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Radar, Airfield, & Weather Systems (RAWS)



CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP)

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This publication was changed to include format updated to match current DAFI 36-2670, Total Force Development, and AFH 36-2647, Competency Modeling requirements; updates to tasks codes; addition behavioral competencies; specialty descriptions updated based upon the July 2024 Specialty Training Requirements Team (STRT) meeting; and training resource constraints updated to match current limitations. The arrangement of Specialty Training Standard (STS) items was also updated to match schoolhouse course lists. This publication has been substantially revised and must be reviewed in its entirety.

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PART I

PREFACE

1. The 1C8 Air Force Specialty (AFS) is a ground communications-electronics (C-E) maintenance career field supporting command and control systems requiring basic cross-functional skills to sustain isolated systems in fixed or mobile missions. Basic cross-functional skills can include cybersecurity, vehicles, asset protection, supply discipline, contracting, and other areas (VCSAF Gen Allvin's 2022 Force Development Guidance; Airfield Operations Bridging and Vision Strategy). The 1C8 career field must keep pace with advancing technology and deliberately posture to meet modernization priorities while simultaneously providing sustainment and logistic capabilities to an existing fleet of aging systems. Deliberate change is imperative to functional communities, transforming into Joint All Domain Command & Control (JADC2), and to meet the intent of the 2022 National Defense Strategy (NDS) priorities, specifically "building enduring advantages."

2. The 1C8 career field has a long history of transformation; from eight separate specialties in 1938 thru over 10 mergers to the current combination of RAWS. Throughout this time, the 1C8 career field has realigned to new acquisitions and is challenged to maintain standards of system expertise. This past, current, and future technical expertise reality creates a demand on the 1C8 Total Force to reinforce system knowledge with the frontline technicians. Additionally, 1C8 technicians must maintain mission flexibility to learn basic skills that are not traditionally part of the AFSC job description but are necessary for systems isolated from other functional communities, particularly in a mobile environment. At the same time, 1C8 technicians must cultivate strategic-minded senior enlisted leaders to continue to forge the career field to meet NDS challenges. This adaptable and flexible mindset is currently integrated into many 1C8 mission sets and will be even more essential in future fights in which near-peer adversaries are increasingly probable.

3. The 1C8 AFS does not fit neatly into any singular functional community but is expected to support the C-E maintenance of many mission sets. Despite this challenge the 1C8 career field has become agile, advancing alongside technology and providing commanders with solutions for emerging C-E requirements. Therefore, prioritizing training throughout the community is imperative. Leveraging a variety of learning platforms and hosting training events with nearby 1C8s provide means to that end. Provided these opportunities, it is each Airman's responsibility to continuously learn until achieving personal mastery on as many systems as possible. The 1C8 career field has many complex systems not standardized across the Air Force but are expected to train and be competent on these systems at each assignment. Taking advantage of every training opportunity will help achieve this level of dynamic systems, support and expertise. For these reasons, the 1C8 AFSC relies heavily on its Senior Noncommissioned Officers (SNCO), civilian experts, and work center managers to empower training programs and achieve true 5, 7, and 9-Level mastery for those entrusted to their care.

4. The following is a breakdown of the 1C8 Career Field Education and Training Plan (CFETP):

- 4.1. **Part I** of the CFETP provides the information necessary for the overall management of the specialty. Section A explains the purpose and use of the CFETP. Section B identifies career field progression information, duties and responsibilities, training

strategies, and career field path. Section C associates each level with specialty qualifications (knowledge, education, experience, training, and others). Section D indicates resource constraints; some examples are funds, manpower, equipment, and facilities. Section E identifies transition training guide requirements for SSgt through MSgt.

- 4.2. **Part II** includes the resources and requirements necessary to meet training objectives. Section A identifies the STS and includes duties, tasks, Air Education Training Command (AETC) conducted training, core tasks, and correspondence course requirements. Section B contains the course objective list (COL), and training standards supervisors use to determine that Airmen have satisfied training requirements. Section C identifies available support materials. For example, an Air Force Qualification Training Package (AFQTP), which may be developed to support proficiency training. 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 MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At the unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

5. The use of the guidance provided in this CFETP offers the foundation for effective and efficient training for individuals in this career field at the appropriate points in their careers. This plan enables the Air Force to train today's workforce for tomorrow's jobs.

ABBREVIATIONS/TERMS EXPLAINED

This section provides a common understanding of the terms that apply to the RAWS CFETP.

Advanced Training (AT). Training is for selected Airmen at the advanced level of an AFS. A formal course of training leads to a technical or supervisory level of an AFS.

Air and Space Expeditionary Force (AEF). The AEF is the Air Force's methodology for organizing, training, equipping, and sustaining rapidly responsive air and space forces to meet defense strategy requirements. Through the AEF, consisting of enabler and tempo banded capabilities, the Air Force supports defense strategy requirements using permanently assigned and rotational (allocated) forces.

Air Education Training Command (AETC). Responsible for the recruiting, training, and education of Air Force personnel. AETC also provides pre-commissioning, professional military, and continuing education.

Air Force Career Development Academy (AFCD). Collaborates with Career Field Managers (CFMs) and CDC Writers to educate, train and develop competent and confident Airmen needed for the future fight with an emphasis on mission focused tasks, strategic viewpoints, student centric performance-based assessments and realistic scenarios.

Air Force Career Field Manager (AFCFM). Representative appointed by the respective Headquarter (HQ) USAF Deputy Chief of Staff or Under Secretariat to ensure that assigned Air Force specialties are trained and utilized to support Air Force mission requirements.

Air Force Enlisted Classification Directory (AFECD). The official directory for all military enlisted classification descriptions, codes, and identifiers. It establishes the occupational structure of the Air Force enlisted force. The occupational structure is flexible to permit enlisted personnel to specialize and develop their skills and abilities while allowing the Air Force to meet changing mission requirements. Individual enlisted personnel have a joint responsibility with commanders and supervisors at all levels to fully develop their abilities consistent with Air Force needs within established specialization patterns.

Air Force Job Qualification Standard (AFJQS). A comprehensive task list that describes a particular job type or duty position. The tasks on AFJQSs are common to all persons in the defined duty position. Supervisors use the AFJQS to document task qualification.

Air Force Qualification Training Package (AFQTP). An instructional course designed for use at the unit to qualify or aid qualification in a duty position, program, or on a piece of equipment. It may be printed, computer-based, or other audiovisual media.

Air Force Specialty (AFS). A group of positions with the same title and code requires standardized qualifications.

Air University Associate-to-Baccalaureate Cooperative (AU-ABC). Allows Airmen to turn a

Community College of the Air Force associate's degree into a bachelor's degree from an accredited university. The ABC program has partnered with various civilian higher-education institutions to offer four-year degree opportunities via distance learning. The participating schools will accept all of the credits earned by Airmen who have attained a CCAF degree and apply them to a bachelor's degree related to their Air Force specialty.

Air University/Air Force Career Development Academy (AFCDA). Manages Career Development Courses (CDC) for all active, reserve, and guard elements of the United States Air Force. Also manages specialized courses throughout the Department of Defense and civil service employees in federal agencies.

Career Development Course (CDC). A CDC provides the information necessary to satisfy the career knowledge component of on-the-job training. These courses are developed from references identified in the CFETP correlating with mandatory knowledge items listed in Enlisted and Officer Classification Directory. CDCs contain information on basic principles, techniques, and procedures common to an AFSC.

Career Field Education and Training Plan (CFETP). A CFETP is a comprehensive core training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear path and instill a sense of industry in career field training. CFETPs are officially posted at <https://www.e-publishing.af.mil/>.

Chemical, Biological, Radiological, Nuclear (CBRN) Task Qualification Training (TQT). CBRN TQT ensures personnel maintain proficiency in performing mission-critical tasks in a CBRN environment. See DAFI 10-2501, *Air Force Emergency Management (EM)s*, and AFI 10-2607, *Chemical, Biological, Radiological, and Nuclear Survivability* for additional information and requirements. See Part I, Section B, paragraph 3.2 for implementation guidance.

Chief Enlisted Manager (CEM) Code. CEM codes identify all Chief Master Sergeant positions in the Enlisted Classification Structure. They also identify Chief Master Sergeants who, through extensive experience and training, have demonstrated managerial ability to plan, direct, coordinate, implement, and control a wide range of work activities. Some administrative duties and responsibilities that are common to all chief enlisted managers are: managing and directing personnel resource activities; interpreting and enforcing policy and applicable directives; establishing control procedures to meet work goals and standards; recommending or initiating actions to improve functional operation efficiency; planning and programming work commitments, and schedules; developing plans regarding facilities, supplies, and equipment procurement and maintenance.

