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CFETP 3F3X1
Parts I and II
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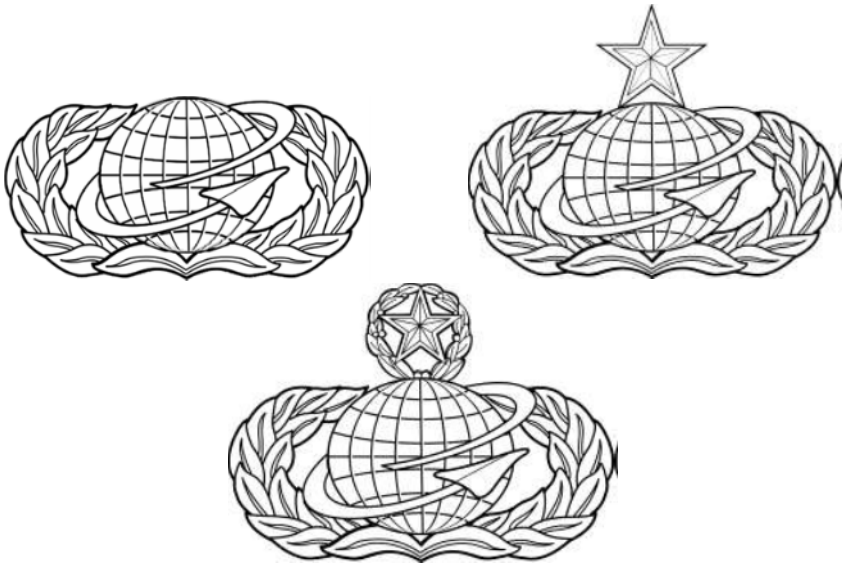
MANPOWER



CAREER FIELD
EDUCATION AND TRAINING PLAN

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CAREER FIELD EDUCATION AND TRAINING PLAN
MANPOWER SPECIALTY
AFSC 3F3X1

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CAREER FIELD EDUCATION AND TRAINING PLAN

MANPOWER
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PART I

Preface

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for this specialty. The CFETP will provide personnel a clear career path to success and will instill rigor in all aspects of career field technical training.

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

2.1. Part I provides information necessary for overall management of the specialty. Section A explains how everyone will use the plan. Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path. Section C associates each level with specialty qualifications (knowledge, education, training, experience, and other mandatory requirements). Section D indicates resource constraints such as funds, manpower, equipment, and facilities. Section E identifies transition training plans for the 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 career field receive effective and efficient training at the appropriate point 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 AF Specialty (AFS) with additional skills and knowledge to enhance their expertise in the career field. Training is for selected career airmen at the advanced level of the AFS.

Air Education and Training Command (AETC). As the USAF Force Development Command, establishes academic and procedural guidance for foundational and occupational education and training activities, opportunities, and services, which includes but is not limited to competency modeling, accessions/entry-level training, initial, advanced and supplemental technical training, initial skills flight training, and professional educational programs to implement professional military education, advanced academic degree and professional continuing education.

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 Job Qualification Standard (AFJQS). Training documents approved by the AF Career Field Manager for a particular job type or duty position within an AF Specialty. NOTE: A Command may develop a Command JQS (CJQS) if deemed necessary.

Air Force Qualification Training Package (AFQTP). Unit instructional package used to qualify or aid qualification related to duty position, program, or a piece of equipment. AFQTPs identify the standardized method to perform a task and can be printed (paper-based), computer-based, or in other audiovisual media. Supervisors/trainers must use these and document training in the 623A during OJT.

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

Black Belt (BB). BBs are experts in process improvement with proven experience and skills. They can use Six Sigma, Theory of Constraints, and Lean methods to lead cross-functional teams and solve complex problems. BBs master CPI tools and principles to transform and sustain Lean operations across value streams.

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

Career Development Course (CDC). CDCs directly support OJT and satisfy career knowledge requirements for skill level Upgrade Training (UGT)

Career Field Education and Training Plan (CFETP). The CFETP is the primary document used to identify life-cycle education and training requirements. It serves as a road map for career progression and outlines requirements that should be satisfied at appropriate points throughout the career path. The CFETP also specifies the mandatory task qualification requirements and/or required learning behaviors and occupational competences for award and maintenance of an AFSC. Deployment UTC task requirements can be identified with a symbol to assist commanders in prioritizing training. Use the CFETP to plan, conduct, evaluate, and document training.

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

Certification. Validation of an individual's ability to perform a task to the required standard.

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

Community College of the Air Force (CCAF). A regionally accredited institution where AF personnel can earn an associate of applied science degree for the military training they receive.

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). Self-paced stand-alone computer product used to deliver interactive subject and task knowledge. Observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform institutional or occupational functions successfully.

Core Task. 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- 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*.

DAF e-Learning. DAF Learning Services are the innovative learning services technologies needed to enhance education and training and mission readiness across the DAF. It enables the DAF to deliver ready, relevant learning services, which are available and integrated with talent management to deliver the Airmen and Guardians needed to compete and win in the future.

Deliberate and Crisis Action Planning and Execution Segments (DCAPES). DCAPES is an AF system that compliments the Joint Operation Planning and Execution System (JOPES). While JOPES goes to the unit level, DCAPES provides a more detailed look down to the individual Airman. DCAPES allows the user to accomplish force accountability and plan for supporting rotational operations.

Department of the Air Force Enlisted Classification Directory (DAFECD). Official guide to the AFEC codes. The guide establishes the occupational structure of the AF enlisted force. The occupational structure is flexible to permit enlisted personnel to specialize and develop their skills and abilities while allowing the AF to meet changing mission requirements.

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.

Education and Training Course Announcement (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.

Green Belt (GB). GBs are entry level who do Continuous Process Improvement (CPI) along with their regular jobs. GBs learn from and are mentored by a BB or Master BB. GBs have basic problem-solving skills and use Lean tools and techniques to solve process problems within their own area. GB level work involves applying Lean principles, concepts, and methods locally. GBs need a BB's help for more complex problems.

Home Station Readiness Training (HSRT). Conducted at the individual's home station for contingency operations. Training that consists of computer-based training enhancements, self-study guides, classroom education, hands-on equipment training, duty specific training based on UTC assignment, and ancillary training such as weapons qualification, Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) defense training, and self-aid and buddy care.

Initial Skills Training (IST). A formal school course that results in an AFSC 3-skill level award for enlisted or mandatory training for upgrade to qualified officers.

Job Qualification Standard (JQS). The Specialty Training Standard (STS) becomes a JQS for OJT when placed in an AF Form 623, On-The-Job Training Record, and is used according to DAFMAN 36-2689, Training Program.

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.

MAJCOM Functional Manager (MFM). Manager for all matters related to the training and utilization of individuals within a particular MAJCOM and AFSC.

Manpower Programming and Execution System (MPES). MPES is the current Manpower Data System, is an online management information system designed to collect, and disseminate Total Force execution of programmed end strength.

Master Task List (MTL). A comprehensive list (100%) of all tasks performed within a work center and consisting of the current CFETP or Air Force Job Qualification Standard (AFJQS) and locally developed AF Forms 797, Job Qualification Standard Continuation (as a minimum). Should include tasks required for deployment and/or unit type code (UTC) requirements.

Master Training Plan (MTP). Use a MTP to plan, manage, and execute training activities. The MTP will employ a strategy for ensuring the completion of all work center job requirements by using a Master Task Listing it provides milestones for task, CDC completion, and prioritizes deployment/Unit Type Code (UTC), home station training competencies, upgrade, and qualification competencies.

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 Analysis Report (OAR). A detailed report showing the results of an occupational survey of tasks performed within a particular AF Specialty (AFS). For more information contact HQ AETC A3/Occupational Analysis at http://oa.aetc.af.mil.

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

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

Proficiency Training. Additional training that includes in-residence, distance learning, or on-the-job training, are provided to personnel to increase their skills, knowledge, and abilities beyond the minimum required for upgrade.

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

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

Specialty Training Requirements Team (STRT)/Utilization & Training Workshop (U&TW). STRT and U&TW are used to determine education and training requirements for AF career fields. The primary purpose of the STRT is for the AFCFM and MAJCOM FMs to determine education and training requirements for AF career fields while the U&TW is an executive decision meeting used to resolve resource issues. The specific roles of each of the participants in

a STRT/U&TW should be understood for either forum to be of any value. DAFMAN 36-2689, Training Program, establishes the structure and formality of the STRT/U&TW.

Specialty Training Standard (STS). An AF publication that describes an AF specialty in terms of competencies and knowledge that an airman in that specialty may be expected to perform or to know on the job. Also identifies the training provided to achieve a 3-, 5-, 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 components (active, reserve, guard, and civilian elements) of the DAF.

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.

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 AFCFM, MAJCOM FM (MFM), commanders, training managers, supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training that individuals in this AFS should receive to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced and proficiency training. Initial skills training (IST) is the AFS specific training an individual receives upon entry into the AF or upon retraining into this specialty for award of the 3-skill level. Normally, this training is conducted by AETC at one of the technical training centers. Upgrade training (UGT) identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 5-, 7-, 9-skill level. Qualification training is actual hands- on task performance training designed to qualify an airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills and knowledge required to do the job. Advanced training is formal specialty training used for selected airmen. Proficiency training is additional training, either in-residence or exportable advanced training courses, or on-the-job training (OJT) provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes, some are:

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

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

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

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

2. 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 along with AFCFM develop or revise formal resident, nonresident, field, and exportable training based on requirements established by the users and documented in CFETP Part II. They will also work with the AFCFM to develop acquisition strategies for obtaining resources needed to provide the 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. Air Force Career Development Academy (AFCDA) Learning Engineer or Air Force Manpower Analysis Agency (AFMAA) Training (MT) personnel develops training packages (AFJQSs/AFQTPs) based on requests submitted by the MAJCOMs and according to the priorities assigned by the CFM.

2.4. Unit Training Managers (UTM) and supervisors ensure everyone completes mandatory training requirements (including MAJCOM supplemental requirements) for upgrade training specified in the training plan.

2.5. 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.

2.6. Submit recommended CFETP additions/deletions through your MFM.

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. The MFMs, Learning Engineers, and AETC training personnel will identify and coordinate on the career field training requirements.

Section B - Career Progression and Information

4. Specialty Description. This information supplements the DAFECD. The DAFECD can be found at: https://myfss.us.af.mil/.

4.1. Specialty Summary. Performs the following Manpower competencies: management engineering, data analytics, capability oversight, project management, advisory services, contingency force development, workforce development. Demonstrates knowledge, skills, abilities, and observations within the following sub-competencies: management engineering, information systems, data research, data interpretation, storytelling and visualization, capability oversight, project management, advisory services, garrison, expeditionary, and workforce development. Manages servicing manpower activity functions including: Air Force organization structure, organizational and manpower standards/determinants, manpower resources, military grades, manpower data systems, peacetime and wartime manpower requirements and utilization, and management advisory studies. Leads process reengineering, Continuous Process Improvement (CPI) initiatives, and management consulting services. Supports operational planning and execution. Related DoD Occupational Subgroup: 150000.

4.2. Duties and Responsibilities.

4.2.1. Quantifies manpower requirements through the management engineering program. Develops and maintains standardized Air Force organizational structures and manpower determinants. Coordinates with staff agencies and assists management with study implementation. Applies organization and manpower determinants, analyzes impact, and revises manpower documents. Conducts reengineering studies to define defendable manpower requirements, building statistical equations to meet future programming needs.

4.2.2. Leverages a combination of people, processes, data, and technology to collect, store, process, and distribute findings. Utilizes skills and knowledge to systematically gather data for a specific purpose or analysis. Analyzes and derives meaningful insights from data to inform decisions, solve problems, and address research inquiries. Interpreting and analyzing staffing data to identify trends, patterns, and insights that can inform workforce strategies. Uses predictive models to forecast future workforce needs based on various factors such as mission trends. Provides strategic recommendations to optimize workforce efficiency, productivity, and satisfaction. Develops and tracking key performance metrics to assess workforce efficiency and effectiveness. Assists in the development and implementation of workforce plans that align with the organization's goals and objectives. Prepares comprehensive reports that present workforce data and insights in a clear and accessible manner. Communicates insights and findings from data using clear visualizations with context, narrative, and interaction with stakeholders. Collaborates with various stakeholders to ensure that workforce strategies align with overall mission objectives.

4.2.3. Develops and applies programming factors and functional estimating equations. Maintains manpower allocations with troop strength ceilings or floors and mandates. Designs, operates, and maintains manpower data systems at base, major command (MAJCOM), or Headquarters USAF. Develops and prepares manpower change requests. Prepares and maintains manpower reports and data extracts. Evaluate manpower change requests for policy compliance, resource impact, unit type code impact, and possible impact on other position attributes and coordinates the request with local functional managers, as applicable. Leverages multiple data sources to generate data supported recommendations Ensures overall compliance, accuracy, and currency of all manpower data in the Manpower Programming and Execution System.

4.2.4. Applies knowledge, skills, tools, and techniques to accomplish project objectives within an established timeframe to meet mission requirements. Identifies project goals and scope. Plans and documenting project tasks. Ensures deliverables are on-time. Manages project resources. Communicates project needs with stakeholders. Makes meaningful assumptions and eliminates potential risks. Documents projects process using various project management tools. Ensures top-quality results and project success.

4.2.5. Performs advisory services that provides leaders with recommendations, conclusions, and findings to help them make decisions. Communicates actions, activities, and tertiary effects from the Manpower perspective. Demonstrates ability to leverage technology to implement efficient, robust, and cross-functional solutions. Provides process improvement methods that proactively identifies, analyzes and improves upon existing business processes within an organization, with the goal of improving process effectiveness and efficiency. Renews a domain, a product, or a service through innovation and applies new processes by introducing new techniques or establishes successful ideas to create new value. Improves performance through planning, designing, advising, and facilitating organizational and functional process improvement through integrated process teams, benchmarking, process mapping, work measurement, modern business practices, and metric development for manpower requirements, performance measurement, and organizational design. Plans and organizes manpower activities for conducting management consulting services, to include operations research, systems and procedures analysis, workload essentiality, work distribution and workflow, skill mix, work methods and simplification, layout analysis, benchmarking, and work measurement and analysis. Designs methods and tailors' consultation to improve organizational performance. Facilitates in developing short and long-term goals and strategies relating to performance management. Designs systems with focus on effectiveness and efficiency. Applies knowledge, skills, tools, and techniques to accomplish objectives within an established timeframe to meet mission requirements. Combines qualitative findings and other inputs along with data analytics to make comprehensive recommendations.

4.2.6. Exercises and validates organizational capabilities to achieve mission success during contingency and emergency operations. Identifies, validates, and maintains capabilities critical to a Combatant Command's mission success in support of national policies and objectives through unified action. Advises strategic and operational planning activities in determining expeditionary and garrison force requirements, organizational structure, command relationships, and resource

allocation. Initiates and communicates force requests, assigned and allocated requirements actions and organizational changes. Establishes and maintains manpower readiness and force management to include maintaining and operating the DCAPES system. Performs manpower wartime support for operational, contingency and exercise planning and execution. Participates in mobility planning with the manpower and personnel readiness team. Participates in total force assessments to define in- place and deployment capabilities. Evaluates and approves unit type code changes. Conducts operational theater and overseas manpower requirements reviews.

4.2.7. Implements strategies and programs to enhance the skills, knowledge, and abilities of members within the Manpower enterprise. Facilitates a skills-sensing network among cross-organizational stakeholders with the purpose of carrying out a dynamic skills strategy. Identifies and implements skill accelerators by extracting strategies from existing resources and expertise to build skills solutions at speed. Create channels to support two-way, transparent skills information sharing between Manpower and the organization.

4.3. Competencies. The AF defines competencies a combination of knowledge, skills, abilities, and other characteristics that manifest in observable and measurable pattern of behaviors required for mission success. The Manpower 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 3F3X1 Manpower occupational competencies and leveraging the AF foundational competencies in a manner that provides all Airmen with transparent and unbiased pathways towards their own successful development.

4.3.1. 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.

Figure 1. Airmen's Foundational Competencies.

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

4.3.2.1. 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 Manpower community. The occupational competency modeling process follows a distinct process with continued involvement from the career field and allows Airmen to see how their task lists, OJT, formal courses, and other training, education, and experiences are aligned to the career field's strategic objectives.

