-	-	-

Section B –Course Objective List

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

Section D - Training Course Index

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

2. Air Force In-Residence Courses:

COURSE NUMBER	TITLE	LOCATION
E3ALR3F231 01AC	Education and Training Apprentice	Keesler AFB
(*)3AIRTXXXX 0B1A	Basic Instructor Course	Each TTW
J3AZRTXXXX 0P1A	Principles of Instruction	Sheppard AFB
J3AZRTXXXX 0D1B	Instructional Systems Designer	Sheppard AFB
X3AIRXXXXX 0C1A	Computer Based Instruction (CBI) Designer	Goodfellow AFB

J4AIP3F2X1 DF3A	Technical Writer Principles	FTD
J3AIRTXXXX 0W1A	Technical Writer	Sheppard AFB
L3AIRTXXXX 0A1B X3AIRTXXXX 0A1A J3AIRTXXXX 0A1A	Analysis, Design, Development, Implementation, and Evaluation (ADDIE) Course	JBSA-Lackland Goodfellow AFB Sheppard AFB

(*) Indicates Multiple Training Locations

3. Air Force Distance Learning / Mobile Training:

COURSE NUMBER	TITLE	Method of Delivery
J7AITTXXXX 0B3A	Basic Instructor Course	MTT
J7AZTTXXXX 0P1A	Principles of Instruction - Mobile Training Team	MTT/FTD
J7AZTTXXXX 0D1B	Instructional Systems Designer – Mobile Training Team	MTT
J7AITTXXXX 0W1A	Technical Writer Course - Mobile Training Team	MTT
E6AIWTXXXX 0O1B	Instructor/Developer of Online Learning (IDOL)	DL
BFM 3F2X1 001	3F2 Base Functional Manager and Base Training Manager Course	DL
L7AITTXXXX 0A1M	ADDIE (Analysis, Design, Development, Implementation, and Evaluation)	MTT

4. Other Training

CCAF Advisor's Workshop. Contact CCAF at DSN 749-5021 for current class schedule.

Section E - MAJCOM Unique Requirements

1. The following list of MAJCOM unique requirements are not all-inclusive; however, it covers the most frequently referenced areas:

COURSE NUMBER	TITLE	LOCATION
J3AZRTXXXX 0D1B	INSTRUCTIONAL SYSTEMS DESIGN COURSE	SHEPPARD AFB
MTMC	MAINTENANCE TRAINING MANAGEMENT COURSE	JB MCGUIRE DIX-LAKEHURST, NJ
3J5ACC3S200 000	ACC CLASSROOM INSTRUCTOR COURSE	DYESS
3J5ACC3S200 001	ACC INSTRUCTOR METHODOLOGY COURSE	DYESS
3J5ACC3S200 002	ACC INSTRUCTIONAL SYSTEMS DEVELOPMENT PRINCIPLES COURSE	DYESS

355AZOXXXXX 005	39 IOS INSTRUCTIONAL SYSTEMS DEVELOPMENT	HURLBURT FIELD