Computer-Based Training (CBT). A forum for training in which the student learns via a computer terminal. It is an effective training tool that allows the students to practice applications while they learn.

Continuation Training. Additional advanced training exceeds the minimum upgrade training requirements and emphasizes present or future duty assignments.

Core Competency. Observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform occupational functions successfully (AFH 36-2647).

Core Task. A task AFCEMs identify as a minimum qualification requirement for everyone within an Air Force Specialty Code (AFSC), regardless of duty position. A core task may be specified for a particular skill level or across the AFSC. Guidance for using core tasks can be found in the applicable CFETP narrative.

Course Objective List (COL). A publication derived from the initial and advanced skills Course Training Standard (CTS) that identifies the tasks, knowledge requirements, and standards provided to achieve a 3-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations per DAFI 36-2670, *Total Force Development*.

Course Training Standard (CTS). A standard developed for all courses not governed by an STS, including specialized training packages and computer-based training courses.

Cross Utilization Training. Training on non-duty AFSC-specific tasks.

Defense Readiness Reporting System (DRRS). A system used to establish a capabilities-based, adaptive, near real-time readiness reporting system for the DoD to measure the readiness of military units to meet missions and goals the Secretary of Defense assigned.

Direct Reporting Unit (DRU). Air Force subdivisions are directly subordinate to the CSAF. A DRU has a specialized and restricted mission, and is directly subordinate to the Chief of Staff, United States Air Force or to his delegated representative on the Air Staff. (Examples of DRUs: USAF Academy, AF District of Washington)

Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel, Facilities, and Policy (DOTmLPF-P). A tool that allows senior leaders the ability to analyze their organizational capabilities from the perspectives of “Doctrine, Organization, Training, Materiel, Leadership, Personnel, Facilities, and Policy” when making future strategic decisions.

Duty Position Tasks. The tasks assigned to an individual for the position currently held. These include, at a minimum, all core tasks that correspond to the duty position and tasks assigned by the supervisor.

Dynamic System Support. The commitment to excellence in a career field supporting multiple program elements and requiring an extensive mastery of technical skill to meet commander expectations.

Education and Training Course Announcement (ETCA). The ETCA contains courses the Air Force and reserve forces conduct or administers and serves as a reference for the Air Force, DoD, other military services, government agencies, and security assistance programs. The ETCA contains specific MAJCOM procedures, fund cite instructions, reporting instructions, and listings for those formal courses the MAJCOMs or Field Operating Agencies (FOAs) conduct or manage. ETCA website is located at <https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx>.

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

Exportable Training. Additional training via computer-assisted, paper text, interactive video, or other necessary means to supplement training.

Field Operating Agency (FOA). FOAs are subdivisions of the Air Force directly subordinate to a Headquarters US Air Force functional manager. A FOA performs field activities beyond the scope of any of the MAJCOMs. The activities are specialized or associated with an Air Force- wide mission (examples of an FOA are the Air Force Inspection Agency and the Air Force Flight Standards Agency).

Field Training. Technical, operator, and other training that either a field training detachment or field training team conducts at operational locations on specific systems and associated direct-support equipment for maintenance and aircrew personnel.

Functional Area Manager (FAM). The individual is accountable for managing and overseeing all personnel and equipment within a specific functional area to support operational planning and execution. Responsibilities include, but are not limited to, developing, and reviewing policy; developing, managing, and maintaining Unit Type Codes (UTC); developing criteria for and monitoring readiness reporting; force posturing; and analysis. At each level of responsibility (Headquarters Air Force, MAJCOM, Air Component, FOA, DRU, and Unit), the FAM should be the most knowledgeable and experienced person within the functional area and have the broadest range of visibility over the functional area readiness and capability issues.

Functional Manager (FM). Individuals are responsible for personnel training, classification, utilization, and career development. AFSC FMs exist at MAJCOM, NAF, and base level.

Functional Manager Working Group (FMWG). A meeting of the RAWS FM community, along with FAMs, Schoolhouse representatives, High Performance Teams (HPT), and subject matter experts to discuss emerging training needs and technologies. Used to identify action items to be addressed for STRTs and TAGs.

Go/No-Go. The “Go” is the stage at which a trainee has gained enough skill, knowledge, and experience to perform the tasks without supervision; meet the task standard. “No-Go” is the stage at which the trainee has not gained enough skill, knowledge, and experience to perform the task without supervision; does not meet task standards.

Individual Training Plan (ITP). Use DAF Form 623, *On-the-Job Training Record*, DAF Form 623B, *Individual Training Record Label*, or other approved records system (e.g., MyTraining). The DAF Form 623 reflects past and current qualifications and determines training requirements. It is intended to be a complete history of past training and current qualifications. Supervisors will ensure all documentation is accurate and comprehensive.

Integrated Maintenance Database System (IMDS). An automated information system (AIS) utilized to document scheduled, unscheduled on-equipment, and off-equipment maintenance

through Equipment Status Reporting (ESR) and Job Data Documentation (JDD). Also used in procuring assets through the Standard Base Supply System (SBSS), documentation of Time Compliance Technical Orders (TCTO), documentation, and tracking of work center personnel.

Knowledge Training. Training used to provide a base of knowledge for task performance. It may also be used in lieu of task performance when the training capability does not exist. It can be gained through reading, videos, or other information platforms rather than hands-on experience, a mentor, or a trainer.

Major Command (MAJCOM). A MAJCOM represents a major Air Force subdivision having a specific portion of the Air Force mission. MAJCOMs are interrelated and complementary, providing offensive, defensive, and support elements. Each MAJCOM is directly subordinate to HQ USAF.

Master Task Listing (MTL). A comprehensive list (100%) of all tasks performed within a work center, consisting of the current CFETP or AFJQS and locally developed DAF Forms 797, *Job Qualification Standard Continuation/Command JQS*. Also, it should include tasks required for deployment and/or UTC requirements.

Master Training Plan (MTP). Employs a strategy for ensuring the completion of all work center job requirements by using an MTL, providing milestones for task and CDC completion, prioritizing deployment and UTC tasks, home station training tasks, upgrade tasks, and qualification tasks.

MyTraining. A web-based training application that provides Air Force warfighters with global, real-time visibility into professionals' qualifications, certifications, and training status. MyTraining supports base, wing, and work center training management activities by automating business processes and capabilities to eliminate paper-based practices. The system centralizes management of training task data, provides user access to CFETPs, AFJQSs, and increases security through a single AF Portal log-on.

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

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

Qualification Training. Hands-on, task performance-based training designed to qualify Airmen in a specific duty position. This training program occurs during and after the upgrade training process and is designed to provide the skills training required to do the job.

Radar Evaluation Squadron (RADES). The Radar Evaluation Squadron evaluates, optimizes, and integrates fixed and mobile long-range sensors for operational and federal communities. Additionally, RADES sets the standard for coverage prediction and depiction and provides data analysis and unique radar forensics supporting search and rescue and aircraft mishap

investigations. Squadron members ensure controllers have reliable and accurate sensor information for day-to-day operations, contingencies, and specialized activities such as counter-narcotics and search and rescue. Armed with technical experts, communicators, radar maintainers, specially trained surveyors, and operating locations at three NORAD Air Defense Sectors, the RADES is a significant contributor to all facets of air detection, air sovereignty, and command and control.

Regional Maintenance Center (RMC). Work centers that have centralized manpower at fixed locations using remote maintenance technology to maintain all ILS, TACAN, and VOR systems.

Regional Management. The concept for 1C8 SNCOs to cultivate relationships and advise on issues with nearby agencies outside of an assigned unit that impact the career field.

Regional Training. The practice of visiting and conducting training on systems outside the assigned unit but located close enough to host a training event. This concept is critical to overall knowledge retention and helps technicians meet 7-Level expectations.

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

Specialty Training Requirements Team (STRT). A biannual meeting chaired by the AFCFM with MAJCOM Functional Managers (MFMs), AETC Training Managers, Subject Matter Experts (SME), and HQ AETC Occupational Analysis Division (OAD) in attendance and typically held three months before a Utilization and Training Workshop (U&TW) to finalize any CFETP changes or enlisted classification directory descriptions.

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

Standard. An exact value, a physical entity, or an abstract concept established and defined by authority, custom, or common consent to serve as a reference, model, or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. It is a fixed quantity or quality.