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

Competency	Sub-Competency	Sub-Competency Description
Management Engineering	Management Engineering	The process of quantifying manpower requirements through the management engineering program.
Data Analytics	Technology Systems	The combination of people, processes, data, and technology that work together to collect, store, process, and distribute information within the manpower enterprise.
	Data Research	The skills and knowledge to systematically gather data for a specific purpose or analysis.
	Data Interpretation	Analyzing and deriving meaningful insights from data to inform decisions, solve problems, and address research inquiries.
	Storytelling/Visualization	A method of communicating insights and findings from data using clear visualizations with context, narrative, and interaction with stakeholders.
Capability Oversight	Capability Oversight	Identifying, developing, and maintaining the capabilities critical to the organization's success and aligning them with mission requirements.
Project Management	Project Management	Applying knowledge, skills, tools, and techniques to accomplish objectives within an established timeframe to meet mission requirements.
Advisory Services	Advisory Services	Communicating actions, activities, and tertiary effects from the Manpower (Workforce Planner) perspective.
Contingency Force Development	Garrison	Exercising and validating organizational capabilities to achieve mission success during contingency and emergency operations.
	Expeditionary	Identifying, validating, and maintaining capabilities critical to a Combatant Command's mission success in support of national policies and objectives through unified action.
Workforce Development	Workforce Development	Implementing strategies and programs to enhance the skills, knowledge, and abilities of members within an organization.

Figure 2. 3F3X1, Manpower, Occupational Competency Model

4.3.2.3. 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 3F3X1 career field.

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

Competency Management Engineering	←	The competency section states the competency group.
Sub-Competency Management Engineering	←	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 The process of quantifying manpower requirements through the management engineering program	←	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 Analytical Thinking Communication Information Seeking Strategic Thinking	←	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 3. 3F3X1, Manpower, Occupational Competency Rubric for Training

Proficiency Levels	←	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. 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 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).
Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others 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 a variety of situations		
Basic Consistency of Application: Sustained application of competency over time		

Figure 4a. Competency Rubric Section 1.

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.
1.Teaches members how to analyze data and identify workload factors and work unit counts to be used for the function 2. Mentors study lead through all phases of the study process and MEP methods for study 3. Finalizes products developed by the study team before publication		
1. Evaluates data from the function under study to identify potential workload factors and work unit counts 2. Applies MEP methods to develop model for determining manpower requirements 3. Manages study process (conduct preliminary research, develop study plans, develop Standard Work Documents (SWD), etc.) to quantify manpower requirements through MEP techniques		
1. Analyzes baseline and determines outliers of positions from the data 2. Applies combination of measurement techniques for function under study 3. Writes various study types (Air Force Manpower Determinant (AFMD), Manpower Assessments (MAs), etc.) to document manpower requirements 4. Demonstrates ability to lead study plan development, workshops, or site visits		
1. Retrieves Unit Manpower Document (UMD) of a function from MPES using Business Objects database to determine the baseline of the studied function 2. Selects Management Engineering Program (MEP) techniques for function under study 3. Assists in study plan development, including accomplishing milestones and deliverables for the study		

Figure 4b. Competency Rubric Section 2.

4.3.3. Another key component within the rubric is the supporting competencies section at the bottom left-hand corner. These are the top four supporting competencies that can help members excel and be successful in that sub-competency. Some of these supporting competencies are tied directly to the Airmen's Foundational Competencies, while others may be unique to the career field. Having these supporting competencies identified and linked to a career field's competency model can cultivate those underlying characteristics needed to succeed on the job. Leaders, supervisors, trainers, instructors, or mentors can now set members up for greater success by building these supporting competencies and placing 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 and future mission focused, and ready to succeed in any situation. Additionally, AFH 36-2643, Air Force Mentoring Program, has information on how

competencies can be used when an established mentoring strategy is put into effect to foster and develop Airmen.

4.3.4. 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 to attain a 3-, 5-, and 7-skill levels. Competency development allows Airmen to move beyond the minimum career field requirements and begin addressing developmental gaps and strengthening their capabilities. The information included within the competency model will allow members within the Manpower community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

4.3.5. Manpower career field 3F3X1 competencies.

Competency	Proficiency Levels	Observable Behaviors
Management Engineering	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	1.Teaches members how to analyze data and identify workload factors and work unit counts to be used for the function 2. Mentors study lead through all phases of the study process and MEP methods for study 3. Finalizes products developed by the study team before publication
Sub-Competency	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	1. Evaluates data from the function under study to identify potential workload factors and work unit counts 2. Applies MEP methods to develop model for determining manpower requirements 3. Manages study process (conduct preliminary research, develop study plans, develop Standard Work Documents (SWD), etc.) to quantify manpower requirements through MEP techniques
Management Engineering		
Description	***Intermediate*** Consistency of Application: Sustained application of competency over time in a variety of situations	1. Analyzes baseline and determines outliers of positions from the data 2. Applies combination of measurement techniques for function under study 3. Writes various study types (Air Force Manpower Determinant (AFMD), Manpower Assessments (MAs), etc.) to document manpower requirements 4. Demonstrates ability to lead study plan development, workshops, or site visits
The process of quantifying manpower requirements through the management engineering program.		
Supporting Competencies	***Basic*** Consistency of Application: Sustained application of competency over time	1. Retrieves Unit Manpower Document (UMD) of a function from MPES using Business Objects database to determine the baseline of the studied function 2. Selects Management Engineering Program (MEP) techniques for function under study 3. Assists in study plan development, including accomplishing milestones and deliverables for the study
Analytical Thinking Communication Information Seeking Strategic Thinking		

Competency	Proficiency Levels	Observable Behaviors
Data Analytics	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	1. Governs Enterprise TS through policy and objectives to advance information strategies 2. Manages TS access, interoperability, dictionaries, and capabilities to meet current enterprise vision and mission 3. Institutes TS change management controls, communication, and implementation to keep the enterprise adaptive to emergent mission criteria
Sub-Competency	***Advanced***	
Technology Systems (TS)	Consistency of Application: Sustained application of competency over time in complex situations	1. Manipulates TS to develop a preferred output 2. Updates TS contents in accordance with governance to ensure system and data integrity 3. Communicates TS gaps
Description	***Intermediate***	
The combination of people, processes, data, and technology that work together to collect, store, process, and distribute information within the manpower enterprise.	Consistency of Application: Sustained application of competency over time in a variety of situations	1.- Explains relational database concepts (e.g., primary and foreign keys) about data structures and attribute applications 2. Identifies (TS) type to evaluate applicability, data integrity, and use case within the analyst's environment
Supporting Competencies	***Basic***	
Analytical Thinking Digitial Literacy Information Seeking Precision	Consistency of Application: Sustained application of competency over time	1. Navigates the TS system (Manpower Programing and Execution System (MPES), Deliberate and Crisis Action Planning and Execution Segments (DCAPES), etc.) user interface to become familiarize with Technology System (TS) scope, organization, and capabilities 2. Finds relevant data tables to perform basic research on system contents/libraries

Competency	Proficiency Levels	Observable Behaviors
Data Analytics	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the	1. Documents the data collection process 2. Evaluates and update data collection methods to ensure relevance based on feedback, project changes, and technological advancements 3. Directs and mentors others on data collection methodology and actions to enhance operational efficiency
Sub-Competency	***Advanced***	
Data Research	Consistency of Application: Sustained application of competency over time in complex situations	1. Develops methods and protocols for collecting data to ensure integration of sampling techniques and data collection instruments (surveys, interviews, sensors, etc.) 2. Integrates data sets for validity, deeper analysis, and different analytical purposes
Description	***Intermediate***	
The skills and knowledge to systematically gather data for a specific purpose or analysis.	Consistency of Application: Sustained application of competency over time in a variety of situations	1. Evaluates specific data requirements (e.g., type of data and scope) for projects and analysis 2. Implements measures to ensure accuracy
Supporting Competencies	***Basic***	
Analytical Thinking Information Seeking Digital Literacy Precision	Consistency of Application: Sustained application of competency over time	1. Navigates systems to determine data availability 2. Performs collection activities to ensure data snapshots are within a relative timeframe

Competency	Proficiency Levels	Observable Behaviors
Data Analytics	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	1. Examines findings within the broader context of the subject matter to ensure the relevance and applicability of the analysis 2. Design data science and analytic projects by creating database environments based on needs 3.Directs and mentors others on data analytic processes and database management to enhance operational efficiency
Sub-Competency	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	1. Evaluates the validity and reliability of findings to consider alternative factors (e.g., biases, confounding variables, and alternative interpretations) 2. Applies analysis techniques across multiple large data sets to perform comparative analysis 3. Integrates data collection and analysis to create statistical-based models
Data Interpretation		
Description	***Intermediate*** Consistency of Application: Sustained application of competency over time in a variety of situations	1. Applies statistical methods for data analysis (identify patterns, detect trends, make predictions, or test hypotheses) 2. Analyzes multiple data sets to identify statistical links
Analyzing and deriving meaningful insights from data to inform decisions, solve problems, and address research inquiries.		
Supporting Competencies	***Basic*** Consistency of Application: Sustained application of competency over time	1. Uses exploratory data analysis techniques to summarize the main characteristics of a data set 2. Applies statistical principles to perform analysis on simple data sets 3. Explains data generation and its relevance to address the concern
Analytical Thinking Information Seeking Digital Literacy Communication		

Competency	Proficiency Levels	Observable Behaviors
Data Analytics	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	1. Leads exploration of new approaches for data visualization 2. Advises on the use of data visualization tools and techniques for different purposes and contexts to satisfy requirements
Sub-Competency	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	1. Operationalizes and automates activities for efficient and timely production of data visuals 2. Integrates tools and software (Tableau, Power BI, Python, etc.) to create data visuals to engage with the target audience
Storytelling and Visualization		
Description	***Intermediate*** Consistency of Application: Sustained application of competency over time in a variety of situations	1. Delivers a coherent narrative to convey trends, patterns, and relationships 2. Contributes to exploration and experimentation in data visualization for system familiarization
A method of communicating insights and findings from data using clear visualizations with context, narrative, and interaction with stakeholders.		
Supporting Competencies	***Basic*** Consistency of Application: Sustained application of competency over time	1. Uses standard office software to create graphical representations of simple data 2. Applies principles of design (e.g., clarity, simplicity, and consistency) to create visualizations that are easy to interpret and visually appealing
Communication Analytical Thinking Creative Thinking Strategic Thinking		

Competency	Proficiency Levels	Observable Behaviors
Capability Oversight	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	1. Utilizes budget execution processes to fund AFS requirements 2. Develops and implement methods to close capability gaps and ensure compliance with Air Force standards and regulations 3. Trains others in manpower resource management techniques to improve team performance and maximize the understanding of technology systems and tools
Sub-Competency Capability Oversight	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	1. Compiles, records, allocates, and administers end strength changes for fiscal year strategy (e.g., planning, programming, budgeting, and execution) 2. Ensures an organization has the necessary resources, skills, and processes to achieve mission objectives 3. Leads teams to develop and implement manpower resource management actions 4. Develops and implements manpower resource management strategies to improve team productivity and reduce waste
Description Identifying, developing, and maintaining the capabilities critical to the organization's success and aligning them with mission requirements.	***Intermediate*** Consistency of Application: Sustained application of competency over time in a variety of situations	1. Explains key manpower management concepts and principles to customers to manage resources and develop relationships 2. Employs manpower resource management actions to maximize workforce effectiveness 3. Processes organizational change requests to enhance operational capabilities 4. Analyzes manpower resource data, identifying trends and root causes to develop and implement corrective actions to address manpower resource issues
Supporting Competencies Communication Analytical Thinking Resource Management Decision Making	***Basic*** Consistency of Application: Sustained application of competency over time	1. Demonstrates knowledge of policies and responsibilities related to workforce management to enhance manpower acumen 2. Identifies and reports manpower resource issues to supervisors to ensure manpower policy compliance 3. Builds manpower projects in data systems to execute resource changes and align manpower assets

Competency	Proficiency Levels	Observable Behaviors
Project Management	***Expert*** Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	1. Provides technical expertise supporting project leads to guide organizational strategy and direction 2. Advocates and implements changes based on lessons learned from prior project execution to improve future projects
Sub-Competency Project Management	***Advanced*** Depth of Knowledge: New practices of all workplace elements	1. Engages with stakeholders throughout the project lifecycle to ensure project completion 2. Fosters collaboration, delegates workload, and empowers team members to lead complex projects across multiple organizations 3. Monitors and controls phases throughout project duration to ensure the timeliness of key deliverables
Description Applying knowledge, skills, tools, and techniques to accomplish objectives within an established timeframe to meet mission requirements.	***Intermediate*** Depth of Knowledge: Established practices of all workplace elements	1. Determines planning factors (timelines, deliverables, goals, objectives, scope, etc.) to demonstrate time management skills 2. Identifies stakeholders to ensure project execution aligns with mission objectives
Supporting Competencies Communication Accountability Teamwork Leadership	***Basic*** Depth of Knowledge: Established practice with some workplace elements	1. Identifies the phases of a project (i.e., initiating, planning, executing, monitoring, and closing) to demonstrate knowledge of the process 2. Participates in project planning and executions to gain experience in project management

Competency	Proficiency Levels	Observable Behaviors
Advisory Services	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	1. Translates strategic intent into operational guidance to ensure completion of mission objectives 2. Demonstrates high-level of diplomacy in persuading and influencing a wide variety of personnel at various levels and organizations to achieve results 3. Maintains rapport with senior staff members across the Agency and builds methods to leverage their expertise for strategic planning and direction
Sub-Competency	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	1. Articulates and presents complex information to enhance key leaders' decision-making capabilities 2. Presents information based on limited or uncertain data in impromptu situations or to persuade audiences to build and maintain working relationships
Advisory Services		
Description	***Intermediate*** Consistency of Application: Sustained application of competency over time in a variety of situations	1. Integrates and fosters efficient and effective interactions for information sharing 2. Coordinates and facilitates targeted communication opportunities (meetings, conferences, etc.) to educate and inform on manpower processes
Communicating actions, activities, and tertiary effects from the Manpower (Workforce Planner) perspective.		
Supporting Competencies	***Basic*** Consistency of Application: Sustained application of competency over time	1. Explains DoD communication formats (written, verbal, electronic, etc.) to enhance messaging skills 2. Identifies target audience to scope message
Communication Analytical Thinking Strategic Thinking Organizational Awareness		

Competency	Proficiency Levels	Observable Behaviors
Contingency Force Development	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	1. Develops UTCs in coordination with the functional community senior leaders and process line-level details to determine functional capabilities for Combatant Commands 2. Mentors members in building and developing OPLANs for different scenarios
Sub-Competency	***Advanced*** Consistency of Application: Sustained application of competency over time in complex situations	1. Tailors unit capabilities and aligns UTCs to support requirements for pilot units 2. Participates as a critical member of Operational Planning Teams (OPT) in support of building and developing OPLANs for different scenarios
Garrison		
Description	***Intermediate*** Consistency of Application: Sustained application of competency over time in a variety of situations	1. Executes UTC/UMD comparison and validation of taskings within DCAPES to ensure postured UTCs do not exceed UMD authorizations 2. Builds and develops OPLAN exercises for different scenarios
Exercising and validating organizational capabilities to achieve mission success during contingency and emergency operations.		
Supporting Competencies	***Basic*** Consistency of Application: Sustained application of competency over time	1. Demonstrates knowledge of UTC/UMD comparison and validation of taskings within DCAPES to ensure postured UTCs do not exceed UMD authorizations 2. Assist with building and developing OPLAN exercises for different scenarios
Analytical Thinking Organizational Awareness Strategic Thinking Communication		

Competency	Proficiency Levels	Observable Behaviors
Contingency Force Development	***Expert*** Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	1. Creates enterprise-wide supplemental policy and guidance for Global Force Management (GFM) implementation 2. Mentors/coaches members on GFM processes and articulates command relationships and authority to advise expeditionary leaders on organizational requirements and force structure
Sub-Competency	***Advanced***	1. Initiates, monitors, and communicates sourcing solutions within the GFM process for mission execution 2. Interprets TASKORDs and articulates command relationships and authority to advise expeditionary leaders on organizational requirements and force structure 3. Implements expeditionary organizational change requests to structure AOR
Expeditionary	Consistency of Application: Sustained application of competency over time in complex situations	
Description	***Intermediate***	1. Processes DRMD change requests and RFF/RFSs to meet mission requirements 2. Explains command relationships and authority to advise expeditionary leaders on organizational requirements and force structure
Identifying, validating, and maintaining capabilities critical to a Combatant Command's mission success in support of national policies and objectives through unified action.	Consistency of Application: Sustained application of competency over time in a variety of situations	
Supporting Competencies	***Basic***	1. Demonstrates the knowledge of DRMD concepts to ensure resource accuracy 2. Identifies command relationships and authority to advise expeditionary leaders on organizational requirements and force structure
Organizational Awareness Analytical Thinking Communication Strategic Thinking	Consistency of Application: Sustained application of competency over time	

Competency	Proficiency Levels	Observable Behaviors
Workforce Development	***Expert*** Impact on… AF-level practices/within industry	1. Maps enterprise's future state for personnel to prioritize objectives and align with training strategies 2. Employs talent management to develop and capitalize on emerging talents 3. Explores technologies and develops methods to ensure learning objectives satisfy training requirements
Sub-Competency	***Advanced***	1. Communicates strategic vision to members for organizational awareness 2. Facilitates dialogue and enhances external partnerships to advance organizational capabilities 3. Creates evaluation processes and ensures results improve training methods 4. Conducts comprehensive skills and training needs assessments to continue the development of members
Workforce Development	Impact on… Management decisions	
Description	***Intermediate*** Impact on… Specific workplace projects	1. Examines existing methods and conventional approaches to define areas of improvement 2. Bridges technical and professional knowledge with personal, interpersonal, and managerial skills to develop workforce planners
Implementing strategies and programs to enhance the skills, knowledge, and abilities of members within an organization.	***Basic*** Impact on… Specific workplace tasks	1. Seeks formal and informal development opportunities to enhance skills 2. Solicits feedback to refine performance and modify behavior
Supporting Competencies		
Develops People Communication Leadership Relationship Building		

Figure 4c. Competency Section 3.