Task Qualification Training (TQT). TQT in the task column indicates the task is a CBRN Defense Qualification Task IAW DAFI 10-2501. These tasks are only required for measured units that fulfill the description of a unit and have a Unit Descriptor Code (UDC) of combat, combat support or combat service support IAW AFI 38-101, *Manpower and Organization*. Units will determine the frequency of how often these tasks are assessed in order to maintain CBRN defense readiness.

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

Training Advisory Group (TAG). The TAG sets training goals and priorities, reviews training programs, and evaluates emerging training technologies. Chaired by the AFCFM and attended by the MAJCOM, selected DRUs, and FOA FMs. The group meets, as required, to prioritize training product development.

Training Capability. The capability of a training set to provide training on specified requirements, based on the availability of resources.

Training Requirements Analysis (TRA). A detailed analysis of tasks for a particular AFSC to be included in the training decision process.

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

Unit Type Code (UTC). A five-character alphanumeric code identifying a specific force package of personnel and/or equipment. The UTC links logistics and manpower details within a unit type and is used to communicate force data. The UTC represents a wartime capability designed to fill a valid contingency requirement.

Upgrade Training. The training process leading toward the achievement of a higher skill level.

Utilization and Training Pattern. A depiction of the training provided to, and the jobs performed by, personnel throughout their tenure within a career field or AFS. There are two types of patterns:

- 1) Current pattern, which is based on the training provided to incumbents and the jobs to which they have been and are assigned; and
- 2) Alternate pattern, which considers proposed changes in manpower, personnel, and training policies.

Utilization and Training Workshop (U&TW). A forum of the AFCFM, MFMs, SMEs, and AETC training personnel that determines career ladder training requirements. This is an executive decision meeting following the Specialty Training Requirements Team meeting.

Wartime Tasks. These tasks are only for those career fields that still need them applied to their schoolhouse tasks. Those tasks must be taught when courses are accelerated during wartime. In response to a wartime scenario, these tasks will be taught in the 3-Level course in a streamlined training environment.

Weather System Support Cadre. Airmen who prepare to deploy with the skills to train and maintain existing weather systems across the world and test and validate emerging weather sensing technologies.

SECTION A – GENERAL INFORMATION

1. **Purpose of the CFETP.** This CFETP provides the information necessary for AFCFMs, MFMs, commanders, training managers, supervisors, and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the behavioral codes, initial skills, upgrade, qualification, advanced, and proficiency training those individuals in AFSC 1C8X3 should receive to develop and progress throughout their careers. The STS was created utilizing the competency model. The new behavioral statement STS coding system consists of subject knowledge training, performance training, performance knowledge training, no training provided, and training is required by not provided, part II, section A, Table 2-5. Initial skills training is the AFS-specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for the award of the 3-skill level. This training is provided by the 334th Training Squadron (TRS) at Keesler AFB, MS. Upgrade training identifies the mandatory courses, task qualification requirements, CDC completion, and correspondence courses required for award of the 5-, 7-, or 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 provides 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 provided to personnel to increase their skills and knowledge beyond the minimum required upgrade. The CFETP has several purposes, some of which are:

- 1.1. Serves as a management tool to plan, conduct, and evaluate a career field-training program.
- 1.2. Ensures established training is provided at the appropriate points in an individual's career.
- 1.3. 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.
- 1.4. Lists training courses available in the specialty, identifies training sources and the training medium.
- 1.5. Identifies significant resource constraints that impact the desired career field training program implementation.

2. **Use of the CFETP.** The CFETP is reviewed annually and maintained by the 1C8X3 AFCFM, AF/A3OJ, MFMs, and AETC to ensure currency and accuracy. Any recommended changes may be forwarded to the AFCFM. Career field trainers at all levels use the plan to provide a comprehensive and cohesive training program available for each individual in the career ladder. Using the list of courses in Part II, they determine whether duplicate training exists, take steps to eliminate, and prevent duplicate efforts.

- 2.1. AETC training management personnel develop and revise formal resident and exportable training based upon user requirements and document it in the STS. They

also build procurement and acquisition strategies for obtaining resources needed to provide the identified training.

- 2.2 MFMs ensure their training programs complement the CFETP for mandatory initial skill and upgrade requirements. They also identify the needed AFJQSs/AFQTPs to document unique upgrade and continuation training requirements. Requirements are satisfied through OJT, in-residence training, contract training, exportable courseware, or exportable courses. MAJCOM-developed training to support this AFSC must be included in this plan.
- 2.3. 334 TRS Training Development section develops training packages (AFJQSs/AFQTPs) based on requests submitted by the MAJCOMs and according to the priorities assigned by the AFCFM. 334 TRS Training Development section also assists the AFCFM in the development of training courses.
- 2.4. Unit-level training managers and supervisors manage and control progression through the career field by ensuring individuals complete the mandatory training requirements for the upgrade specified in this plan and supplemented by their MAJCOM. The list of courses in Part II is used as a reference for planning continuation or career enhancement training.
- 2.5. Submit recommended CFETP corrections to the 334 TRS Training Development Section at 334 TRS/ULCQ, 610 Hangar Rd, Keesler AFB MS 39534-2235 or call DSN 597-4864: Comm (228) 377-4881. To contact electronically, send an email to: 334TRS.RAWS.UpgradeTraining@us.af.mil
- 2.6. Submit recommended CFETP additions and deletions through your MFM.

3. Coordination and Approval of the CFETP. The AFCFM is the approval authority. MAJCOM representatives and AETC training personnel coordinate on the career field training requirements. The AETC training manager initiates an annual review of this document by AETC and MFMs to ensure the CFETP's currency and accuracy by using the list of courses in Part II to eliminate duplicate training.

SECTION B – CAREER FIELD PROGRESSION AND INFORMATION

1. **Specialty Description.** The AFECD is the official document for career field progression and is ***required reading*** for all 1C8 personnel (CEM Code 1C800, 1C893 Superintendent, 1C873 Craftsman, 1C853 Journeyman, 1C833 Apprentice, & 1C813 Helper). The Air Force's MyFSS site is the owner of these documents. Utilize the following link for access:

<https://myfss.us.af.mil/USAFCommunity/s/knowledge-detail?pid=kA0t000000wIDpCAI>.

- 1.1. **Chief Enlisted Manager.** This specialty “caps” at the Chief Master Sergeant level with those specialties that came up through the RAWS (1C8X3) career ladders. Personnel attaining the rank of CMSgt are assigned broad-ranging duties in directing and managing diverse RAWS functions.
- 1.2. **MAJCOM Functional Manager.** (DAFI 36-2670, *Total Force Development*; AFMAN 36-2100, *Military Utilization and Classification*; Air Force Enlisted Classification Directory). Advises the MAJCOM and Air Staff on 1C8X3 utilization and training issues. Serves as the MAJCOM voting representative during career field STRT and U&TW. Coordinates all MAJCOM 1C8X3 staffing and manpower issues. Assists in gathering inputs and data to complete enlisted grade allocation for Career Progression Group (CPG) reviews. Guides subordinate units on 1C8X3 personnel issues. Assists with disseminating information regarding Air Force and career field policies, plans, programs, and procedures to subordinate units. Identify qualified subject matter experts to help develop Specialty Knowledge Tests (SKT) and the CDC. Acts as the primary MAJCOM reviewer on CDC training and classification waiver request packages.
- 1.3. **Air Force Career Field Manager.** (DAFPD 36-26, *Total Force Development and Management*; DAFI 36-2670, *Total Force Development*; AFMAN 36-2100, *Military Utilization and Classification*; Air Force Enlisted Classification Directory). Appointed by the Air Force Deputy Chief of Staff, Operations, Plans and Requirements Officer (HAF/A3). Advisor to the HAF/A3 on all matters affecting the RAWS career field. Communicates directly with MFMs and AETC Training Managers to disseminate Air Force and career field policies and program requirements. Ensures development, implementation, and maintenance of the CFETP. Serves as the chairperson for the STRT and U&TW and uses it as a forum to determine and manage career field education and training requirements. Possesses final authority to waive CFETP requirements, including CDCs. Assists AETC training managers and course supervisors with planning, developing, implementing, and maintaining all AFSC- specific training courses. Assists in the development of AFSC-related manpower standards.

2. **Skill and Career Progression.** Adequate training and timely progression from the apprentice to superintendent skill levels play an essential role in the Air Force's ability to accomplish its mission. The 1C8X3 AFSC is adapting a phased training approach for completion of upgrade training at all levels, the details of which can be found in DAFMAN 13- 204v4, *Radar, Airfield, and Weather System*. Everyone involved in training must do their part to

plan, manage, and conduct an effective training program. The guidance in this part of the CFETP will ensure individuals receive viable training at appropriate points in their careers.

- 2.1. **Apprentice (3-Skill Level).** Individuals are awarded their 3-skill level upon completion of initial skills training (technical school). Apprentices work directly with qualified trainer(s) to enhance task skills and fundamental knowledge. Trainers and supervisors use standardized training plans and products (consisting of the STS, local MTL, AFJQS/AFQTPs) to train newly assigned apprentices systematically. The primary task of an apprentice is to certify on all skill level upgrade training tasks and attain position qualifications to become certified to work as a journeyman in designated positions.
- 2.2. **Journeyman (5-Skill Level).** Journeymen have achieved the core body of knowledge required to exploit training opportunities to continue refining their technical skills. Achieving this skill level enables a rapid ability to absorb new skills and knowledge and apply learned principles across new systems at various locations. Journeyman will enter qualification training to broaden their experience base by increasing their knowledge and skills in troubleshooting and solving more complex problems. Journeymen eventually serve as trainers and supervisors, in addition to performing the technical tasks of the career field. They perform a wide range of duties depending on their unit of assignment.
- 2.3. **Craftsman (7-Skill Level).** Craftsmen have progressed to technical experts in their career field and typically assume supervisory and management responsibilities while performing the technical tasks of the career field. They provide technical leadership to subordinates, establishing effective training programs for their work centers. They manage and adapt the use of resources efficiently to meet mission requirements. Craftsmen continue to increase their technical and leadership expertise through job experience, formal courses, OJT, and online training.
- 2.4. **Superintendent (9-Skill Level).** Superintendents have transcended the operational and strategic levels in their career field and drive the mission for their subordinates. These individuals will utilize their knowledge and experience to manage large, diverse personnel teams. Key knowledge areas include but are not limited to understanding National Defense Strategy, MAJCOM operations, Total Force 1C8 principles, RAWS manning, personnel management, and mission support functions.
- 2.5. **Training Collaboration and Communication.** Dissemination of 1C8 Doctrine, Organization, Training, material, Leadership, Personnel, Facilities Policy (DOTmLPF- P) actions will be distributed through official channels, MyVector messages, and included in the official 1C8 Portal Page. All collaboration and sharing of local best practices will occur on the “RAWS – 1C8X3” Microsoft Teams® site with clear ownership identified. All 1C8 collaboration will take place through Teams® and as a hybrid function during in-person meetings.
- 2.6. **Enterprise Training Decisions.** The FMWGs are used to review emerging training needs and technologies, and to identify action items to be worked by teams prior to the STRT or TAG. All RAWS 9-Levels are expected to attend the FMWGs in person or virtually. Training requirements and action item reviews are completed by the STRT,

with final determination of career ladder training requirements made by the CFM at the U&TW. The TAG meets opposite of the STRT and U&TW, where prioritization of training products and initiatives are set by the CFM, MFMs, SMEs, and field representatives. Finally, the Strategic Workload & Action Group is intended to direct the functional work for the career field and develop the narrative for associated program element Executive Councils and is accomplished annually.

2.7. **1C8X3 Air Force Enlisted Career Path.** The following tables collectively complete the career field path and present education, training, and grade mandatory requirements for all aspects of the 1C8XX AFSC. Together, they provide enlisted RAWS personnel with a viable path and outline, which, if followed, should result in a highly successful career in the 1C8XX AFSC.

Table 1-1 – RAWS Career Field Path











| 1C8X3 RAWS Career Field Path | | | | | | | |
|-----------------------------------|---|---|--|--|---|---|---|
| | Apprentice | Journeyman | Craftsman | | Superintendent | | Chief |
| Rank |  |  |  |  |  |  |  |
| High Year of Tenure | N/A | 10 Years | 20 Years | 22 Years | 24 Years | 26 Years | 30 Years |
| Earliest sew-on time (TIS) | 6 Months 16 Months | 30 Months | 3 Years | 5 Years | 8 Years | 11 Years | 14 Years |
| 1C 8X3 Average | | 2.6 Years | 4.27 Years | 8.8 Years | 13.8 Years | 18.29 Years | 21.22 Years |
| Badges |  | |  | |  | | |
| Upgrade Training | 3-Level PAFSC 1C 833 Awarded Upon Graduation from Initial Skills Course | 5-Level PAFSC 1C 853 Complete CDCs Complete 5-Level Core Tasks | 7-Level PAFSC 1C 873 Min Rank of SSgt Complete 7-Level Core Tasks Complete 7-Level Training Course | 9-Level PAFSC 1C 893 Min Rank of MSgt with 2 Years TIG. Complete 9-Level Core Tasks Complete 9-Level Training Course Complete career field project or action item <i>Note: Award of CAFSC 1C893 is only authorized for SMSgt</i> | PAFSC 1C800 Min Rank of CMSgt | | |

Table 1-2 – Approved Career Field Duty Titles

| 1C8X3 RAWS Career Field Duty Titles | | | | | | |
|--|--------------------------|--|---|---|---|--|
| | E4 | E5 | E6 | E7 | E8 | E9 |
| Air Staff | | | | Manager, (Program) Deputy CFM | Manager, (Program) Superintendent Deputy CFM | 1C8 AFCFM |
| MAJCOM | | | | 1C8 MFM 1C8 FAM Manager, (Program) Planner | 1C8 MFM AFPC FM Manager, (Branch or Program) Planner <i>1C8 Career Field Functional Manager (CFFM) (ANG Only)</i> | 1C8 MFM <i>1C8 Career Field Functional Manager (CFFM) (ANG Only)</i> |
| NAF, FOA or Equivalent | | | | Manager, (Program) | Manager, (Program) | Chief, (Program, Project or Policy) |
| Wing, Group | | | NCOIC, (Function) | Superintendent, (Program) | Superintendent, (Program) | Senior Enlisted Leader / CCC |
| Squadron | Supervisor Technician | NCOIC, (Function) Team Chief, (Function) Supervisor Technician | NCOIC, (Function) Team Chief, (Function) Supervisor Technician | Squadron Senior Enlisted Leader NCOIC, (Function) | Squadron Senior Enlisted Leader Maintenance Superintendent Flight Chief NCOIC, (Function) | Chief Enlisted Manager Squadron Senior Enlisted Leader Chief of Maintenance |
| Detachment / Flight / Section | | Shift Supervisor QA Evaluator NCOIC, (Function) | NCOIC, (Function) Supervisor QA Evaluator | DET/ Flight/ Section Chief NCOIC, (Function) DET Senior Enlisted Leader | DET/ Flight/ Section Chief DET Senior Enlisted Leader | |
| AETC Training Squadron | | Instructor Curriculum Developer | Instructor Supervisor Instructor Curriculum Developer NCOIC, (Function) | 1C8 Training Manager Section Chief, Training Development Instructor Supervisor Instructor | Squadron Senior Enlisted Leader Flight Chief | |
| Regional Maintenance Center (RMC) | Technician | Team Chief, RMC Supervisor, RMC Technician, RMC | Team Chief, RMC Supervisor, RMC Technician, RMC | Manager, CONUS/Europe/ Pacific RMC Manager, Plans & Programs Manger, Current Operations | Superintendent Operating Location Chief | |
| Weather Systems Support Cadre | Technician | Team Chief, WSSC Supervisor, WSSC Technician, WSSC | Team Chief, WSSC Supervisor, WSSC Technician, WSSC | Manager, WSSC | Superintendent Operating Location Chief | |

NOTE: All deviations require AFCFM approval (submitted through MFMs to the AFCFM); the AFCFM maintains the Master List. Personnel not filling a position identified above will use “RAWS Apprentice,” “RAWS Journeyman,” or “RAWS Craftsman,” depending on skill level, and all other duties will be placed in the individual's EPR outside of the duty title.

2.8. **RAWS Enlisted Force Development Roadmap.** Figure 1.1 below illustrates some of the development types that should be focused upon at each grade level (Disclaimer: Development is not necessarily displayed in the order in which it will be completed, and paths may contain requirements that limit availability).



Figure 1-1 RAWS Enlisted Force Development Roadmap

3. **Training Decisions.** This CFETP was developed to encapsulate an entire spectrum of training requirements for the RAWS career field, using a building block approach (simple to complex). This spectrum includes the strategy of 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.