6. Training Decisions. The CFETP has undergone a considerable revision towards building a competency-based training and development platform for the Manpower 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 with close coordination between HQ AETC, 2AF Technical Training, schoolhouse instructors and staff, field SMEs, functional managers and the AFCFM.

6.1. A planning meeting/STRT was held from 4-8 November 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 Manpower career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. The following decisions were made by the career field during the STRT held 4-8 November 2024 at Keesler AFB, MS, and utilizing the ISD process as implemented by AETC/A3JO, and supported 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 skill level play an important role in the AF's ability to accomplish its mission. It is essential that everyone involved in training do his or her part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure that everyone receives viable training at appropriate points in their career, and the progression pyramid aligns with the career progression strategy to support optimal development.

6.3.1. Apprentice (3) Level. The initial skills course, E3ALR3F331 0A1A, Manpower Apprentice Course, must be completed for the award of AFSC 3F331. Initial skills training requirements were identified during the 3F3X1 STRT.

6.3.2. Journeyman (5) Level. Qualification in and possession of AFSC 3F331 and must complete UGT in the following order: (1) Complete the Manpower Career Development Course (CDC); (2) Complete all AFQTPs identified with "5" in **Attachment 3**; (3) Complete all core tasks identified with "5" using Digital University learning path 3F3X1 – Competency Based Learning Path "Basic"; (4) A maximum of 12 months in Upgrade Training; and (5) obtain supervisor recommendation and commander approval for the award of AFSC 3F351.

6.3.3. Craftsman (7) Level. Qualification in and possession of AFSC 3F351 and must complete UGT in the following order: (1) Complete all AFQTPs identified with "7" in **Attachment 3**; (2) Complete all core tasks identified with "7" using Digital University learning path 3F3X1 – Competency Based Learning Path "Intermediate"; (3) Complete of OpusWorks Foundational and Green Belt training; (3) Complete DCAPES Training; (4) Complete Advanced 7-Level Course (if available) (4) A maximum of 12 months in Upgrade Training; and (5) obtain supervisor recommendation and commander approval for the award of AFSC 3F371.

6.3.4. Superintendent (9) Level. Qualification in and possession of AFSC 3F371, and obtain supervisor recommendation and commander approval for the award of AFSC 3F391.

6.4. 3-Skill Level Training. The initial skills course, E3ALR3F331 0A1A, 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 Training. There is no advanced 5-level course at this time.

6.5. 7-Skill Level Training. There is no advanced 7-level course at this time. However, an advanced 7-level course is under development. The course will be deemed mandatory contingent upon the formal approval and distribution of the signed Activation Memorandum by the AFCFM.

6.6. 9-Skill Level Training. There is no advanced 9-level course at this time.

6.5. Core Tasks. Core Tasks identified with a "5" and "7" were identified by the AFCFM as the minimum qualifications required for everyone within the AFSC. Supervisors, Trainers, and UTMs will use the 3F3X1 – Competency Based Learning Path within Digital University to sign off core tasks within the STS. Supervisors, Trainers, and UTMs will use AFQTPs, housed within DAF e-Learning and AFMAA's SIPRNet SharePoint to sign off on core tasks listed within **Attachment 3**.

6.6. The CFETP Part II identifies seven (7) competencies and eleven (11) sub-competencies. Each competency is further broken down into the following proficiency levels; basic,

intermediate, advanced, and expert. The proficiency levels are not tied to a specific rank or position. Additionally, each occupational competency has supporting competencies tied to them. The supporting competencies can allow Airmen to intentionally develop those transferrable underlying characteristics that will translate to mission capabilities, mission readiness, and mission success for the agile, future thinking Airmen. Airmen, supervisors, trainers, mentors, and leaders should look for opportunities to integrate the supporting competencies into every facet of an Airmen's development as they seek to gain and increase proficiency within the 3F3X1 competencies.

7. Community College of the Air Force (CCAF). CCAF is one of several federally chartered degree-granting institutions. The college is regionally accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award Associate of Applied Science (AAS) degrees designed for specific AF occupational specialties and is the largest multicampus community college in the world. To be awarded, degree requirements must be successfully completed before the student separates from the AF, retires, or is commissioned as an officer. See the CCAF website for details regarding the AAS degree programs at https://www.airuniversity.af.edu/Barnes/CCAF/.

7.1. CCAF Degree Requirements. The Management Engineering Technology associate degree (1AWY) applies to the 3F3X1 career field. Individuals must possess a 5-skill level upon program completion. Degree program requirement consists of 60 semester hours. A minimum of 15 semester hours of CCAF Institutional credit must be applied to graduate and can be fulfilled though technical education, LMMS, and/or Program Electives. Below CCAF Degree Requirements were validated utilizing 2022-2024 CCAF general catalog Number 22. For most up-to date requirements, review CCAF course catalogue link posted in paragraph 7.

Figure 5. CCAF Degree Requirements.

DEGREE PROGRAM (60 semester hours)	
Subject/Course	**Semester Hours**
Technical Education	24
Leadership, Management and Military Studies	6
General Education	15*
Program Elective	15*
Total	**60**

**Note:* Attaining the journeyman (5) level is waived for students in occupational specialties that do not have journeyman levels (3N2X1, 3F1X1, 7S0X1). This may apply to personnel within the manpower community prior to 1 Oct 2012.

7.1.1. 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/.

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

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

7.1.3. 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.

7.3. Off-duty Education. While additional off-duty education is a personal choice and is encouraged for all, the 3F3X1 AFCFM advocates for degree paths that relate to the career field that include but are not limited to Business, Data Analytics, Management, Math, and Organization Leadership it for all members.

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

9. Career Field Progression Strategy.

9.1. Manpower and Organization Core Competencies. The Manpower and Organization function has seven occupational core competencies (OCMs): (1) Management Engineering, (2) Data Analytics, (3) Capability Oversight, (4) Project Management, (5) Advisory Services, (6) Contingency Force Development, and (7) Workforce Development. These competencies form the basis for all Manpower and Organization activities and are depicted in Figure 7. The following sub paragraphs define each OCM. Furthermore, Figure 2. provides a breakout of OCMs and Sub Competencies with descriptions.

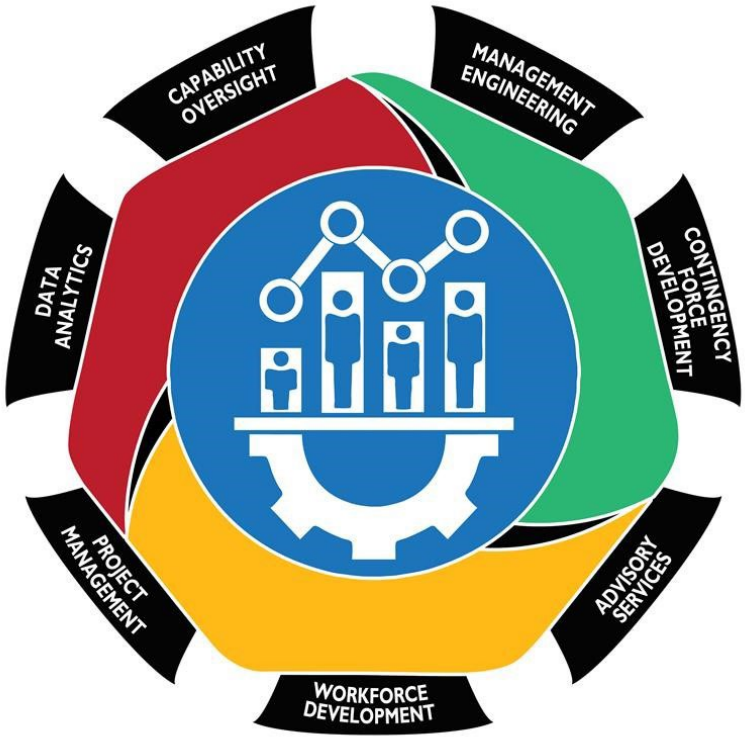

Figure 6. Core Competencies.

9.2. Manpower Training Life Cycle. The Manpower training life cycle exhibits distinct characteristics compared to most other specialties, primarily because it operates as a lateral career field. This complexity is further exacerbated by the necessity to retrain personnel from various year groups, at a faster pace, along with the recruitment and retraining of individuals across different grades, making it challenging to establish a clear progression model based on year and grade within this specialty.

9.2.1. The Specialty Training Standard (STS). The STS is structured to align with the requisite competencies and encompasses associated processes and subject matter domains. Due to the variety of skills encompassed within this specialty, an individual may engage in only a limited subset of these skills during a specific duty assignment. The goal of an effective individual development training plan is to provide personnel with exposure to a wide range of specialty areas through job rotation and diverse assignment levels.

9.2.2. Core Tasks. The core tasks delineated in the STS and **Attachment 3** are designed to ensure that the technician possesses a comprehensive understanding of the fundamental competencies. Consistent with prior core task documentation protocols, following the completion of upgrade training, supervisors are obligated to reassess these elements as an individual's job role and associated responsibilities evolve. Core Tasks identified with a “5” and “7” were identified by the AFCFM as the minimum qualifications required for everyone within the AFSC. Supervisors, Trainers, and UTMs will use the 3F3X1 – Competency Based Learning Path within

Digital University to sign off core tasks within the STS. Supervisors, Trainers, and UTMs will use AFQTPs, housed within DAF e-Learning and AFMAA's SIPRNet SharePoint, to sign off on core tasks listed within **Attachment 3**.

9.2.3. Digital University (DigitalU) 3F3X1 – Competency Based Learning Path. The 3F3X1 Competency-Based Learning Path, developed within DigitalU, is designed to remediate deficiencies in organic training development. It aims to incorporate high-quality educational content and cultivate the necessary skills among participants as they progress through "basic" and "intermediate" competency levels. Access to this DigitalU learning path can be accessed via https://digitalu.udemy.com/learning-paths/9338219/ or by logging into DigitalU, selecting "Learning Paths," and searching "3F3X1 – Competency Based Learning Path."

9.2.4. Air Force Qualification Training Packages (AFQTP). To ensure that the entire enterprise meets a foundational competency standard, the enterprise will utilize approved Air Force Qualified Training Packages (AFQTPs) during upgrade training. The 5-level and 7-level AFQTPs, as specified in **Attachment 3**, are available on the Department of the Air Force (DAF) e-Learning platform and the Air Force Manpower Analysis Agencies (AFMAA) SIPRNet SharePoint. The DAF e-Learning platform hosts all approved AFQTPs except for Expeditionary and Readiness AFQTPs. Access to DAF e-Learning AFQTPs can be achieved via the following method: https://usaf.percipio.com/customlibrary/a0723fc0-84a9-4188-8512-3ae7162cbee7/e5ae0cb2-bdf1-4b59-91c9-33e6a64a9820. Should the link be disabled, navigate to the DAF e-Learning homepage at https://usaf.percipio.com/, select "Library," then "AF Career Development Academy," followed by "3F3X1," and finally choose either "3F3X1 5-Level AFQTPs" or "3F3X1 7-Level AFQTPs." Expeditionary and Readiness AFQTPs are stored on the AFMAA's SIPRNet SharePoint. The following link should be noted and accessed through a SIPRNet terminal: https://intelshare.intelink.sgov.gov/sites/afma/HSRT/.

9.3. Manpower Enlisted Development Team. The 3F3 Enlisted Development Team (EDT) serves as the structured force development governance body for the Manpower 3F3X1 career field. The 3F3 EDT delineates the training, educational, and experiential criteria necessary for critical Manpower positions and proffers recommendations for the most qualified Senior Non-Commissioned Officers (SNCOs) to occupy pivotal Manpower leadership roles throughout the Air Force (AF). Additionally, the 3F3 EDT identifies various developmental avenues for Manpower SNCOs to support their strategic professional growth. These recommendations, or vectors, represent the collective guidance of the 3F3 EDT concerning the requisite experience level, training, educational opportunities, or positional type that a service member should pursue for career advancement. The 3F3 vectoring process consists of recommendations for designated roles (e.g., developmental, leadership, and strategic positions) within the Manpower domain for which a member should be considered in future assignments; however, it will refrain from specifying exact assignment locations.

9.3.1. The 3F3 EDT process offers essential tools and formalized guidance to optimize the operational capabilities of Manpower SNCOs, thereby ensuring the USAF can deliver air, space,

and cyberspace power in support of national security objectives. This authorization facilitates appropriate developmental opportunities throughout the operational and strategic phases of an individual's career. The resultant knowledge, skills, experience, and motivation will culminate in the development of highly qualified Manpower enlisted leaders equipped to execute AF missions. Implementation will be achieved through a series of structured and rewarding challenges in education, training, and experiential learning.

9.3.2. Optimal job experiences exist that facilitate the development of Manpower Airmen for advanced technical and leadership roles. Due to the current assignment system, not all Manpower Airmen will have the opportunity to participate in every job experience. Nevertheless, as we refine our talent management strategy to address future requirements, the EDT process will deliver comprehensive feedback, enabling Airmen to proactively pursue these opportunities. The accompanying, **Figure 8**, pyramid illustrates the career progression strategy designed to support optimal development.