3.1. **Proficiency Training.** This training is job qualification for an assigned duty position. Additional qualification training becomes necessary when personnel transfer to another duty position, the unit mission changes, a new personnel program comes on board, or any time changes in techniques or procedures occur.

3.1.1. *AFJQSs/AFQTPs.* The 334 TRS/ULCQ Training Development Section develops AFJQSs/AFQTPs to support tasks relating to RAWS functions and duties. Completing AFJQSs/AFQTPs is mandatory by duty position for personnel in upgrade or qualification training.

3.1.2. *5-Level CDCs.* CDCs are restricted to seven volumes split into two sets. Table 1-3 outlines 5-Level CDC contents:

Table 1-3 – RAWS 5-Level CDCs

| 1C853 - Set A | |
|----------------------|--|
| VOLUME 1 | Introduction to the 1C8X3 Career Field & Computer Fundamentals |
| VOLUME 2 | Introduction to Radar Systems |
| VOLUME 3 | Fixed Radar Systems |
| VOLUME 4 | Deployable RAWS |
| 1C853 - Set B | |
| VOLUME 1 | Duties, Transmit/Receive Fundamentals, Test Equipment, and Airfield Configuration and Layout |
| VOLUME 2 | Air Traffic Control Navigation Systems |
| VOLUME 3 | Standard Maintenance Practices; Meteorological, Air Traffic Control, and Tactical Airfield Systems |

3.1.3. *AFQTP1C8X3-201D.* The Work Center Manager’s Handbook is restricted to one volume. Table 1-4 outlines the 7-Level AFQTP contents:

Table 1-4 – RAWS 7-Level Qualification Training Package AFQTP1C8X3-201D

| | |
|----------|---|
| MODULE 1 | RAWS Management Fundamentals & Missions |
| MODULE 2 | Managing Work Center Programs |
| MODULE 3 | Training |
| MODULE 4 | IMDS |
| MODULE 5 | Expeditionary Concepts |
| MODULE 6 | Budget & Manpower |
| MODULE 7 | Project Management |

3.2. **CBRN TQT.** Certification of CBRN TQT requirements is outlined in DAFI 36-2670 and DAFI 10-2501. Any core task within this CFETP is appropriate for evaluation

under TQT and should be subject to supervisor's determination based on local conditions and equipment. Supervisors must tailor task selection based on the Airman's assigned UTC. AFJQS critical tasks will be identified within the AFJQS task lists, and must be tailored based on UTC, MAJCOM-specific, or local requirements. Work centers will identify additional TQT tasks as required.

4. **CCAF Academic Programs.** CCAF is one of several federally chartered degree-granting institutions. It is a 2-year institution exclusively serving military enlisted personnel. The college is regionally accredited through Air University by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award AAS degrees designed for specific Air Force occupational specialties. It is the largest multi-campus community college in the world. Upon completion of basic military training and assignment to an AF career field, all enlisted personnel are registered in a CCAF degree program and are allowed to obtain an associate in applied science degree. To be awarded, degree requirements must be completed before the student separates from the Air Force, 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/>.

4.1. **CCAF Degree Requirements.** All enlisted Airmen are automatically entered into the CCAF program. Before enrolling in an associate degree, the 5-Level must be awarded. For degree requirements, see the local education office.

4.2. **Professional Certifications.** Certifications assist the professional development of our airmen by broadening their knowledge and skills. It also helps Airmen better prepare for the transition to civilian life. Additionally, specific certifications may award collegiate credit by CCAF and civilian colleges, saving time and Air Force tuition assistance funds.

4.2.1. *Cybersecurity Workforce Certifications.* The 1C8 career field has cybersecurity workforce requirements identified as special experience identifiers (SEIs) on the position number (specifically SEI-264, IAT Level 2 for technicians). Personnel assigned to those positions should follow DoD Directives and complete certification training requirements.

4.2.2. *CCAF Instructor Certification (CIC) Program.* CCAF offers the three-tiered CIC Program for qualified instructors teaching at CCAF-affiliated schools who have demonstrated a high level of professional accomplishment. The CIC is a professional credential that recognizes the instructor's extensive faculty development training, education and qualification required to teach a CCAF course, and formally acknowledges the instructor's practical teaching experience.

4.2.3. *CCAF Instructional Systems Development (ISD) Certification Program.* CCAF offers the ISD Certification Program for qualified curriculum developers and managers who are formally assigned at CCAF-affiliated schools to develop and manage CCAF collegiate courses. The ISD Certification is a professional

credential that recognizes the curriculum developer's or manager's extensive training, education, qualifications, and experience in developing and managing CCAF courses. The certification also acknowledges the individual's ISD qualifications and experience in planning, developing, implementing, and managing instructional systems.

4.2.4. *Air Force Credentialing Opportunities On-Line (AF COOL)*. CCAF manages the AF COOL Program. It provides a research tool designed to increase an airman's awareness of national professional credentialing and funding opportunities available for all Air Force occupational specialties. It provides information on specific occupational specialties, civilian occupational equivalencies, AFSC-related national professional credentials, credentialing agencies, and professional organizations. It contains information about credentialing and licensing and can be used to learn more about AF COOL and funding processes. AF COOL will pay up to \$4,500 to obtain civilian industry recognized credentials and licensures for enlisted Air Force members. Visit <https://afvec.us.af.mil/afvec/af-cool/welcome> for more information.

- Get background information about civilian licensure and certification in general and specific information on individual credentials, including eligibility requirements and resources to prepare for an exam.
- Identify licenses and certifications relevant to an AFSC.
- Learn how to fill gaps between Air Force training and experience and civilian credentialing requirements.
- Get information on funding opportunities to pay for credentialing exams and associated fees.
- Learn about resources available to Airmen that can help them gain civilian job credentials.
- The Department of Veterans Affairs (VA) also has licensing and certification benefits that can be used, to include the GI Bill. Visit <https://benefits.va.gov/gibill/> for more information.

4.3. *General Education Mobile (GEM) / Air University Associate-to-Baccalaureate Cooperative (AU-ABC)*: The GEM program connects CCAF students with online general education courses by regionally accredited colleges and universities. The AU-ABC program connects CCAF graduates with online 4-year degree programs. The AU-ABC program includes postsecondary schools with regional accreditation and national accreditation through the Distance Education and Training Council.

SECTION C – SKILL LEVEL TRAINING REQUIREMENTS

Specialty Qualification Requirements: The various skill levels in the career field are defined in tasks and knowledge requirements for each skill level in the RAWS career field. They are stated in broad, general terms and establish performance standards. The core competencies, behaviors, core tasks, knowledge items, and skill requirements for this specialty are identified in the STS, COL, CDCs, AFJQs/AFQTPs, etc. Completing the mandatory 3-Level skill awarding course, 7-Level skill awarding course, 9-Level skill awarding course, CDCs, and applicable core tasks define this specialty's Air Force core tasks. The following Tables determine the knowledge requirements for each skill level within the RAWS AFSC. Task requirements can be found in Attachment 2 of this document.

Table 1-5 – Apprentice (3-Level) Training

| | |
|-----------------------|--|
| KNOWLEDGE | <p>Knowledge is mandatory of electronic principles and digital techniques including (but not limited to):</p> <ul style="list-style-type: none"> - Principles of meteorological, radar, radio, and navigation systems maintenance. - Analog and digital electronic circuits. - Maintenance data documentation. - Air Force maintenance and supply procedures. - Mathematics principles required to solve electronic formulas. - Basic troubleshooting techniques. - Use of technical data and schematics. - Principles and use of test equipment and diagnostic systems. - Radio frequency principles. - Basic soldering techniques. |
| EDUCATION | <p>Completion of a high school diploma or equivalent is mandatory. Additional Courses in Mathematics, Physics, and Basic Knowledge of Electronic Principles, Computers, and Networks are desirable.</p> |
| TRAINING | <p>For the award of AFSC 1C833, completion of the RAWS Initial Skills Course is mandatory.</p> |
| EXPERIENCE | <p>None required.</p> |
| OTHER | <p>Normal color vision as defined in DAFMAN 48-123, <i>Medical Examination and Standards</i>, and the ability to obtain a government license in accordance with AFI 24-301, <i>Ground Transportation</i>. Physical ability to perform climbing duties and freedom from fear of heights. Completion of a current T3 Investigation required IAW DoDM 5200.02_DAFMAN 16-1405, <i>Department of the Air Force Personnel Security Program</i>, is mandatory.</p> <p>Must maintain local network access IAW AFI 17-130, <i>Cybersecurity Program Management</i> and AFMAN 17-1301, <i>Computer Security (COMPUSEC)</i>.</p> |
| IMPLEMENTATION | <p>Attendance at the RAWS Apprentice course is mandatory for award of the 3-skill level unless waived by the AFCFM. For ANG, the 1C8 CFFM is the waiver approval authority.</p> |

Table 1-6 – Journeyman (5-Level) Training

| | |
|------------------------------|--|
| <p>KNOWLEDGE</p> | <p>All 1C833 knowledge qualifications apply to the 1C853 requirements. Completion of the 1C853 Career Development Course (CDCs).</p> |
| <p>TRAINING</p> | <p>No mandatory AETC training courses are required for upgrade. Completion of all STS core tasks.</p> |
| <p>EXPERIENCE</p> | <p>Qualification in and possession of AFSC 1C833.</p> <p>Experience in performing testing, calibrating, cabling, or repairing RAWS, Associated Communications, and Identification Equipment. Operating RAWS. Completion of applicable AFJQSs/AFQTPs.</p> <p>Completion of all local tasks assigned for the duty position.</p> |
| <p>OTHER</p> | <p>Normal color vision as defined in DAFMAN 48-123, and the ability to obtain a government license in accordance with AFI 24-301. Physical ability to perform climbing duties and freedom from fear of heights. Completion of a current T3 Investigation required IAW DoDM5200.02_DAFMAN 16-1405, is mandatory.</p> <p>Must maintain local network access IAW AFI 17-130, and AFMAN 17-1301.</p> <p>Ability to obtain designated Cybersecurity SEI IAW DAFMAN 17-1305, <i>Department of the Air Force Cyberspace Workforce Management Program</i>.</p> |
| <p>IMPLEMENTATION</p> | <p>Entry into formal journeyman upgrade training is accomplished once individuals are assigned to their first duty station.</p> <p>Qualification training is initiated anytime individuals are assigned duties for which they are not qualified.</p> <p>Use CDCs, CBTs, and AFJQSs/AFQTPs concurrently to obtain the necessary qualification for refresher and cross-utilization training.</p> |

Table 1-7 – Craftsman (7-Level) Training

| | |
|-----------------------|---|
| KNOWLEDGE | All 1C853 knowledge qualifications apply to the 1C873 requirements. Completion of Work Center Manager’s Course or CDCs (Reserve and ANG only). |
| TRAINING | <p>Completion of all STS core tasks. Completion of AFQTP 1C8X3-201D.</p> <p>Completion of AETC 7-Level <i>Work Center Manager’s Course’s</i> E6ACW1C873 07AA & E3ACR1C873 07AA. Mandatory for upgrade to 7-Level, per AFCFM. (Air Reserves and ANG are not required to attend the 7-Level course and can satisfy the training requirement through completion of the 7-Level 1C873 CDCs.)</p> |
| EXPERIENCE | <p>Qualification in and possession of AFSC 1C853. Experience performing or supervising functions such as project management, siting, installing, repairing, deploying, overhauling, modifying, or flight inspecting RAWS and associated communications and identification equipment.</p> <p>Completion of applicable AFJQs.</p> <p>Completion of all local tasks assigned for the duty position.</p> |
| OTHER | <p>Normal color vision as defined in DAFMAN 48-123, and the ability to obtain a government license in accordance with AFI 24-301. Physical ability to perform climbing duties and freedom from fear of heights. Completion of a current T3 Investigation required IAW DoDM 5200.02_DAFMAN 16-1405, is mandatory.</p> <p>Must maintain local network access IAW AFI 17-130, and AFMAN 17-1301.</p> <p>Ability to obtain designated Cybersecurity SEI IAW DAFMAN 17-1305.</p> |
| IMPLEMENTATION | <p>Entry into OJT is initiated when individuals obtain the necessary rank and skill level. Qualification training is initiated anytime an individual is assigned duties for which they are not qualified.</p> <p>Use AFJQs/AFQTPs concurrently to obtain the necessary qualification for refresher and cross-utilization training.</p> |

Table 1-8 – Superintendent (9-Level) Training

| | |
|-----------------------|--|
| KNOWLEDGE | All 1C873 knowledge qualifications apply to the 1C893 requirements. |
| TRAINING | <p>Completion of all STS core tasks.</p> <p>Completion of AFQTP 1C8X3-201E.</p> <p>Completion of AETC <i>Radar, Airfield, & Weather Systems (RAWS) Superintendent course's E6ANW1C893 09AA & E3AAR1C893 09AA.</i> Mandatory for upgrade to 9-Level, per AFCFM.</p> |
| EXPERIENCE | <p>Qualification in and possession of AFSC 1C873.</p> <p>Managing or directing functions such as installing, maintaining, repairing, or modifying the various RAWS and related equipment.</p> <p>Completion of applicable AFJQs.</p> <p>Completion of all local tasks assigned for the duty position.</p> |
| OTHER | <p>Completion of a current T3 Investigation required IAW DoDM-5200.02_DAFMAN 16- 1405, is mandatory.</p> <p>Must maintain local network access IAW AFI 17-130, and AFMAN 17-1301.</p> <p>Ability to obtain designated Cybersecurity SEI IAW DAFMAN 17-1305.</p> <p>Completion of Career Field project or action item (ref. para. 1.1.3).</p> |
| IMPLEMENTATION | <p>Entry into OJT is initiated when individuals have met the MSgt 2-year TIG requirement or are selected for the rank of SMSgt.</p> <p>Qualification training is initiated anytime individuals are assigned duties for which they are not qualified.</p> |

1.1. **Training Sources.** There are several training resources available in the career field. The following are some examples of training types, as well as where each item can be located:

- 1.1.1. AFSC Specific Training – 334 TRS, Keesler AFB, MS at <https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx>.
- 1.1.2. Career Development Courses – The 1C853 CDCs are available for enrollment through the Air Force Career Development Academy, located on myLearning. For Air National Guard and Air Reserve personnel requiring the 1C873 CDC, that course is also available for enrollment through the same source. Coordination with the Unit Training Manager is required to enroll in CDCs for upgrade training purposes.

- 1.1.3. Career Field Projects and Action Items – A list of current projects and actions items identified by the 1C8 senior leaders during official working groups can be found on the RAWS Portal under CFM Corner: <https://www.my.af.mil/gcss-af/USAF/ep/globalTab.do?channelPageId=s0A43E677726CDDFF30172A4CAC3D3015E>. Although all 1C8s will be actively involved in the advancement of the career field through this initiative, SNCOs in 9-Level UGT must complete a project IAW business rules associated with the action item.
- 1.1.4. Air Force Job Qualification Standards and Qualification Training Packages. AFJQSs/AFQTPs are Air Force publications and are mandatory for personnel in upgrade or qualification training. They are developed by the 334 TRS/ULCQ Training Development Section, Keesler AFB, MS, and may be downloaded from the RAWS Dashboard at the following link: https://usaf.dps.mil/teams/aetc-ksl-81trg/334/ULC/RAWS/ULCQ/RAWS_DASHBOARD/default.aspx?RootFolder=%2Fteams%2Faetc%2Dksl%2D81trg%2F334%2FULC%2FRAWS%2FULCQ%2FRAWS%5FDASHBOARD%2FAFJQS%2FCDC%20FOR%20REFERENC E%20USE%20ONLY&FolderCTID=0x0120008A0561C01BB2384EA2613CCCBEDFF165&View=%2FBFA544BA8%2D0428%2D451D%2D9F58%2DBF396A8F5080%7D. Procedures for requesting the development of AFJQSs/AFQTPs are contained in DAFMAN 13-204v4.
- 1.2. **Occupational Badges.** The 1C8 RAWS occupational badge has the same eligibility criteria as other occupational badges. Enlisted RAWS personnel may wear the basic badge after finishing technical school. Enlisted RAWS personnel earn the right to wear the senior badge after being awarded the 7-skill level. Master badges are awarded to RAWS Master Sergeants with 2-years TIG, have at least 2-years of experience in the specialty at the 7-skill level and have completed all 9-Level core training requirements.

SECTION D – RESOURCE CONSTRAINTS

1. **Purpose.** This section identifies known resource constraints that preclude optimal or desired training from being developed or conducted, including information such as part numbers, national stock numbers, number of units required, cost, manpower, etc. Included are narrative explanations of each resource constraint and an impact statement describing what effect each constraint has on training. Finally, this section includes actions required, OPR, and target completion date. Resource constraints will be, at a minimum, reviewed and updated annually.