9.3.3. Manpower Enlisted Developmental Pyramid.

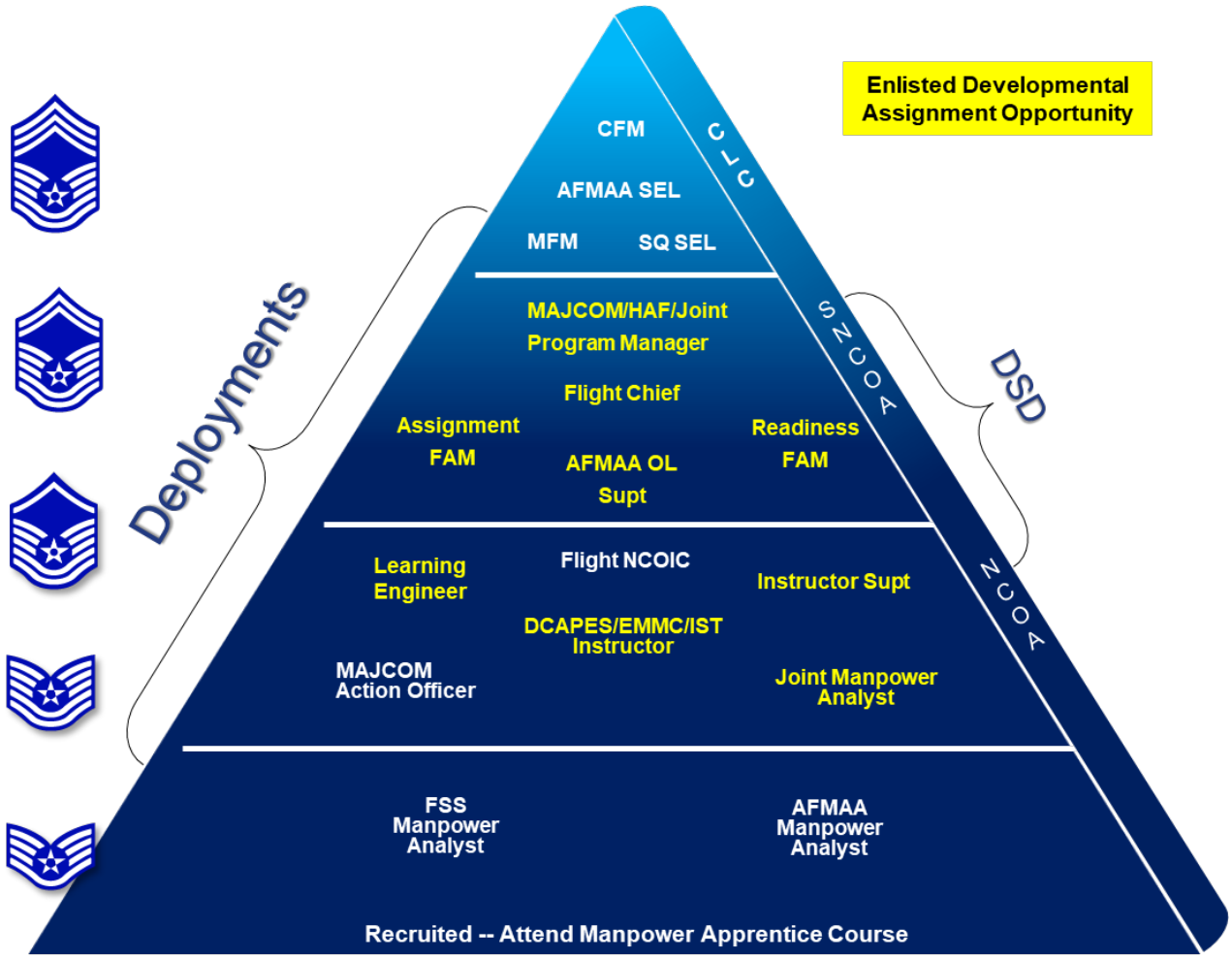

Figure 7. Enlisted Developmental Pyramid

9.4. Enlisted Training Path.

Education and Training Requirements:
Basic Military Training School
Apprentice AETC Technical School (3-Skill Level) – Complete initial skills course, E3ALR3F331 0A1A, Apprentice Course
Upgrade To Journeyman (5-Skill Level) – Possess AFSC 3F331 – First, complete Career Development Course (CDC) in DAF e-Learning – Second, complete all 5-Skill Level AFQTPs identified in **Attachment 3** – Third, complete all core tasks identified with "5" using Digital University learning path 3F3X1 – Competency Based Learning Path "Basic" – Maximum time in UGT for 5-Level is 12 Months – Obtain supervisor recommendation and commander approval for the award of AFSC 3F351
Trainer – Must be qualified and certified – Must attend formal AF Training Course – Recommended by the supervisor
Upgrade To Craftsman (7-Skill Level) – First, complete all 7-Skill Level AFQTPs identified in **Attachment 3** – Second, complete all core tasks identified with "7" using Digital University learning path 3F3X1 – Competency Based Learning Path "Intermediate" – Third, OpusWorks Foundational Skills and Green Belt Training[1] – Third, DCAPES Training[1] – Fourth, complete Advanced 7-Level Course (if available) – Maximum time in UGT for 7-Level is 12 Months – Obtain supervisor recommendation and commander approval for the award of AFSC 3F371.
Certifier – SSgt with 7-skill level or civilian equivalent – Attend AF Training Course – Appointed by commander – Be someone other than the trainer except for AFSC's, duty positions, units, and/or work centers with specialized training standardization and certification requirements
Upgrade To Superintendent (9-Skill Level) - Obtain supervisor recommendation and commander approval for the award of AFSC 3F391.
Note: 1. OpusWorks and DCAPES can be taken in any sequence but must occur prior to attending Advanced 7-Level Course. Members in upgrade training should strive to attend DCAPES at the earliest possible time due to limited seat allocation. If time allows, OpusWorks Green Belt early is also encouraged. 2. OJT is inclusive of the virtual or in-residence courses. Members should request formal school dates once all core tasks have been accomplished.

Figure 8. Enlisted Training Path

9.5. Occupational Badges. Wear of the Basic badge is authorized after completion of technical school or completion of 3-skill level tasks if technical school is waived. Wear of the Senior badge is authorized after award of the 7-skill level. Wear of the Master badge is authorized in the grade of Senior Master Sergeant. Wear of the Master badge is also authorized in the grade of Master Sergeant if the member has held the Manpower 7-skill level for a minimum of five (5) years. For proper wear, follow guidance outlined within 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 career field are defined in terms of task and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad, general terms and establishes the mandatory requirements for entry, award and retention of each skill level. The specific task and knowledge training requirements are identified in the STS at Part II, and Sections A and B of this CFETP.

11. Specialty Qualification Requirements:

11.1. Specialty Qualification.

11.1.1. Knowledge. Knowledge is mandatory of: Distinct understanding of Air Force Manpower, Organization, and Resource policies, methods, and procedures for advisory services; data analysis and judgement; relationship management; problem solving and influencing; storytelling and visualizations; wartime management; force management; project management; organizational development; facilitation and, benchmarking; productivity enhancement; survey techniques, process improvement, human capital management, performance measures development, and costing analysis; principles of industrial engineering techniques; manpower allocation processes and procedures; automated data processing system operations and utilization; and organization analysis, structures, and missions.

11.1.2. Education. For entry into this specialty, the following Air Force Digital University courses must be completed: Problem Solving: The Complete Guide (Udemy); Think Smart: Unlocking Your Critical Thinking Potential (Udemy); Data Analytics for Project Management (Udemy); Zero to Hero! Intro To Algebra - Variables, Fractions (Udemy) & More. Project Management and strong analytical foundation, sound judgment, and ability to solve problems independently skillsets are desirable. To access the curated learning pathway containing these courses, log into Digital University via https://digitalu.udemy.com/organization/home/, select "Learning Paths," and search "3F3 Manpower cross-training prerequisites."

11.2. Apprentice (3) Level:

11.2.1. Training. For award and retention of AFSC 3F331, initial skills course, E3ALR3F331 0A1A, Manpower Apprentice Course is mandatory.

11.2.2. Training Sources and Resources. Completion of the AETC Manpower Apprentice Course, Keesler AFB MS satisfies the knowledge and training requirements specified in the training section (above) for award of the 3-skill level. Part II of this CFETP identifies all the knowledge and competencies with their respective standards.

11.2.3. Implementation. Entry into training is accomplished by approved retraining from any AFSC at the 5-skill level or higher (or 3-skill level, if no 5-skill level exists); must be a (S)Sgt or

higher, have less than 12 years TIS, and be interviewed/certified by Chief of Manpower and Organization, minimum General AQE score of 66. After graduation, OJT starts when an individual is assigned to their first duty position. The Career Field Manager is the final approval authority on all retraining packages.

11.3. Journeyman (5) Level:

11.3.1. Knowledge. Experience performing functions such as evaluating operational methods and procedures; workload measurement; process improvement studies; analyzing and reengineering process improvement and system performance; costing analysis; assisting in developing organizational and process standard; determining manpower requirements; accomplishing contingency force management; or analyzing organization structures. For 3F351(M), possession of 3F351 and Experience in analyzing, interpreting, and visualizing data to support mission-critical decision-making processes. Proficiency in statistical software, data science/visualization tools and techniques. Proficiency in industrial engineering and management engineering techniques for analysis of complex data sets.

11.3.2. Training. For award and retention of AFSC 3F351, trainee must complete in order the 3F351 CDCs, must complete all 5-level AFQTPs outlined in **Attachment 3**, must complete all "Basic" level courses within Digital University learning path 3F3X1 – Competency Based Learning Path.

11.3.4. Training Sources and Resources. 3F351 CDCs. The STS (CFETP Part II, Attachment 2) and CFETP Part II **Attachment 3** identifies all core task requirements for qualification in the individual's duty position. Use approved AFQTPs, housed on DAF e-Learning and AFMAA SIPRNet SharePoint, and Learning Path 3F3X1 – Competency Based Learning Path on Digital University.

11.3.5. Implementation. Accomplish entry into formal Journeyman upgrade after completion of the apprentice course and arrived at their next duty station or returning to their previous duty station for those with no follow-on assignment after technical school. Begin training when duties are assigned to individuals they are not qualified to perform. Use OJT, CDC's (when applicable), AFQTPs (when applicable), and Digital University learning path (when applicable). Member will be awarded the 5-skill level upon completion of training, meets time in training requirements as identified by the AFCFM on myFSS "Time in Training Requirements," be recommended by their supervisor and approved by their commander. Although not a requirement

for the 5-Skill level, it is recommended to explore DCAPES and OpusWorks Green Belt training opportunities, considering existing seat allocations and resource constraints.

11.4. Craftsman (7) Level:

11.4.1. Knowledge. Experience performing or supervising functions such as evaluating operational methods and procedures; workload measurement; facilitating and consulting organizational development and process improvement studies; analyzing and reengineering process improvement and system performance; costing analysis; developing organizational and process standards; determining manpower requirements; accomplishing contingency force management; or analyzing organizational structures.

11.4.2. Training. For award and retention of AFSC 3F371, trainee must complete in order all 7-level AFQTPs outlined in **Attachment 3**. Must complete all "Intermediate" level courses within Digital University learning path 3F3X1 – Competency Based Learning Path. Must complete all OpusWorks Foundational and Green Belt coursework with a minimum of 70% in each module. Must complete DCAPES Training. Must complete Advanced 7-Level Course (if available). Follow the OpusWorks *Registration Guide* in **Attachment 4**.

11.4.3. Training Sources and Resources. The STS (CFETP Part II, Attachment 2) and CFETP Part II **Attachment 3** identifies all core task requirements for qualification in the individual's duty position. Use approved AFQTPs, housed on DAF e-Learning and AFMAA SIPRNet SharePoint, and Learning Path 3F3X1 – Competency Based Learning Path on Digital University. OpusWorks Foundational Skills and Green Belt modules (Registration Guide, Attachment 4). DCAPES courses referenced in Section D. Non-Mission Related Training (Non-MRT) Advanced 7-level Course (if available).

11.4.4. Implementation. Accomplish entry into formal Craftsman is initiated when an individual possesses the 5-skill level and is in the grade of SSgt or above. Begin training when duties are assigned to individuals they are not qualified to perform. Use OJT, AFQTPs (when applicable), Digital University learning path (when applicable), OpusWorks, DCAPES, and Non-MRT course. Member will be awarded the 7-skill level upon completion of training, meets time in training requirements as identified by the AFCFM on myFSS "Time in Training Requirements," be recommended by their supervisor and approved by their commander.

11.4.4.1. Advanced 7-Level Course is considered non-MRT. As such, it will be scheduled in accordance with PSDG Distance Learning for Skill-Level Upgrade Training Administration Guide **(Pg. 9),** UTM/ADUTM or unit-level POC prioritizes and sends scheduling requests through MAJCOM/FLDCOM TRQI/MFM/USSF equivalent. The MAJCOM/FLDCOM TRQI/MFM/USSF Equivalent will schedule members in non-MRT courses upon receiving requests from base-level UTM/ADUTM or unit-level POC. Once compiled, MAJCOM/FLDCOM TRQI/MFM/USSF equivalent sends roster to AFMAA Training Manager or AFMAA/MT Registrar team to schedule.

11.4.4.2. Non-MRT courses will be deemed mandatory contingent upon the formal approval and distribution of the signed Activation Memorandum by the AFCFM.

11.5. Superintendent (9) Level:

11.5.1. Knowledge. Experience managing functions such as management engineering, productivity, and organizational development studies; development and implementation of performance measures; determining manpower requirements; or organizing and implementing force management structures during contingencies.

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

11.5.3. Implementation. Member will be awarded the 9-skill level upon promotion to SMSgt, in possession of 3F371 AFSC, and is recommended by their supervisor, and approved by their commander.

Section D - Resource Constraints

12. Purpose. This section identifies known resource constraints, which precludes optimal/desired training from being developed or conducted, including information such as cost and manpower. Narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training are included. Also included in this section are actions required, office of primary responsibility, and target completion dates. Resource constraints will be, as a minimum, reviewed and updated annually.

13. Apprentice (3) Level: No Constraints

14. Journeyman (5) Level: No Constraints

15. Craftsman (7) Level: No Constraints

16. Superintendent (9) Level: No Constraints

Section E. - Transitional Training Guide

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

PART II

Section A - Specialty Training Standard.

1. Implementation. This STS will be used for technical training provided by AETC Apprentice classes beginning 1 December 2024.

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. It also contains a proficiency code key and additional course column explanations.

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 ♦.

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. Training Documentation. Using the master task list (MTL), identify all duty position requirements, including those core tasks associated with the current duty position as directed by the AFCFM or MFM, by circling the sub-paragraph number next to the task statement. As a minimum, complete the following columns in Part II of the CFETP: training start date (day, month, year), training complete date (day, month, year), trainee initials (upon completion of training), trainer initials (upon completion of training) and Certifier initials when required by AFCFM (for tasks requiring third-party certification). An AFJQS may be used in lieu of Part II of the CFETP only upon approval of the AFCFM.

Note: The AFCFM may supplement these minimum documentation procedures as needed or deemed necessary for his/her career field.

Note: All entries on documents contained in or on the AF Form 623, to include the CFETP, AFJQS, DAF Form 797, DAF Form 1098, Special Task Certification and Recurring Training, DAF Form 803, and any additional training documents as determined by local requirements, will be documented in pencil, unless forms are automated and tracked in an approved electronic system. Entries on forms that are not subject to change, such as the front cover of the AF Form 623, signatures, and AF Form 623a entries will be made in black or blue ink. However, if these publications/forms make up an automated training documentation package, pencil entries are not required.

Note: Training on all applicable core tasks is still required for upgrade unless otherwise stated by the AFCFM. Deviations in documentation of the MTL may be necessary when using electronic records if all required tasked are recorded on the document.

3.1. Transcribing. Transcribing documentation to a new CFETP is an administrative function, not a re-evaluation of training. Therefore, supervisor and trainer are considered synonymous for the purpose of documentation. Transcribe within 120 days (240 days for ARC) of CFETP revision date or from date revision is posted to automated training records system. Upon publication of a new CFETP, use the following procedures to transcribe:

3.1.1. Use the new CFETP to identify past and current training requirements and to transcribe qualifications from the previous CFETP.

3.1.2. For tasks previously qualified/certified and required in the current duty position, circle the subparagraph number next to the task statement and enter the current date in the completion column. Trainee initials in the trainee column and the current task certifier or supervisor/trainer initials in the trainer column.

3.1.3. For tasks previously certified but not required in the current duty position (do not circle), transcribe only the previous certification date (no initials). If the task later becomes required in the duty position, recertify using current dates and initials.

3.1.4. Annotate the AF Form 623a or automated version, (for example, "I certify the information contained in the CFETP dated XX was transcribed to the CFETP dated XX, and the trainee was given the superseded CFETP." Signed and dated by supervisor and trainee).

4. Knowledge training. Knowledge training is required if no CDC is available for the AFS, or training must be documented for a CDC waiver. Define (and develop, if necessary) evaluation criteria for career knowledge items to ensure comprehension. Document knowledge training IAW paragraph 2.5.1.

Note: Career knowledge must be documented prior to submitting a CDC waiver.

4.2. Decertification and Recertification. When a supervisor determines an airman is unqualified on a task previously certified for their duty position, the supervisor erases the previous certification or deletes certification when using automated system. Appropriate remarks pertaining to the reason for decertification are entered on the AF Form 623a. Begin recertification (if required) following procedures in paragraph 2.5.1.

4.3. Performance Standard. Tasks are trained and qualified to the "Go" level. "Go" means the individual can perform the task without assistance and meets local demands for accuracy, timeliness, and correct use of procedures ("Go" level equates to 3c in the STS proficiency code key).

5. 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.).

Section B - Course Objective List.

Not used.

Section C - Support Material.

Not Used.

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.

1.1 Air Force In-Residence and Mobile Training Team Courses.

Course Number	Title	Location
E3ALR3F331 0A1A	Manpower Apprentice	Keesler AFB, MS
DCAPES SPC	DCAPES Strategic Planning Course	JBMDL, NJ
E3AZR3S051 AA2B	DCAPES Wing Level	Keesler AFB, MS
E7OATXXXX 01CA	DCAPES Planner	Mobile Training Team
R5OUO38F4 0S1A	Manpower Staff Officer Course (MSOC)	Randolph AFB, TX
MCADRE002	Contingency Wartime Planning Course	Maxwell AFB, AL
R5ATO3F351 0X1A	Expeditionary Manpower Management Course (EMMC)	Randolph AFB, TX

1.2. Air Force Distance Learning Courses.

Course Number	Title
	OpusWorks Green/Black Belt Course https://usaf.opusworks.com/public/index.asp

1.3. Additional Courses

Course Number	Title
	3F3X1 – Competency Based Learning Path https://digitalu.udemy.com/learning-paths/9338219/
	Additional Enterprise Training: https://usaf.dps.mil/sites/AFMAA/MT/SitePages/MT.aspx

1.4. Specialized Air Force Career Development Academy (AFCDA).

COURSE NUMBER	TITLE	LOCATION
3F351 Edit Code 1	Manpower Journeyman	CDCs

1.5. Exportable Courses. There are currently no exportable courses.

1.6. Courses Under Development/Revision. There is currently one (1) course under development. The Advanced 7-Level Course. This course is not mandatory until formal approval and distribution of a signed Activation Memorandum by the AFCFM.

1.7. Manpower Enterprise Professional Development Program/ Manpower Enterprise Education Training Program Course Catalog. Visit the AFMAA Enterprise Training SharePoint site for a list of courses available at https://usaf.dps.mil/sites/AFMAA/METraining.

Section E - MAJCOM Unique Requirements.

Contact servicing MAJCOM for availability of MAJCOM unique requirements.

Section F. - Home Station Readiness Training Requirements.

F1. Purpose.

F1.1. In June of 2023, the Manpower community was directed by the AF/A1 to establish a HSRT program, and a Readiness Working Group (RGW) was established to meet this directive. The intent was to identify the tasks, training references (TR) and training sources available in support of contingency/wartime training. With no formal manpower specific contingency directive, the RGW identified critical Expeditionary and Readiness tasks and documented them within this publication under the Expeditionary and Readiness section. Manpower Analysts will train to meet the full range of tasks expected to support the warfighter in both home station and in contingency environments. Training ranges from knowledge-type objectives to hands-on training.

F1.2. Home Station Training Definition. Training conducted at the individual's home station for contingency operations. The FSS commander ensures training is provided and documented and arranges for subject matter experts to conduct training as required.

F2. HSRT Requirements

F2.1. Upon assignment to the unit, commanders/civilian leaders will ensure all military Manpower personnel receive training on topics identified in this publications STS. Units should use computer-based training (CBT), lesson plans, or other multimedia training packages available on the AFMAA's SIPRNet SharePoint. CBT products can be used in a classroom setting to train as many personnel as possible. MAJCOM's may develop and require other training materials to accomplish knowledge-based training.

F2.2. Units must make every effort to incorporate realism into their respective training programs. Institutional Forces will accomplish HSRT upon deployment notification.

F2.3. Expeditionary Manpower Management Course. The Expeditionary Manpower Management Course is located at Randolph AFB, Tx. This course measures the 3F3X1's knowledge of the students' Expeditionary Manpower Management capabilities, while preparing them for expeditionary operations. It has been developed for 3F3X1s projected to fill Air Expeditionary Task Force (AETF) and Joint Force operational requirements as defined by A1 designated unit type codes. EMMC is a 32-hour class that services 11 MAJCOMS and nine Joint Force Commands. The course is built on the Manpower core competencies, focusing specifically on requirements management and organizational management. Supporting lessons on overall Manpower capability, strategic doctrine, joint operations planning, and communication are also taught.

F3. HSRT References.

F3.1. Department of the Air Force Instruction (DAFI) 10-401, *Operations Planning and Execution*. Outlines overarching roles and responsibilities of the primary organizations involved in the planning and execution activities required to meet current operations, emerging threats, and national security objectives.

F3.2. DAFI 10-403, *Deployment Planning and Execution*. Outlines the basic requirements for AF deployment planning and execution at all levels of command in support of operational plans, contingency operations, and exercises.

F3.3. DAFI 36-3802, *Force Support Readiness Programs*. This instruction provides guidance for managing the Force Support Readiness Program which organizes, trains, and equips personnel to meet Combatant/Geographic Commander needs for wartime, contingency, and installation incident response requirements.

F3.4. Applicable Manpower Service Deliver Guides (MSDG). These documents identify Manpower Expeditionary and Readiness requirements. Review these documents on the AF/A1M Portal webpage at https://usaf.dps.mil/sites/10097/A1M/SitePages/A1M.aspx.

F3.5. Air Force Qualification Training Packages. Expeditionary and Readiness AFQTPs support the HSRT continuum of learning and support HSRT objectives. AFQTP's can be found on AFMAA's SIPRNet SharePoint at https://intelshare.intelink.sgov.gov/sites/afma/HSRT/.

F3.6. AETC Courses. Formal contingency training courses about subjects such the Joint Task Force, wartime planning and readiness are available. For course descriptions, refer to the ETCA website at https://usaf.dps.mil/teams/app10-etca/sitepages/home.aspx.

F3.7. Web-based Products. Products available at https://lms-jets.cce.af.mil/moodle/.

F3.8. Ancillary Training. DAFMAN 36-2689, Training Program, describes ancillary training as guidance or instruction that contributes to mission accomplishment. Go to the ETCA website for a list of mandatory ancillary training requirements.

F3.9. Deployment Support Training (DST). DAFI 10-403, *Deployment Planning and Execution*, describes DST requirements and is mandatory training to help a unit prepare to deploy or redeploy.

BY ORDER OF THE SECRETARY OF THE AIR FORCE
OFFICIAL

CAROLINE M. MILLER
Lieutenant General, USAF
DCS, Manpower, Personnel and Services

Attachments:
1. Qualitative Requirements
2. 3F3X1 Specialty Training Standard
3. 3F3X1 AFQTP Documentation Record
4. OpusWorks Training Guidance

Attachments 1
Qualitative Requirements

THIS BLOCK IS FOR IDENTIFICATION PURPOSES ONLY		
NAME OF TRAINEE		
PRINTED NAME *(Last, First, Middle Initial)*	INITIALS *(Written)*	Last 4 of SSAN
PRINTED NAME OF SUPERVISOR/TRAINER AND WRITTEN INITIALS		
N/I	N/I	
N/I	N/I	

Behavioral Statement STS Coding System	
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.

Proficiency Code Key		
	Scale Value	**Definition: The individual**
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely Limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly Proficient)
Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step by step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating Principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced Theory)
Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)

Explanations	
Course Column	3-Skill Level "course column" identifies proficiency codes for Initial Skills Training. 5-skill level "course column" indicates proficiency codes required for CDCs. The 7-skill level "course column" identifies proficiency codes for non-MRT course referenced in CFETP part I, para 11.4.
5	This symbol in the core task column indicates that it is a 5-level core task.
7	This symbol in the core task column indicates that it is a 7-level core task.
*	This symbol in the task column indicates that the task is deployment task.
+	This symbol in the task column indicates that the task is a Home Station Readiness Training task.
▲	A black triangle in the task column indicates an AFQTP is available for use.
△	A white triangle in the task column indicates an AFQTP is available for HSRT use.
Specific tasks not identified with a symbol or proficiency code key indicates no training is provided in the course. Major commands and/or units may establish scale values and combat training as dictated by mission requirements.	
Note 1: At the time of this CFETP's publication, Home Station Readiness Training AFQTP and training was in works. FSS Commanders and Manpower Flight Chiefs should work with their MFMs to acquire HSRT Training when it becomes available.	

Attachment 2
3F3X1 Specialty Training Standard

			2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
					A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References		Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
1. MANAGEMENT ENGINEERING													
1.1. MANAGEMENT ENGINEERING **Description:** The process of quantifying manpower requirements through the management engineering programs. **Supporting Competencies:** Analytical Thinking, Communication, Information Seeking, Strategic Thinking **TR:** AFMAN 38-102, Manpower and Organization Standard Work Processes and Procedures; MPES User Guide; Business Objects Handbook; MPES Resource List; Requirements Determinant Guidebook, Templates, and Checklists; Guidebook for Development, Validation and Approval of Variances													
1.1.1. Management Engineering (Basic) **Required Behaviors:** 1) Retrieves Unit Manpower Document (UMD) of a function from Manpower Programming and Execution System (MPES) using Business Objects database to determine the baseline of the studied function 2) Selects Management Engineering Program (MEP) techniques for function under study 3) Assists in study plan development, including accomplishing milestones and deliverables for the study **Criteria:** *Consistency of Application: Sustained application of competency over time*													
1.1.1.1	Applies information system (IS) knowledge to determine appropriate query requirements for specific functional baseline pull	1	5							P	-	P	-
1.1.1.2	Describes Measurement and Non-Measurement Methods	2	5							K	-	-	-
1.1.1.3	Relays time classification (Assigned, Available, Nonavailable, Productive, Nonproductive)	2	5							K	-	-	-
1.1.1.4	Distinguishes factors in a manpower equation	2	5							K	-	-	-
1.1.1.5	Applies Statistical Principles	2	5							P	-	P	-
1.1.1.6	Describes how Functional Account Codes are utilized	3	5							K	-	-	-
1.1.1.7	Distinguishes Study Variance applicability	3	5							K	-	-	-
1.1.1.8	Recognizes scheduled study type and process	3								K	-	-	-

			2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
					A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References		Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
1. MANAGEMENT ENGINEERING													
1.1.2. Management Engineering (Intermediate) **Required Behaviors:** 1) Analyzes baseline and determines outliers of positions from the data 2) Applies combination of measurement techniques for function under study 3) Demonstrates ability to lead study plan development, workshops, or site visits **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situations*													
1.1.2.1	Evaluates Study Variance Requirements	1	5							-	pk	P	-
1.1.2.2	Categorizes work/time classification	1	5							K	-	-	-
1.1.2.3	Assists with validating study scope	1,3								-	pk	-	-
1.1.2.4	Identifies potential workload factors	2								K	-	-	-
1.1.2.5	Synthesizes appropriate measurement and non-measurement techniques (OA)	2								-	pk	-	-
1.1.2.6	Articulates how manpower factors are derived and used	2	5							-	K	P	-
1.1.2.7	Assists with determining Study Feasibility	3								-	pk	-	-
1.1.3 Management Engineering (Advanced) **Required Behaviors:** 1) Evaluates data from the function under study to identify potential workload factors and work unit counts 2) Applies MEP methods to develop model for determining manpower requirements 3) Manages study process (conduct preliminary research, develop study plans, develop Standard Work Documents (SWD), etc.) to quantify manpower requirements through MEP techniques 4) Writes various study types (Air Force Manpower Determinant (AFMD), Manpower Assessments (MAs), etc.) to document manpower requirements **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situations*												
1.1.3.1	Analyzes collected workload	1	7							-	-	-	-
1.1.3.2	Validates study variance requirements	1	7							-	-	-	-
1.1.3.3	Identifies proper work unit counts or workload factors	1,2								-	-	-	-
1.1.3.4	Validates study scope	1,3								-	-	-	-
1.1.3.5	Manages all aspects of the study process	1,2,3,4								-	-	-	-
1.1.3.6	Uses data collected to determine appropriate model	2								-	-	-	-
1.1.3.7	Determines study feasibility	3								-	-	-	-
1.1.4. Management Engineering (Expert) **Required Behaviors:** 1) Teaches members how to analyze data and identify workload factors and work unit counts to be used for the function 2) Mentors study lead through all phases of the study process and MEP methods for study 3) Finalizes products developed by the study team before publication adjudicates post study concerns **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*													
1.1.4.1	Mentors and coaches on all aspects of management engineering program	1,2								-	-	-	-
1.1.4.2	Validates all study products for publishing	3								-	-	-	-
1.1.4.3	Adjudicates stakeholder concerns	3								-	-	-	-

			2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
					A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References		Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
2. DATA ANALYTICS													
2.1. TECHNOLOGY SYSTEMS **Description:** The combination of people, processes, data, and technology that work together to collect, store, process, and distribute information within the manpower enterprise. **Supporting Competencies:** Analytical Thinking, Information Seeking, Digital Literacy, Precision **Use Training References such as:** Foundation for Data Citizens, Properties of Data (DigitalU, Udemy); Executive Briefing: Artificial Intelligence (AI) + ChatGPT (DigitalU, Udemy); Foundations for Data Citizens, Data Governence; Database AI Agents: Complete Guide (DigitalU, Udemy); Relational Database Design (Digital U, Udemy); Data Governance Fundamentals (DigitalU, Udemy)												
2.1.1 Technology Systems (Basic) **Required Behaviors:** 1) Navigates the TS system MPES, Deliberate and Crisis Action Planning and Execution Segments (DCAPES), etc.) user interface to become familiar with Technology System (TS) scope, organization, and capabilities 2) Finds relevant data tables to perform basic research on system contents/libraries **Criteria:** *Consistency of Application: Sustained application of competency over time*													
2.1.1.1	Demonstrates understanding of different types of AI applications (LLM, Machine Learning, General)	1	7							-	-	P	-
2.1.1.2	Navigates required data systems tools	1,2	5							-	-	P	-
2.1.1.3	Recognizes Enterprise information systems solutions (communication, training/development, operational)	2								K	-	-	-
2.1.1.4	Describes Data Table concepts/construct	2								-	K	-	-
2.1.2 Technology Systems (Intermediate) **Required Behaviors:** 1) Explains relational database concepts (e.g., primary and foreign keys) about data structures and attribute applications 2) Identifies (TS) type to evaluate applicability, data integrity, and use case within the analyst's environment **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situations*													
2.1.2.1	Describes a relational database	1								-	K	-	-
2.1.2.2	Describes an object oriented database	1								-	K	-	-
2.1.2.3	Describes data types	1,2								-	K	-	-
2.1.2.4	Identifies applicability of different types of information systems	2								-	K	-	-
2.1.2.5	Evaluates major components of a TS	2								-	-	-	-
2.1.2.6	Describes various data governance roles	2								-	K		-
2.1.2.7	Demonstrates limited incorporation of AI during data insights process	2	7							-	-	P	-
2.1.3 Technology Systems (Advanced) **Required Behaviors:** 1) Manipulates TS to develop a preferred output 2) Updates TS contents in accordance with governance to ensure system and data integrity 3) Communicates TS gaps **Criteria:** Consistency of Application: Sustained application of competency over time in complex situations													
2.1.3.1	Manipulates TS graphical User Interface (GUI) or system backend to produce specific output(s)	1								-	-	-	-
2.1.3.2	Interprets and applies governance for data integrity	2								-	-	-	-
2.1.3.3	Incorporates AI throughout data management lifecycle.	2,3								-	-	-	-
2.1.3.4	Communicates data utility gaps to data owner to enhance utility, interoperability, and precision	3								-	-	-	-

			2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
					A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References		Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
2. DATA ANALYTICS													
2.1.4 Technology Systems (Expert) **Required Behaviors:** 1) Governs Enterprise TS through policy and objectives to advance information strategies 2) Manages TS access, interoperability, dictionaries, and capabilities to meet current enterprise vision and mission 3) Institutes TS change management controls, communication, and implementation to keep the enterprise adaptive to emergent mission criteria **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	Models, guides, and trains others TS application for workforce competency	1								-	-	-	-
2.1.4.2	Innovates and formulates strategies for effective application of TS to achieve organizational goals.	1								-	-	-	-
2.1.4.3	Oversees and manage system integration and compatibility of different TS to align with the enterprise's goals and objectives.	2								-	-	-	-
2.1.4.4	Controls TS rights and system access	2,3								-	-	-	-
2.1.4.5	Generates and maintains data glossary which informs reference table management and data attribute alignment	2,3								-	-	-	-
2.1.4.6	Establishes and enforce TS change management controls, communication, and implementation processes.	3								-	-	-	-
2.1.4.7	Defines and monitors reportable TS trends, issues, and anomalies for change management optimization	3								-	-	-	-
2.1.4.8	Acquires, distributes, and integrates emerging AI capabilities into enterprise core competencies	3								-	-	-	-
2.2. DATA RESEARCH **Description:** The skills and knowledge to systematically gather data for a specific purpose or analysis. **Supporting Competencies:** Analytical Thinking, Information Seeking, Digital Literacy, Precision **Use Training References such as:** Data Analysis Essentials Using Excel (DigitalU, Udemy); Excel: Data cleaning and analysis techniques (DigitalU, Udemy); Agile Customer Research & Data-Driven Decisions 2024 (Digital U, Udemy); Metadata Management Masterclass - The Ultimate Course (Digital U, Udemy)												
2.2.1 Data Research (Basic) **Required Behaviors:** 1) Navigates systems to determine data availability 2) Performs collection activities to ensure data snapshots are within a relative timeframe **Criteria:** *Consistency of Application: Sustained application of competency over time*													
2.2.1.1	Identify applicable system(s) for data objective	1								K	-	-	-
2.2.1.2	Selects applicable queries, parameter, filters for data objective	2								-	pk	-	-
2.2.1.3	Extracts data from system for defined scope of research	2								-	pk	P	-
2.2.1.4	Format data output for research and utilization	2								-	pk	P	-
2.2.2 Data Research (Intermediate) **Required Behaviors:** 1) Evaluates specific data requirements (e.g., type of data and scope) for projects and analysis 2) Implements measures to ensure the accuracy **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situations*													
2.2.2.1	Applies data organizing, data validation, and cleaning techniques	1	7							-	-	P	-
2.2.2.2	Recognizes trends and patterns to identify data deficiencies	2	7							-	-	P	-