2. **Apprentice Level Training.**

- 2.1. The AN/TMQ-53 TACTICAL METEOROLOGICAL Observing System (TMOS), 1C8X3-201T JQS, and AN/TRN- 41 Tactical Navigation System, 1C8X3-205K constrained to complete setup, teardown, configuration, and operation until system arrives at the Schoolhouse. There is no estimated time in commission (ETIC) at this time and point of contact (POC) is 334 TRS/ULCQ.
- 2.2. Integrated Maintenance Data System (IMDS). IMDS system is not able to provide a training account for students to practice maintenance tasks. The Database Manager associated with the Schoolhouse must create a dummy account for the students to utilize and learn how to properly use IMDS. There is no ETIC at this time and POC is 1C8 AFCFM.
- 2.3. Support Equipment. There is support equipment in the Schoolhouse that need to be replaced with newer items currently in use by the career field. Due to the constrictions in the supply system for many SE items, the Schoolhouse will need to replace items in a prudent manner to ensure the field has the appropriate items and that the students can still understand the general theory behind SE usage. There is no ETIC at this time and POC is AFCFM.

3. **Journeyman Level Training.**

- 3.1. CBRN TQT Tasks have not yet been identified in all AFJQSs. These tasks are being identified during the normal 2-year AFJQS refresh cycle via inputs from subject matter experts in the field. If CBRN TQT tasks are not already identified within the AFJQS, supervisors are expected to tailor task selection based on UTC, MAJCOM, or locally directed requirements. Estimated completion date for all 1C8X3 AFJQSs is December 2024. POC is 334 TRS/ULCQ.
- 3.2. AFJQS XXXXX-200TBA Training Business Area (TBA). TBA is no longer available and its replacement, myTraining, is not functioning at Full Operational Capability (FOC). Latest ETIC for resolution is end of FY2026. POC is 81 TRSS/TRSQ.
- 3.3. ANG unique systems. Joint Threat Emitters (JTE) do not have a JQS/QTP, or tasks listed in the CFETP. ETIC is August 2025. POC is 334 TRS/ULCQ.

- 3.4. AFJQS 1C8X3-205W Enhanced Terminal Voice Switch. The AM-48 support equipment is routinely not serviceable and few replacements in stock which limits 1C8 UGT on the tasks associated. POC is HQ AFFSA/XL, no ETIC.
 - 3.5. AFJQS Deployable Instrument Landing System (D-ILS), 1C8X3-203F. Centralized training at a deployable unit limits the fields' ability to train during contingencies. Although an AETC training detachment for RAWS deployable systems was being established, costs were too high for implementation. There are limited experts in the field (i.e., some RMC personnel and 53rd ATCS civilians). POC is 1C8 AFCFM, no ETIC.
 - 3.6. TPN-19 AFJQS 211Q, TPS-75 Mobile Radar Set AFJQS 211P, MPN-14K AFJQS 1C8X3-211G, and D-ILS AFJQS 1C8X3-203F. Costs associated with setup and tear down can be extensive. There is a resource constraint in the number of times this system can be deployed and operated. POC is ACC/A3AO & A3CG; NGB/A3, no ETIC.
 - 3.7. Support Equipment. There are limited signal generators in the field with long lead times for replacements. This constraint impacts multiple systems and prevents power measurement hands-on UGT completion. POC is HQ AFFSA/XL, no ETIC.
 - 3.8. DASR Support Equipment. There is limited DASR support equipment in general with work centers needing to share equipment to accomplish maintenance and training. The ability to complete training in a timely manner is significantly impacted by this limited resource. POC is HQ AFFSA/XL, no ETIC.
 - 3.9. 5-Level CDC. Current CDC progression does not reflect modern CFETP Specialty Training Standards. Existing CDCs are limited in teaching modern 1C8 equipment criteria and key supporting programs that is reflected on the CFETP. This limits the 1C8 5-Level UGT progression. Air Force Career Development Academy (AFCDA) is working with SMEs to create up-to-date CDC criteria. ETIC for resolution is end of FY2025. POC is 2A/A3/AFCDA/1C8 Learning Engineer.
- 4. Craftsman Level Training.**
- 4.1. CBRN TQT Tasks have not yet been identified in all AFJQSs. These tasks are being identified during the normal 2-year AFJQS refresh cycle via inputs from subject matter experts in the field. If CBRN TQT tasks are not already identified within the AFJQS, supervisors are expected to tailor task selection based on UTC, MAJCOM, or locally directed requirements. Estimated completion date for all 1C8X3 AFJQSs is December 2024. POC is 334 TRS/ULC.
 - 4.2. Course E3ACR1C873 07AA (RAWS Work Center Manager). The software currently used to teach equipment siting criteria for the expeditionary exercise of the course is not robust enough to meet training objectives (e.g., limited software interface, lack of accurate siting data, missing equipment profiles). The schoolhouse is working with the

81 TRSS/TRSQ on updating current software and develop new training tools, such as immersive virtual reality solutions, to meet training requirements. Latest ETIC for resolution is end of FY2025. POC is 334 TRS/ULC.

- 4.3. Course E5AZG1C853 01NA (WSR-88D Weather Radar Maintenance). Seat availability is limited and fully qualified NEXRAD technicians are in high demand. The requirement is for two technicians to remain fully qualified at every NEXRAD location, but this occurs very seldomly. POC is ACC/A3AO, no ETIC.

5. Superintendent Level Training.

- CBRN TQT Tasks have not yet been identified in all AFJQSs. These tasks are being identified during the normal 2-year AFJQS refresh cycle via inputs from subject matter experts in the field. If CBRN TQT tasks are not already identified within the AFJQS, supervisors are expected to tailor task selection based on UTC, MAJCOM, or locally directed requirements. Estimated completion date for all 1C8X3 AFJQSs is December 2024. POC is 334 TRS/ULC.

6. General Training.

- 6.1. The electronics and computer principal lessons with the CFETP are passed down from training references in the past without specific industry standards identified. The career field requires an industry standard organization to ensure electronics are keeping up with the latest technology. POC is 334 TRS/ULC, no ETIC.
- 6.2. There are some systems that RAWS personnel support that will be included in the future but require DOTmLPF-P planning before inclusion. This is a training restraint since initiating a formal training course and document requires inclusion into the RAWS portfolio. Some of the systems include counter small unmanned aerial systems (C-sUAS), small unmanned aerial systems (sUAS), over-the-horizon radars (OTR), and other systems or tasks (Electronic Protection Technician certification) that require electronics technicians due to loss of contract maintenance, lack of associated career field specialty, or other reasons. MAJCOMs should ensure all appropriate training and safety measures are conducted until a formal plan is complete. POC is 1C8 AFCFM, no ETIC.

SECTION E – TRANSITION TRAINING GUIDE

Current 5 and 7-Level Airmen must complete all core tasks identified in this CFETP within the timeline established by AFCFM guidance. Guidance at the time of publishing this CFETP states that the timeline to reach 5-Level is a minimum of 12 months (a minimum of 9 months if retraining into the 1C8X3 AFSC), and the timeline to complete 7-Level is a minimum of 6 months regardless of retraining status. For ANG training timelines refer to ANG CFM. Additional information can be located on the Air Force Portal's RAWS Functional Area: <https://www.my.af.mil/gcss-af/USAF/site/RAWS>.

PART II

SECTION A – SPECIALTY TRAINING STANDARD

1. **Implementation.** This STS will be used for technical training provided by AETC for the Initial Skills Training course (with varying shred-out options) and the 7-/9-Level Skill Awarding courses.

2. **Purpose.** As prescribed in DAFI 36-2670, this STS provides:

2.1. **Competencies.** Identifies observable and measurable knowledge, skills, abilities, and other characteristics needed to perform that task successfully IAW AFH 36-2647.

Table 1-9 – Competency Proficiency Levels

| Proficiency Levels: | Description: |
|----------------------------|---|
| Expert | Able to formulate new strategies. |
| Advanced | Sustained application in the competency in complex situation. |
| Intermediate | Sustained application of the competency in a variety of situations. |
| Basic | Sustained application of the competency. |

2.2. **Behaviors.** Identifies an activity performed to achieve objective of the job. Involves physical and mental components.

2.3. **Task and Knowledge.** Column 1 the most common tasks, knowledge, and Training References (TR) necessary for Airmen to perform duties in the 3-, 5-, 7- and 9-skill levels.