			2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
					A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References		Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
2. DATA ANALYTICS													
2.2.3 Data Research (Advanced) **Required Behaviors:** 1) Develops methods and protocols for collecting data to ensure integration of sampling techniques and data collection instruments (surveys, interviews, sensors, etc.) 2) Integrates data sets for validity, deeper analysis, and different analytical purposes **Criteria:** *Consistency of Application: Sustained application of competency over time in complex situations*													
2.2.3.1	Identifies data collection instruments and their limitations	1	7							-	-	-	-
2.2.3.2	Develops surveys, interviews, and sampling techniques applicable to scope	1								-	-	-	-
2.2.3.3	Develops data collection methodology	1								-	-	-	-
2.2.3.4	Compares data metrics for outliers and inconsistencies	2	7							-	-	-	-
2.2.3.5	Creates dataset connectivity/joins via keys and common attributes	2								-	-	-	-
Required Behaviors: 1) Documents the data collection process 2) Evaluates and updates data collection methods to ensure relevance based on feedback, project changes, and technological advancements 3) Directs and mentors others on data collection methodology and actions to enhance operational efficiency **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*													
2.2.4.1	Catalogues metadata to describe context, structure, and relevance of available, accessible, and required data	1								-	-	-	-
2.2.4.2	Standardizes data collection/warehousing methodology protocols	1,3								-	-	-	-
2.2.4.3	Ensures system(s) relevance/integrity based on feedback, technological advancements, and industry standards	2								-	-	-	-
2.2.4.4	Creates training plan to sustain and enhance enterprise data literacy	3								-	-	-	-

		2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
				A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
2. DATA ANALYTICS												
2.3 DATA INTERPRETATION **Description:** Analyzing and deriving meaningful insights from data to inform decisions, solve problems, and address research inquiries. **Supporting Competencies:** Analytical Thinking, Information Seeking, Digital Literacy, Communication **Use Training References such as:** Facilitation: Become a Master Facilitator and Team Leader (DigitalU, Udemy); Workforce Analytics for HR (DigitalU, Udemy); Introduction to Statistics for Business & Data Science (DigitalU, Udemy); Probability for Statistics and Data Science (DigitalU, Udemy); Data Interpretation Made Easy Mastery Course (DigitalU, Udemy)												
2.3.1 Data Interpretation (Basic) **Required Behaviors:** 1) Uses exploratory data analysis techniques to summarize the main characteristics of a data set 2) Applies statistical principles to perform analysis on simple data sets 3) Explains data generation and its relevance to address the concern **Criteria:** *Consistency of Application: Sustained application of competency over time*												
2.3.1.1 Articulates descriptive statistics.	1								pk	pk	P	-
2.3.1.2 Clarifies data requests	1								pk	pk	P	-
2.3.1.3 Generates descriptive statistics and what they might imply	2								pk	pk	P	-
2.3.1.4 Demonstrates mathematics fundamentals	3								pk	pk	P	-
2.3.2 Data Interpretation (Intermediate) **Required Behaviors:** 1) Applies statistical methods for data analysis (identify patterns, detect trends, make predictions, or test hypotheses) 2) Analyzes multiple data sets to identify statistical links **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situations*												
2.3.2.1 Identifies patterns, detect trends, make predictions, or test hypotheses	1								pk	pk	P	-
2.3.2.2 Applies statistical methodologies	1								pk	pk	P	-
2.3.2.3 Identifies alternate or comparable data sets	2								pk	pk	P	-
2.3.3 Data Interpretation (Advanced) **Required Behaviors:** 1) Evaluates the validity and reliability of findings to consider alternative factors (e.g., biases, confounding variables, and alternative interpretations) 2) Applies analysis techniques across multiple large data sets to perform comparative analysis 3) Integrates data collection and analysis to create statistical-based models **Criteria:** *Consistency of Application: Sustained application of competency over time in complex situations*												
2.3.3.1 Evaluates the validity and reliability of findings	1								-	-	-	-
2.3.3.2 Analyzes correlations between data sets	2								-	-	-	-
2.3.3.3 Determines the relevance and applicability of the models.	3	7							-	-	-	-
2.3.3.4 Integrates Data	3								-	-	-	-

		2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
				A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References	Behavior Match	Core/Cert ^	Deployment * / SE1 + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
2. DATA ANALYTICS												
2.3.4 Data Interpretation (Expert) **Required Behaviors:** 1) Examines findings within the broader context of the subject matter to ensure the relevance and applicability of the analysis 2) Design data science and analytic projects by creating database environments based on needs 3) Directs and mentors others on data analytic processes and database management to enhance operational efficiency **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*												
2.3.4.1 Validates the relevance and applicability of the models.	1								-	-	-	-
2.3.4.2 Assesses model viability	1								-	-	-	-
2.3.4.3 Creates database and environments based on needs	2								-	-	-	-
2.3.4.4 Directs and mentors others on data analytics	3								-	-	-	-
2.4 STORYTELLING/VISUALIZATION **Description:** A method of communicating insights and findings from data using clear visualizations with context, narrative, and interaction with stakeholders. **Supporting Competencies:** Communication, Analytical Thinking, Creative Thinking, Strategic Thinking **Use Training References such as:** PowerPoint Visual Storytelling for Business Presentations (DigitalU, Udemy); Microsoft Excel Data Analysis and Dashboard Reporting (DigitalU, Udemy); Introduction to Business Process Modeling (DigitalU, Udemy); Intro to Storytelling: Wow Your Crowd (DigitalU, Udemy); Data Visualization for Management Consultants & Analysts (DigitalU, Udemy); KPI and metrics for Management Consultants & Managers DigitalU, Udemy); Productivity and Time Management Masterclass (DigitalU, Udemy); Storytelling Fundamentals for All - 1 Hour Super Course (DigitalU, Udemy)											
2.4.1 Storytelling/Visualization (Basic) **Required Behaviors:** 1) Uses standard office software to create graphical representations of simple data 2) Applies principles of design (e.g., clarity, simplicity, and consistency) to create visualizations that are easy to interpret and visually appealing **Criteria:** *Consistency of Application: Sustained application of competency over time*												
2.4.1.1 Demonstrates understanding of principles of design	1								pk	-	P	-
2.4.1.2 Format Data for different visual outputs	1								pk	-	P	-
2.4.1.3 Identifies understanding of standard Microsoft office software to create graphical representations	1,2								K	-	-	-
2.4.1.4 Demonstrates proper visualization for different data types and applies caution in representation	2								pk	-	P	-
2.4.1.5 Recognizes business writing formats	2								-	K	P	-
2.4.1.6 Identifies proper data documentation	2								-	K	P	-
2.4.1.7 Understands Unified Model Language (UML)	2								-	-	-	-

			2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
					A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References		Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
2. DATA ANALYTICS													
2.4.2 Storytelling/Visualization (Intermediate) **Required Behaviors:** 1) Delivers a coherent narrative to convey trends, patterns, and relationships 2) Contributes to exploration and experimentation in data visualization for system familiarization **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situations*													
2.4.2.1	Applies coherent narrative to convey trends, patterns, and relationships in a data set	1	5							-	pk	P	-
2.4.2.2	Applies standard Microsoft office software capability to create graphical representations	2								-	-	P	-
2.4.2.3	Applies and test multiple options for visual representation	2								-	-	P	-
2.4.2.4	Demonstrates ability to manipulate graphical formatting	2								-	-	P	-
2.4.3 Storytelling/Visualization (Advanced) **Required Behaviors:** 1) Operationalizes and automates activities for efficient and timely production of data visuals 2) Integrates tools and software (Excel, Power BI, Python, etc.) to create data visuals to engage with the target audience **Criteria:** *Consistency of Application: Sustained application of competency over time in complex situations*													
2.4.3.1	Develops data framework to automate or inform problem/story	1								-	-	-	-
2.4.3.2	Demonstrates data collection ability, to inform productivity	1	5							-	-	-	-
2.4.3.3	Demonstrates diversification of visualization tools	2	7							-	-	-	-
2.4.3.4	Applies tools to convert raw data into key performance indicators (KPI)	2								-	-	-	-
2.4.3.5	Cites data documentation	2	7							-	-	-	-
2.4.4 Storytelling/Visualization (Expert) **Required Behaviors:** 1) Leads exploration of new approaches for data visualization 2) Advises on the use of data visualization tools and techniques for different purposes and contexts to satisfy requirements **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*													
2.4.4.1	Establishes internal and external industry partnerships to advance data storytelling to aide the enterprise	1								-	-	-	-
2.4.4.2	Evaluates enterprise and industry for storytelling/visualization for implementation	1,2								-	-	-	-
2.4.4.3	Develops data visualization templates	1,2								-	-	-	-
2.4.4.4	Develops strategy based on KPIs	1,2								-	-	-	-
2.4.4.5	Designs standardized framework for storytelling/visualization approaches	2								-	-	-	-

		2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
				A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
3. CAPABILITY OVERSIGHT												
3.1. CAPABILITY OVERSIGHT **Description:** Identifying, developing, and maintaining the capabilities critical to the organization's success and aligning them with mission requirements. **Supporting Competencies:** Communication, Analytical Thinking, Resource Management, Decision Making **TR:** Title 10 United States Code (USC), Authorized Strengths, 523; National Defense Authorization Act; Defense Officer Personnel Management Act; DoDD 7045.14, The Planning, Programming, Budgeting, and Execution (PPBE) Process; DODI 1120.11 Programming and Accounting for Active Component Military Power; DoDI 1100.22, Policy and Procedures for Determining Workforce Mix; AFPD 25-2, Support Agreements; AFPD 38-1, Organization and Unit Designations; AFPD 90-6, Air Force Strategy, Planning, Programming, Budgeting, and Execution (SPPBE) Process; AFI 25-201, Intra-Service, Intra-Agency, and Inter-Agency Support Agreements Procedures; DAFI 36-129, Civilian Personnel Management and Administration; AFI 38-101, Manpower and Organization; AFI 38-201, Management of Manpower Requirements and Authorizations; MPES User Guide; MPES Resource List; MAJCOM/A1M and Installation Manpower Office Guidebook for Execution of AFMAAI 38-102 Determinant Process **Use Training References such as:** Strategic Workforce Planning: A Fundamental Beginner's Guide (DigitalU, Udemy); Workforce Analytics: Link Workforce to Business Strategies (DigitalU, Udemy)											
3.1.1 Capability Oversight (Basic) **Required Behaviors:** 1) Demonstrates knowledge of policies and responsibilities related to workforce management to enhance manpower acumen 2) Identifies and reports manpower resource issues to supervisors to ensure manpower policy compliance 3) Builds manpower projects in data systems to execute resource changes and align manpower assets **Criteria:** *Consistency of Application: Sustained application of competency over time*												
3.1.1.1	Recognizes Workforce Planner's Policies & Guidance	1							K	K	-	-
3.1.1.2	Describes Duties and Responsibilities of Workforce Planner	1							K	-	-	-
3.1.1.3	Describes the Strategy Planning Programming Budgeting & Execution (SPPBE) System	1							K	K	-	-
3.1.1.4	Defines End Strength	1							K	K	-	-
3.1.1.5	Lists Programming Tools	1							K	K	-	-
3.1.1.6	Interprets organizational structure	1							K	-	P	-
3.1.1.7	Cites Organizational Change Request Process	1							K	K	P	-
3.1.1.8	Lists MCR steps	1	5						K	-	-	-
3.1.1.9	Summarize Workforce Mix	1							K	-	-	-
3.1.1.10	Describes military position management	1							K	K	-	-
3.1.1.11	Describes civilian position management	1							K	-	-	-
3.1.1.12	Explain Service Type Contracts	1							-	K	-	-
3.1.1.13	Explain Host-Tenant Support Agreements	1							-	K	-	-
3.1.1.14	Describes UMD	2							K	-	-	-
3.1.1.15	Performs Impact Analysis	2	5						P	pk	P	-
3.1.1.16	Applies Manpower Equation/Model	2,3	5						P	pk	P	-
3.1.1.17	Builds Manpower Project	3	5						P	-	P	-
3.1.1.18	Develops Organization Charts	3							P	-	P	-

		2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
				A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References	Behavior Match	Core/Cert ^	Deployment * / SE1 + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
3. CAPABILITY OVERSIGHT												
3.1.2 Capability Oversight (Intermediate) **Required Behaviors:** 1) Explains key manpower management concepts and principles to customers to manage resources and develop relationships 2) Employs manpower resource management actions to maximize workforce effectiveness 3) Processes organizational change requests to enhance operational capabilities 4) Analyzes manpower resource data, identifying trends and root causes to develop and implement corrective actions to address manpower resource issues **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situations*												
3.1.2.1 Processes Organization Change Request	1,2,3,4	7							-	-	P	-
3.1.2.2 Processes MCR	1,2,4	5							-	-	P	-
3.1.2.3 Processes civilian position actions	1,2,4	5							K	pk	P	-
3.1.2.4 Analyzes Host-Tenant Support Agreement	1,2,4	5							-	pk	P	-
3.1.2.5 Performs Service Type Contract Review	1,2,4	5							-	-	P	-
3.1.2.6 Performs Business Objects Query	2								P	-	P	-
3.1.2.7 Processes military position actions	2								K	pk	P	-
3.1.3 Capability Oversight (Advanced) **Required Behaviors:** 1) Compiles, records, allocates, and administers end strength changes for fiscal year strategy (e.g., planning, programming, budgeting, and execution) 2) Ensures an organization has the necessary resources, skills, and processes to achieve mission objectives 3) Leads teams to develop and implement manpower resource management actions 4) Develops and implements manpower resource management strategies to improve team productivity and reduce waste **Criteria:** Consistency of Application: Sustained application of competency over time in complex situations												
3.1.3.1 Articulates PPBE process	1								-	-	-	-
3.1.3.2 Performs System Administration Duties for MPES	1,2								-	-	-	-
3.1.3.3 Builds Business Objects Template	1,4	7							-	-	-	-
3.1.3.4 Coordinates and Publishes Manpower Change Request	2,3								-	-	-	-
3.1.3.5 Provides Oversight and Coordinates an OCR	2,3								-	-	-	-
3.1.3.6 Coordinates Host-tenant Manpower Actions	2,3								-	-	-	-
3.1.3.7 Executes Officer and Enlisted Grades Allocation Process	2,3	7							-	-	-	-
3.1.3.8 Executes the Colonel and Chief Master Sergeant Grade Allocation Process	2,3	7							-	-	-	-
3.1.3.9 Develops Manpower Resource Strategies	4								-	-	-	-

		2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
				A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
3. CAPABILITY OVERSIGHT												
3.1.4 Capability Oversight (Expert) **Required Behaviors:** 1) Utilizes budget execution processes to fund AFS requirements 2) Develops and implement methods to close capability gaps and ensure compliance with Air Force standards and regulations 3) Trains others in manpower resource management techniques to improve team performance and maximize the understanding of technology systems and tools **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*												
3.1.4.1 Oversees Future Years Defense Program (FYDP)	1,2,3								-	-	-	-
3.1.4.2 Oversees Officer and Enlisted Grades Allocation Planning and Execution	1,2,3								-	-	-	-
3.1.4.3 Oversees the Colonel and Chief Master Sergeant Grade Allocation Process	1,2,3								-	-	-	-
3.1.4.4 Oversees IMA program	1,2,3								-	-	-	-
3.1.4.5 Establishes Policy and Guidance	2								-	-	-	-
3.1.4.6 Develop leaders on Planning Programming Budgeting & Execution (PPBE) System	2,3								-	-	-	-
4. PROJECT MANAGEMENT												
4.1. PROJECT MANAGEMENT **Description:** Applying knowledge, skills, tools, and techniques to accomplish objectives within an established timeframe to meet mission requirements. **Supporting Competencies:** Communication, Accountability, Teamwork, Leadership **Use Training References such as:** Monday - Project Management - The Complete Beginners Course (DigitalU, Udemy); Learn Risk Management: Risk Planning in Agile and Scrum (DigitalU, Udemy); Decision Making for Leaders: Managing Change (DigitalU, Udemy); Customer Experience: Brand Purpose & Leadership (DigitalU, Udemy); Defining Project Scope and Managing Resources in Projects (DigitalU, Udemy); Public Speaking for Project Managers & Team Leaders (DigitalU, Udemy); Lean Project Management (DigitalU, Udemy)											
4.1.1 Project Management (Basic) **Required Behaviors:** 1) Identifies the phases of a project (i.e., initiating, planning, executing, monitoring, and closing) to demonstrate knowledge of the process 2) Participates in project planning and executions to gain experience in project management **Criteria:** *Depth of Knowledge: Established practice with some workplace elements*												
4.1.1.1 Describes Project Manager Duties, Responsibilities and Phases.	1								K	K	-	-
4.1.1.2 Articulates Project Risks	1								-	K	-	-
4.1.1.3 Supports appropriate PM methods and tools for small scale projects	2								-	pk	-	-
4.1.1.4 Articulates project approach with stakeholders	2								-	pk	-	-
4.1.1.5 Tracks activities against the project schedule	2								-	pk	-	-

			2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
					A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References		Behavior Match	Core/Cert ^	Deployment * / SE1 + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
4. PROJECT MANAGEMENT													
4.1.2 Project Management (Intermediate) **Required Behaviors:** 1) Determines planning factors (timelines, deliverables, goals, objectives, scope, etc.) to demonstrate time management skills 2) Identifies stakeholders to ensure project execution aligns with mission objectives **Criteria:** *Depth of Knowledge: Established practices of all workplace elements*													
4.1.2.1	Codifies deliverables and stakeholders	1								-	pk	-	-
4.1.2.2	Supports Project Lead	1,2								-	-	-	-
4.1.2.3	Assesses Risk	1,2	7							-	pk	P	-
4.1.2.4	Maintains project scope (size/time/budget)	2								-	pk	-	-
4.1.2.5	Delivers regular and accurate communication to stakeholders	2								-	pk	P	-
4.1.3 Project Management (Advanced) **Required Behaviors:** 1) Engages with stakeholders throughout the project lifecycle to ensure project completion 2) Fosters collaboration, delegates workload, and empowers team members to lead complex projects across multiple organizations 3) Monitors and controls phases throughout project duration to ensure the timeliness of key deliverables **Criteria:** *Depth of Knowledge: New practices of all workplace elements*													
4.1.3.1	Manages the expectations of key project stakeholders	1								-	-	-	-
4.1.3.2	Leads Project Phases	2,3								-	-	-	-
4.1.3.3	Applies project monitoring and control processes, change control, risk management and testing processes are employed and maintained	3								-	-	-	-
4.1.3.4	Monitors resources, revenue and capital expenditures against the project budget	3								-	-	-	-
4.1.4 Project Management (Expert) **Required Behaviors:** 1) Provides technical expertise supporting project leads to guide organizational strategy and direction 2) Advocates and implements changes based on lessons learned from prior project execution to improve future projects **Criteria:** *New practices/concepts and theories of all workplace elements; is a credible resource in this area*													
4.1.4.1	Sets organizational strategy governing the direction and conduct of PM, including selection and application of methodologies	1								-	-	-	-
4.1.4.2	Directs the risk management approach for projects and ensures that risks and issues are managed in line with policy	1								-	-	-	-
4.1.4.3	Authorizes the management of large scale projects	2								-	-	-	-
4.1.4.4	Advises on project planning, scheduling, controlling and reporting activities for strategic, high impact, high risk projects	2								-	-	-	-

		2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
				A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
5. ADVISORY SERVICES												
5.1. ADVISORY SERVICES **Description:** Communicating actions, activities, and tertiary effects from the Workforce Planner perspective. **Supporting Competencies:** Communication, Analytical Thinking, Strategic Thinking, Organizational Awareness **TR:** JP-5, Joint Planning; AFI 1-1, Air Force Standards; AFI 1-2, Commander's Responsibilities; DAFI 90-302, The Inspection System of the Department of the Air Force; AFI 90-802, Risk Management; DAFH 1, Professional Development Guide; DAFH 33-337, Tongue and Quill; Opus Works Green and Black Belt Training **Use Training References such as:** Effective Communication Skills: Stakeholder Analysis (DigitalU, Udemy); Introduction to Consulting (DigitalU, Udemy); Certification Course in Work & Workforce Management (DigitalU, Udemy); Ignite Ideas and Innovation : Insights and Strategies! (DigitalU, Udemy); JFC 100 Module 05: Joint Planning Process (Joint Knowledge Online); Assertive Communication Skills Masterclass (DigitalU, Udemy); Management Consulting Essential Training (DigitalU, Udemy)											
5.1.1 Advisory Services (Basic) Required Behaviors: 1) Explains DoD communication formats (written, verbal, electronic, etc.) to enhance messaging skills 2) Identifies target audience to scope message **Criteria: Consistency of Application: Sustained application of competency over time**												
5.1.1.1 Describes Major Graded Areas	1								K	pk	-	-
5.1.1.2 Recognizes Emotional Intelligence Concepts	1,2								K	pk	K	-
5.1.1.3 Recognizes Effective Communication Techniques	1,2								K	pk	K	-
5.1.1.4 Recognizes Relationship Management Concepts	1,2								K	pk	K	-
5.1.1.5 Relays Manpower's Role in Level of Employment	2								K	pk		-
5.1.1.6 Clarifies requirements in response to requests for help and support	2								K	pk	P	-
5.1.2 Advisory Services (Intermediate) **Required Behaviors:** 1) Integrates and fosters efficient and effective interactions for information sharing 2) Coordinates and facilitates targeted communication opportunities (meetings, conferences, etc.) to educate and inform on Workforce Planner processes **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situations*												
5.1.2.1 Interprets mission needs in relation to the consulting specialty offered	1,2								-	-	-	-
5.1.2.2 Apply continuous improvement innovation techniques	1,2	7							-	-	P	-
5.1.2.3 Describes Joint Planning Process	1,2	7							-	pk	-	-
5.1.2.4 Delivers effective communication	1,2								P	pk	P	-
5.1.2.5 Develops collaborative relationships	1,2								-	pk	P	-

			2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
					A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References		Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
5. ADVISORY SERVICES													
5.1.3 Advisory Services (Advanced) **Required Behaviors:** 1) Articulates and presents complex information to enhance key leaders' decision-making capabilities 2) Presents information based on limited or uncertain data in impromptu situations or to persuade audiences to build and maintain working relationships **Criteria:** *Consistency of Application: Sustained application of competency over time in complex situations*													
5.1.3.1	Relates Major Graded Areas	1	7							-	-	-	-
5.1.3.2	Provide deliberate consultation to senior leaders	1	7							-	-	-	-
5.1.3.3	Enacts Joint Planning Process	1								-	-	-	-
5.1.3.4	Provides Impromptu Manpower Consultation	2	7							-	-	-	-
5.1.3.5	Demonstrates purview of 2nd and 3rd order effects of sourcing solutions	2								-	-	-	-
5.1.4 Advisory Services (Expert) **Required Behaviors:** 1) Translates strategic intent into operational guidance to ensure completion of mission objectives 2) Demonstrates high-level of diplomacy in persuading and influencing a wide variety of personnel at various levels and organizations to achieve results 3) Maintains rapport with senior staff members across the Agency and builds methods to leverage their expertise for strategic planning and direction **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*													
5.1.4.1	Advises Operational Planning Teams	1,2								-	-	-	-
5.1.4.2	Facilitates improvement of stakeholders' Major Graded Areas	1,3								-	-	-	-
5.1.4.3	Tailors workforce solutions	2								-	-	-	-
5.1.4.4	Partners with stakeholders, leverage organizational resources, gain efficiencies, and achieve strategic goals	2,3								-	-	-	-

		2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
				A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
6. CONTINGENCY FORCE DEVELOPMENT												
6.1. GARRISON **Description:** Exercising and validating organizational capabilities to achieve mission success during contingency and emergency operations. **Supporting Competencies:** Analytical Thinking, Organizational Awareness, Strategic Thinking, Communication **TR:** Title 10 USC, Armed Forces, 1580; DODD 1404.10, Emergency-Essential DoD U.S Citizen Civilian Employees; DODD 1200.7, Screening the Ready Reserve; JP 1-0, Joint Personnel Support; JP 3-0, Joint Campaign and Operations; JP 5-0, Joint Planning; CJCSM 3122.01A, Joint Planning and Execution System (JOPES) Vol I, Planning Policies and Procedures; AFI 10-202, Contingency Response Forces; AFI 10-204, Air Force Service Exercise Program and Support to Joint and National Exercise Program; DAFI 10-401, Operations Planning and Execution; DAFI 10-403, Deployment Planning and Execution; AFI 10-404, Base Support and Expeditionary (BAS&E) Site Planning; AFI 10-406, Unit Type Code Management; AFI 13-103, Air Component Headquarters AFFOR Staff Operations, Readiness and Structure; DAFI 36-129, Civilian Personnel Management and Administration; AFPAM 10-243, Augmentation Duty											
6.1.1 Garrison (Basic) **Required Behaviors:** 1) Demonstrates knowledge of UTC/UMD comparison and validation of taskings within DCAPES to ensure postured UTCs do not exceed UMD authorizations 2) Assist with building and developing OPLAN exercises for different scenarios **Criteria:** *Consistency of Application: Sustained application of competency over time*												
6.1.1.1 Recognizes connection between UTC/UMD	1	5							P	-	-	-
6.1.1.2 Identifies shortfalls	1	5							P	-	P	-
6.1.1.3 Describes DCAPES Purpose, its different modules and access rights	1	5							K	-	-	-
6.1.1.4 Describes role in installation deployment and re-deployment process	1	5							K	-	P	-
6.1.1.5 Describes Readiness Reporting tools.	1	5							K	-	P	-
6.1.1.6 Describes what a UTC is and how it is created	1	5							K	-	K	-
6.1.1.7 Describes the in-garrison UMD posture review process	1	5							K	-	K	-
6.1.1.8 Describes contingency planning and execution	2	5							K	-	pk	-
6.1.1.9 Describes the exercise plan build process	2	5							K	-	pk	-
6.1.1.10 Describes JOPES's ULN verification and validation process	2	5							K	-	pk	-
6.1.1.11 Describe the Augmentation Program	2	5							K	-	P	-
6.1.2 Garrison (Intermediate) **Required Behaviors:** 1) Executes UTC/UMD comparison and validation of taskings within DCAPES to ensure postured UTCs do not exceed UMD authorizations 2) Assists with development of OPLAN exercises for different scenarios **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situation*												
6.1.2.1 Performs a UTC/UMD comparison	1	7							P	-	P	-
6.1.2.2 Performs deployment tasking validation using the UMD	1	7							P	-	P	-
6.1.2.3 Advises on emergency essential requirement management	2	7							K	-	P	-
6.1.2.4 Assists with building an exercise plan	2								K	-	P	-

			2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
					A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References		Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
6. CONTINGENCY FORCE DEVELOPMENT													
6.1.3 Garrison (Advanced) **Required Behaviors:** 1) Tailors unit capabilities and aligns UTCs to support requirements for pilot units 2) Participates as a critical member of Operational Planning Teams (OPT) in support of building and developing OPLANs for different scenarios **Criteria:** *Consistency of Application: Sustained application of competency over time in complex situations*													
6.1.3.1	Analyzes and reports UTC/UMD comparison	1								-	-	-	-
6.1.3.2	Tailors UTC capabilities	2	7							-	-	-	-
6.1.3.3	Assists Pilot Unit in UTCs development to determine functional capabilities	2								-	-	-	-
6.1.3.4	Builds an exercise plan	2	7							-	-	-	-
6.1.3.5	Coordinates ORDERS	2								-	-	-	-
6.1.4 Garrison (Expert) **Required Behaviors:** 1) Develops UTCs in coordination with the functional community senior leaders and process line-level details to determine functional capabilities for Combatant Commands 2) Mentors members in building and developing OPLANs for different scenarios **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*													
6.1.4.1	Develops UTCs in coordination with the functional community	1								-	-	-	-
6.1.4.2	Mentors members in building and developing OPLANs for different scenarios	2								-	-	-	-

		2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
				A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
6. CONTINGENCY FORCE DEVELOPMENT												
6.2. EXPEDITIONARY **Description:** Identifying, validating, and maintaining capabilities critical to a Combatant Command's mission success in support of national policies and objectives through unified action. **Supporting Competencies:** Organizational Awareness, Analytical Thinking, Communication, Strategic Thinking **TR:** National Security Strategy (NSS); National Defense Strategy (NDS); National Military Strategy (NMS); CJCSA 1001.01b, Joint Manpower and Personnel Program; CJCSI 3100.01F Joint Strategic Planning System; CJCSM 3122.01A, Joint Planning and Execution System (JOPES) Vol I, Planning Policies and Procedures; CJCSM 3122.02F, Joint Planning and Execution System (JOPES) Vol III, Time Phased Force and Deployment Data Development and Deployment Execution; CJCSM 3130.06, GFM Allocation Policies and Procedures; CJCSM 3105.01, Joint Risk Analysis Methodology (JRAM), Unified Campaign Plan (UCP); JP-1, Joint Personnel Support; JP-3, Joint Campaigns and Operations; JP 3-33,m Joint Force Headquarters; JP 3-35, Joint Deployment and Redeployment Operations; JP-5 Joint Planning; Global Force Management Implementation Guidance (GFMIG); Global Force Management Allocation Plan (GFMAP); AFPD 10-4, Operations Planning: Air Expeditionary Force and Global Force Management; GFM Allocation Policies and Procedures, DAFI 10-401; DAFI 10-403; AFI 10-406; AFI 13-103; AFI 38-101											
6.2.1 Expeditionary (Basic) **Required Behaviors:** 1) Demonstrates the knowledge of DRMD concepts to ensure resource accuracy 2) Identifies command relationships and authority to advise expeditionary leaders on organizational requirements and force structure **Criteria:** *Consistency of Application: Sustained application of competency over time*												
6.2.1.1 Navigates DCAPES Homepage and modules	1								K	-	-	-
6.2.1.2 Explains where to pull DRMD/TPFDD	1								K	-	-	-
6.2.1.3 Recognizes National Strategic Doctrine and Guidance	2								K	-	-	-
6.2.1.4 Defines Command relations	2								K	-	-	-
6.2.1.5 Defines Command Authorities	2								K	-	-	-
6.2.1.6 Recognizes the different types of expeditionary organizations	2								-	-	-	-
6.2.2 Expeditionary (Intermediate) **Required Behaviors:** 1) Processes DRMD change requests and RFF/RFSs to meet mission requirements 2) Explains command relationships and authority to advise expeditionary leaders on organizational requirements and force structure **Criteria:** *Consistency of Application: Sustained application of competency over time in a variety of situations*												
6.2.2.1 Executes expeditionary manpower changes	1		*						-	-	-	-
6.2.2.2 Identifies the purpose of Joint Capabilities Requirements Management (JCRM)	1		*						-	-	-	-
6.2.2.3 Pulls a DRMD/TPFDD	1		*						-	-	-	-
6.2.2.4 Performs a UTC search using the DCAPES MEFMAK	1		*						-	-	-	-
6.2.2.5 Reviews Command Authorities, Relationships, and Command Orders.	2		*						-	-	-	-
6.2.2.6 Explains the GFM process	2		*						K	-	-	-
6.2.2.7 Explains types of expeditionary organizations integration	2		*						K	-	-	-

			2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
				A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
6. CONTINGENCY FORCE DEVELOPMENT												
6.2.3 Expeditionary (Advanced) **Required Behaviors:** 1) Initiates, monitors, and communicates sourcing solutions within the GFM process for mission execution 2) Interprets TASKORDs and articulates command relationships and authority to advise expeditionary leaders on organizational requirements and force structure 3) Implements expeditionary organizational change requests to structure AOR **Criteria:** *Consistency of Application: Sustained application of competency over time in complex situations*												
6.2.3.1 Manage expeditionary manpower changes	1		*						-	-	-	-
6.2.3.2 Provide leadership with sourcing solution	1		*						-	-	-	-
6.2.3.3 Analyzes expeditionary manning document and perform risk assessment with rotational forces	1		*						-	-	-	-
6.2.3.4 Explain how the Air Force presents forces to the Joint Force CCDRs.	1		*						-	-	-	-
6.2.3.5 Assesses TASKORDS and command relationships	2		*						-	-	-	-
6.2.3.6 Advises TASKORDs organizational requirements and force structure	2		*						-	-	-	-
6.2.3.7 Processes OCR for expeditionary units	3		*						-	-	-	-
6.2.4 Expeditionary (Expert) **Required Behaviors:** 1) Creates enterprise-wide supplemental policy and guidance for Global Force Management (GFM) implementation 2) Mentors/coaches members on GFM processes and articulates command relationships and authority to advise expeditionary leaders on organizational requirements and force structure **Criteria:** *Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency*												
6.2.4.1 Advises on policy and guidance for Global Force Management (GFM) implementation	1		*						-	-	-	-
6.2.4.2 Mentors on GFM processes	2		*						-	-	-	-
6.2.4.3 Codifies command relationships within an AOR	2		*						-	-	-	-

		2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
				A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
7. WORKFORCE DEVELOPMENT												
7.1. WORKFORCE DEVELOPMENT **Description:** Implementing strategies and programs to enhance the skills, knowledge, and abilities of members within our enterprise. **Supporting Competencies:** Develops People, Communication, Leadership, Relationship Building **TR:** 38 Series AFIs; Air Force Enlisted Classification Directory; 3F3 Career Field Enterprise Training Plan **Use Training References such as:** The Upskilling Imperative (DigitalU, Udemy); Giving and Receiving Feedback for Management and Leadership (DigitalU, Udemy); Prevent burnout in your teams - Ultimate toolbox for leaders (DigitalU, Udemy); Upskilling Leaders (DigitalU, Udemy); Mentor for Impact - Start Mentoring (DigitalU, Udemy); Mentor for Impact - Start Mentoring (DigitalU, Udemy); Advanced agile communication skills for 21st Century leaders (DigitalU, Udemy); Being a Strategic HR Leader (DigitalU, Udemy)											
7.1.1 Workforce Development (Basic) **Required Behaviors:** 1) Seeks formal and informal development opportunities to enhance skills 2) Solicits feedback to refine performance and modify behavior **Criteria:** *Impact On: Specific workplace tasks*												
7.1.1.1 Articulates Career Progression Requirements	1								K	K	-	-
7.1.1.2 Solicits Informal Competency Enhancement Opportunities	1								-	-	-	-
7.1.1.3 Applies Critical Thinking	2								K	K	-	-
7.1.1.4 Utilizes verbal and nonverbal techniques	2								K	K	-	-
7.1.1.5 Develops interpersonal communication skills	2								K	K	-	-
7.1.2 Workforce Development (Intermediate) **Required Behaviors:** 1) Examines existing methods and conventional approaches to define areas of improvement 2) Bridges technical and professional knowledge with personal, interpersonal, and managerial skills to develop workforce planners **Criteria:** *Impact On: Specific workplace projects*												
7.1.2.1 Improves and innovates internal processes	1								-	-	-	-
7.1.2.2 Plans future development with personnel	1,2								-	-	-	-
7.1.2.3 Navigates force management systems	2								-	-	-	-
7.1.2.4 Communicates clear expectations	2								-	-	-	-

			2. Tasks		3. Certification For OJT					4. Proficiency Codes Used			
					A	B	C	D	E	A	B	C	D
1. Tasks, Knowledge And Technical References		Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl Crs	5-lvl CDCs	7-lvl Crs	9-lvl Crs
7. WORKFORCE DEVELOPMENT													
7.1.3 Workforce Development (Advanced) **Required Behaviors:** 1) Communicates strategic vision to members for organizational awareness 2) Facilitates dialogue and enhances external partnerships to advance organizational capabilities 3) Creates evaluation processes and ensures results improve training methods 4) Conducts comprehensive skills and training needs assessments to continue the development of members **Criteria:** *Impact on: Management decisions*													
7.1.3.1	Participates in Staff Meetings, utilize institutional knowledge to advance unit mission	1								-	-	-	-
7.1.3.2	Develops work center rotational plan to provide career field broadening	1,4								-	-	-	-
7.1.3.3	Provides opportunities for subordinates to lead and mentor	2								-	-	-	-
7.1.3.4	Performs work center on-boarding, garners subordinate perspective and utilizes findings to better the unit	2	7							-	-	-	-
7.1.3.5	Describes Development Team (DT) actions	2	7							-	-	-	-
7.1.3.6	Evaluates personnel performance and duty history for growth opportunities	3,4								-	-	-	-
7.1.3.7	Manages Recruitment Program	4	7							-	-	-	-
7.1.4 Workforce Development (Expert) **Required Behaviors:** 1) Maps enterprise's future state for personnel to prioritize objectives and align with training strategies 2) Employs talent management to develop and capitalize on emerging talents 3) Explores technologies and develops methods to ensure learning objectives satisfy training requirements **Criteria:** *Impact on: AF-level practices/within industry*													
7.1.4.1	Coordinates with assignment functional manager	1								-	-	-	-
7.1.4.2	Identifies and communicate career field lifecycle training requirements and updates	1								-	-	-	-
7.1.4.3	Performs USAF Grade allocations	1								-	-	-	-
7.1.4.4	Identifies and communicate emerging mission requirements	1,2								-	-	-	-
7.1.4.5	Participates in Enlisted Development Team (EDT)	2								-	-	-	-
7.1.4.6	Establishes Career Field Recruitment Guidance	2								-	-	-	-
7.1.4.7	Projects and allocates resources to meet future operational requirements	2,3								-	-	-	-

Attachment 3
3F3X1 AFQTP Documentation Record

A3. AFQTP and DL Documentation Record.

A3.1. To ensure each Analyst is trained to the appropriate foundational competency standard, the enterprise will utilize approved Air Force Qualified Training Packages (AFQTPs) during upgrade training. AFQTPs have been developed for 5 and 7-skill level tasks as outlined in the "Core" column below. These AFQTPs are mandated to be used by the trainee, trainer, and certifier in their on-the-job-training program for upgrade to the 5- or 7-level.

A3.2. These AFQTPs ensure all aspects of the task is covered sufficiently and provide additional task knowledge in preparation for hands-on training. AFQTPs summarize procedures on a task performance checklist for use by trainers, certifiers, and trainees.

A3.2.1. The UTM or supervisor **WILL** download a DAF e-Learning paper-based AFQTP's and provide the AFQTP to the trainee excluding the Performance Checklist and Answers page. The UTM or supervisor **WILL NOT** direct the member to access AFQTPs from DAF e-Learning. The UTM or Supervisor will schedule SIPRNet access time for trainees to access Expeditionary and Readiness AFQTPs on AFMAA's SIPRNet SharePoint. The UTM or supervisor **WILL NOT** print Expeditionary and Readiness AFQTPs unless local leadership and procedure allows for the appropriate handling, controlling, printing, portion markings, safeguarding, storage, and disposition of classified material exists.

A3.2.2. Paper-based AFQTP's can be found on the DAF e-Learning platform and AFMAA's SIPRNet SharePoint. The DAF e-Learning platform hosts all approved AFQTPs except for Expeditionary and Readiness AFQTPs. Access to DAF e-Learning AFQTPs can be achieved via the following method: https://usaf.percipio.com/customlibrary/a0723fc0-84a9-4188-8512-3ae7162cbee7/e5ae0cb2-bdf1-4b59-91c9-33e6a64a9820. Should the link be disabled, navigate to the DAF e-Learning homepage at https://usaf.percipio.com/, select "Library," then "AF Career Development Academy," followed by "3F3X1," and finally choose either "3F3X1 5-Level AFQTPs" or "3F3X1 7-Level AFQTPs." Expeditionary and Readiness AFQTPs are stored on the AFMAA's SIPRNet SharePoint. The following link should be noted and accessed through a SIPRNet terminal: https://intelshare.intelink.sgov.gov/sites/afma/HSRT/.

A3.3. Documentation. Before a core task can be signed off in the JQS section of the individual automated training record, the task must be signed off in the AFQTP section first. Signing the AFQTP signifies that the Trainer and certifier have confirmed the trainee has met all requirements on the go/no go performance checklist.

A3.3.1. Core Tasks. To document the completion the supervisor or trainer opens the individual automated training record, navigates to the AFQTP section, enter the start and completed date

with signatures. If the automated training record is inaccessible, utilize chart within this attachment and transcribe when the automated training record becomes available.

Task Number	Tasks, Knowledge and Technical References	Core /Deployment		Certification of AFQTPs			
		Core	Proficiency	Tng Start	Tng Complete	Trainee Initials	Trainer Initials
1	**MANPOWER CAREER FIELD OVERVIEW**						
1.1	Air Force Organizational Structure ▲	5	B				
1.2	Analyze Organization ▲	5	c				
1.3	Develop Organization Chart ▲	5	2b				
1.4	Operate the Data System ▲	5	c				
1.5	Build Manpower Project ▲	5	2b				
1.6	Perform Business Objects Query ▲	5	2b				
1.7	Utilize the Practical Problem-Solving Methodology (PPSM) ▲	7	b				
1.8	Apply Organization Maturity Model ▲	5	2b				
1.9	Prepare Written Correspondence (e-mail, bullet paper, memo, eSSS, etc.) ▲	5	2b				
1.10	Develop Briefing ▲	5	2b				
1.11	Present Briefing ▲	5	2b				
1.12	Develop Plan of Actions & Milestones (POA&M) ▲	7	B				
1.13	Develop Courses of Action (COAs) ▲	5	2b				
1.14	Demonstrate Project Management ▲	7	B				
2	**DIGITAL LITERACY**						
2.1	Perform Basic Operations ▲	5	2b				
2.2	Build Pivot Tables ▲	5	2b				
2.3	Data Visualization, Excel Charts, and Graphs ▲	7	2b				
2.4	Demonstrate Microsoft Word Basics ▲	5	2b				
2.5	Demonstrate Microsoft PowerPoint Basics ▲	5	2b				
2.6	Microsoft TEAMS ▲	5	2b				
2.7	Microsoft VISIO ▲	5	2b				
3	**INSTALLATION MANPOWER**						
3.1	Process Organization Change Request	7	b				
3.2	Analyze UMD ▲	5	2b				
3.3	Apply manpower equation/model ▲	5	2b				
3.4	Man-hour Availability Factors (MAF) Overview ▲	5	B				

Task Number	Tasks, Knowledge and Technical References	Core /Deployment		Certification of AFQTPs			
		Core	Proficiency	Tng Start	Tng Complete	Trainee Initials	Trainer Initials
3.5	Perform Impact Analysis ▲	5	c				
3.6	Evaluate MCR ▲	5	2b				
3.7	Individual Mobilization Augmentee (IMA) ▲	5	B				
3.8	Review Position Descriptions ▲	5	b				
3.9	Support Agreement Overview ▲	5	B				
4	**MANAGEMENT ENGINEERING**						
4.1	Develop and Analyze Baseline ▲	5	b				
4.2	Validate Baseline ▲	7	b				
4.3	Determine Study Approach ▲	7	c				
4.4	Identify Outputs ▲	5	b				
4.5	Identify Inputs ▲	5	b				
4.6	Identify Workload ▲	5	b				
4.7	Develop Process Flow Charts ▲	7	2b				
4.8	Develop Variance ▲	7	c				
4.9	Collect Work Unit Counts ▲	7	b				
4.10	Technical Estimate ▲	5	b				
4.11	Directed Requirement ▲	5	b				
4.12	Staffing Pattern ▲	5	B				
4.13	Perform Minimum Manpower ▲	5	2b				
4.14	Data Collection ▲	7	B				
4.15	Valid Sources ▲	7	B				
4.16	Data Accuracy ▲	7	B				
5	**HIGHER HEADQUARTERS (HHQ) MANAGEMENT**						
5.1	Officer Grades ▲	7	B				
5.2	Enlisted Grades ▲	7	B				
5.3	Colonel Grade Allocation ▲	7	B				
5.4	CMSgt Grade Allocation ▲	7	B				
5.5	Officer and Enlisted Grade Allocation ▲	7	B				
5.6	MCR Review & Analysis ▲	5	2b				
5.7	MCR Coordination ▲	5	2b				
5.8	Programming Plan (PPLAN) ▲	7	B				
5.9	Site Activation Task Force (SATAF)/Project Task Force (PROTAF) Overview ▲	7	B				

Task Number	Tasks, Knowledge and Technical References	Core /Deployment		Certification of AFQTPs			
		Core	Proficiency	Tng Start	Tng Complete	Trainee Initials	Trainer Initials
6	**EXPEDITIONARY AND READINESS**						
6.1	**Strategic and Operational Responsibilities ▲**						
6.1.1	National Strategic Doctrine and Guidance ▲	5	B				
6.1.2	Joint and Service Organizations ▲	5	B				
6.1.3	Global Force Management ▲	5	B				
6.1.4	Force Presentation, Generation, Posture, and Structure (formerly Force Modules/Force Elements) ▲	5	B				
6.1.5	Command Authorities, Relationships, and Orders ▲	5	B				
6.2	**Capabilities, Planning, and Execution Systems ▲**						
6.2.1	Joint Operation Planning and Execution System (JOPES) ▲	5	B				
6.2.2	Joint Capabilities Requirements Manager (JCRM) ▲	5	B				
6.2.3	Joint Operation Planning and Execution System (JOPES) ▲	5	B				
6.2.4	DCAPES ▲	5	B				
6.2.5	UTC Management ▲	5	B				
6.2.6	Time Phased Force Deployment Data (TPFDD) ▲	5	B				
6.2.7	Operate DCAPES System ▲	5	2b				
6.2.8	Operate Manpower and Equipment Force Packaging System (MEFPAK) ▲	5	2b				
6.3	**Deployment Process ▲**						
6.3.1	Installation Deployment and Re-deployment Process ▲	5	b				
6.3.2	Deployment Tasking Validation Process ▲	7	2b				
6.4	**Managing Expeditionary Units Needs ▲**						
6.4.1	Request For Forces (RFF) and Sourcing Process ▲	5	b				
6.4.2	Review Force Requirements Sourcing ▲	5	2b				
6.4.3	Deployment Requirements Manning Document (DRMD) ▲	5	b				
6.4.4	DRMD & Rotational Risk Analysis ▲	5	2b				
6.4.5	Evaluate/Build Expeditionary Organization Structure ▲	5	2b				

Task Number	Tasks, Knowledge and Technical References	Core /Deployment		Certification of AFQTPs			
		Core	Proficiency	Tng Start	Tng Complete	Trainee Initials	Trainer Initials
6.4.6	Evaluate Force Requirement Change Request▲	5	2b				
6.5	**In-garrison UMD Expeditionary Management (UDC and FIC) ▲**						
6.5.1	In-Garrison UMD Posturing Review ▲	7	b				
6.5.2	Conduct UTC UMD Comparison ▲	7	2b				
6.6	**Contingency and Exercise Planning ▲**						
6.6.1	Contingency Planning ▲	7	b				
6.6.2	Exercise Plans ▲	7	b				
6.6.3	JOPES ULN Verification / Validation ▲	7	b				
6.6.4	Build Exercise Plan ▲	7	2b				
6.7	**Unit Readiness and Assessment Tools ▲**						
6.7.1	Civilian Emergency Essential Program ▲	7	B				
6.7.2	Augmentation Program ▲	7	B				

Attachment 4
OpusWorks Training Guidance

A4. OpusWorks DL Documentation Record.

A3.1. OpusWorks courses are intended to standardize and broaden AF capability to establish an innovation and improvement environment that is more capable of identifying, evaluating, testing, and scaling improvement opportunities across the AF and beyond to produce more effective and efficient risk informed outcomes and solutions. These courses are intended to further support the manpower enterprises relentless pursuit of a more effective and efficient analyst across a broad spectrum of tasks, process, and organizational actions across the AF.

A3.2. These courses support the continuum of learning and development of critical analytical capabilities required of future manpower analysts. Members entering 7-level upgrade training are required to complete the Foundational and Green Belt training course.

A3.2.1. Upon entering upgrade training, the UTM or supervisor will direct member to register for an OpusWorks account at USAF OpusWorks, if no previous account exists, and register for the **"INDEPENDENT MODULE COMPLETION,"** for their required course, following the OpusWorks Registration at How to Enroll in Opusworks_20250203.

A3.3. Documentation. Before a member can be signed off for completion, member will provide a copy of OpusWorks transcript to their supervisor and UTM. Member must achieve a passing score of 70% on all module blocks. Members who do not achieve a minimum of 70% are required to re-take the module to achieve a passing score.

A3.3.1. Supervisors will assist UTMs who will document course completion in members automated training records, entering the start and completion date with appropriate signatures.