2.4. **Core Tasks and Certification.** Column 2 identifies, by skill level, specialty-wide training requirements, wartime tasks, and certification.

NOTE: Core tasks are minimum task training requirements for skill level upgrade.

2.5. **Deployment, SEI, and CBRN.** Column 3 identifies CBRN TQT, deployment tasks, and SEI training requirements.

2.6. **Provides certification for OJT.** Use automated training management systems to document technician qualifications, if available. Column 3 records the completion of tasks and knowledge training requirements. For initial certification or transcribing documentation, complete the columns per DAFI 36-2670.

2.7. **Formal training and correspondence course requirements.** Column 9 thru 12 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task knowledge and the career knowledge provided by the correspondence course(s).

NOTE: Career Development Courses (CDCs) are located at the Air Force myLearning Air Force Career Development Academy (<https://lms-jets.cce.af.mil/moodle/>); Initial Skills Training (IST) and Upgrade Training (UGT) course information is found at: <https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx>.

- 2.8. **Qualitative Requirements.** Attachment 1 contains the tasks, knowledge, and proficiency levels referenced in paragraph 2. Columns are marked with a proficiency code to indicate the subjects taught. A (-) No training provided in the course or CDC. Trainees without prerequisites specified in Education and Training Course Announcement (ETCA) cannot be expected to meet the proficiency levels indicated.
 - 2.9. **Job Qualification Standard (JQS).** The JQS is used for on-the-job training when placed in DAF Form 623 and used according to DAFI 36-2670.
 - 2.10. **STS.** The STS is used as a guide to develop tests used in the Weighted Airman Promotion System (WAPS) Specialty Knowledge Tests (SKT). SNCOs with extensive practical experience in their career field develop questions at the Airmen Advancement Division. The tests sample STS subject matter areas judged by the test development team as most appropriate for promotion to higher grades. Questions are based on study references in the Enlisted Promotion References and Requirements Catalog (EPRRC). Individual responsibilities are listed in chapter 4 of DAFMAN 36-2664, *Personnel Assessment Program*. WAPS does not apply to the Air National Guard or Air Reserve Forces.
3. **Recommendations.** Comments and recommendations are invited concerning the quality of AETC training. The Training Feedback Hotline is available for supervisors' feedback. Call the Training Feedback Hotline at DSN 597-4566 or e-mail 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

1. **Measurement.** The knowledge required for each objective is indicated as follows: “W” indicates task or subject knowledge, which is measured using a written test, PC indicates required task performance, which is measured with a performance progress check, and PC/W indicates separate measurement of both knowledge and performance elements using a written test and a progress check.
2. **Standard.** The standard is 70% on written examinations. Standards for performance measurement are indicated in the objective and delineated on the individual progress checklist. Instructor assistance is provided during the progress check, and students may be required to repeat all or part of the behavior until satisfactory performance is attained.
3. **Proficiency Level.** Most task performance is taught to the “basic and intermediate” proficiency level, which means the student can do most parts of the task but does need assistance on the more complex elements of the task (partially proficient). The student can also determine step-by-step procedures for doing the task.
4. **Course Objectives.** The course objectives are listed in the sequence taught by block of instruction. A detailed list of course objectives may be obtained by written request to 334 TRS/TRR, Keesler AFB MS, 39534-2335.

SECTION C – SUPPORT MATERIALS

The list of support materials found in the link below is not all-inclusive; however, it covers the most frequently referenced areas. Procedures for requesting product development are found in DAFMAN 13-204v4 and DAFI 36-2670.

AFJQs/AFQTPs applicable to AFSC 1C8X3 family are available on the RAWS Dashboard:
https://usaf.dps.mil/teams/aetc-ksl-81trg/334/ULC/RAWS/ULCQ/RAWS_DASHBOARD/default.aspx.

SECTION D – TRAINING COURSE INDEX

1. **Purpose.** This section of the CFETP identifies training courses available for continuation and supplemental training. For information on all formal courses, refer to the Air Force ETCA database at <https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx>.
2. **Air Force Courses.** See Table 2-1 below for available Air Force course information. Refer to ETCA for further course details.

Table 2-1 – Air Force Courses

| <u>Course Number</u> | <u>Course Title</u> | <u>Location</u> |
|----------------------|---|------------------|
| E6ACW1C873 07AA | RAWS Work Center Manager (Prerequisite) | On-Line |
| E3ACR1C873 07AA | RAWS Work Center Manager (Resident) | Keesler AFB, MS |
| E6AZW1C853 03SA | Standard Terminal Automation Replacement System (STARS) Maintenance Course (Prerequisite) | On-Line |
| E3AZR1C853 03SA | Standard Terminal Automation Replacement System (STARS) Maintenance (Resident) | Keesler AFB, MS |
| E3AZR1C853 03DA | Digital Airport Surveillance Radar (DASR) Maintenance | Keesler AFB, MS |
| E3AZR1C853 03EA | Enhanced Terminal Voice Switch (ETVS) | Keesler AFB, MS |
| E3AZR1C8XX 00DA | High Reliability Soldering and Connectors | Keesler AFB, MS |
| J3AZR1D753 0C0B | Tower Climbing and Tower Certifier Training Course | Sheppard AFB, TX |
| J7AZT1D753C 0F5A | Fiber Optic Cable Installation, Splicing and Maintenance | Sheppard AFB, TX |
| E6ANW3DXXX 00QA | Cyberspace Support Quality Assurance Procedures (Prerequisite.) | On-Line |
| E3AZR3DXXX 00QA | Cyberspace Support Quality Assurance Procedures (Res) | Keesler AFB, MS |
| E6ANW1D7XX 00PB | Cyber Operations Project Management (Prerequisite) | On-Line |
| E3AZR3DXXX 00PB | Cyberspace Project Management | Keesler AFB, MS |
| E6ANW1C893 09AA | RAWS Superintendent (Prerequisite) | On-Line |
| E3AAR1C893 09AA | RAWS Superintendent (Resident) | Keesler AFB, MS |
| E3AZR1C171 00SC | Airfield Operations Systems Specialist | Keesler AFB, MS |

3. **Air University Courses.** For current Air University courses go to: <https://www.airuniversity.af.edu/Registrar/#air-university-catalog>.
4. **Exportable Courses.** Current RAWS CBTs available at Air Force myLearning <https://lms-jets.cce.af.mil/moodle/>.

5. **National Weather Service Course.** <https://training.weather.gov/>.

Table 2-2 – Weather Service Course

| | | |
|-----------------|--|-----------------|
| E5AZG1C853 01NA | WSR-88D Weather Radar Maintenance (R-4006) | Kansas City, MO |
|-----------------|--|-----------------|

6. **Federal Aviation Administration Courses:** <https://www.academy.jccbi.gov/catalog/>

Table 2-3 – Federal Aviation Administration Courses

| | | |
|--------------|--|-------------------|
| FAA 41916001 | ILS Concepts | Oklahoma City, OK |
| FAA 40066 | ETVS | Oklahoma City, OK |
| FAA 40081001 | Charles 360-80 Channel Bank | Oklahoma City, OK |
| FAA 40391 | Airport Surveillance Radar (ASR)-9 SCIP | Oklahoma City, OK |
| FAA 40408 | Air Route Surveillance Radar (ARSR)-4 Hardware | Oklahoma City, OK |
| FAA 40398 | Mode S Sensor Maintenance | Oklahoma City, OK |

SECTION E – MAJCOM UNIQUE REQUIREMENTS

1. **MAJCOM Provided Courses.** The following MAJCOM-provided courses are available to support RAWS training. They are open to all active, reserve, and guard military and civilians.

Table 2-4 – MAJCOM Provided Courses

| Course | Location | Contact Information |
|--|--|---|
| ASOS Maintenance Course | Kansas City, MO | https://training.weather.gov/ |
| TACAN CHOT & Mark 20A Instrument Landing System Course | Ramstein AB, Germany | HQ USAFE/AFETS DSN: 314-489-7450/6921 |
| AN/FMQ-7 Maintainer Course | Holloman AFB | 1441 Observatory Road Holloman AFB, NM 88330 DSN: 572-3461 |
| AN/FRR-95 and Solar Radio Spectrograph Maintainer Course | Hamilton, MA | 305 Sagamore Street Hamilton, MA 01982 DSN: 845-3130 Comm: (781) 225-3130 |
| USAF Landing Zone Operations Course | Scott AFB, IL | USAFEC/435th TRS DSN: 576-6288 Comm: (618) 256-6411 |
| D-RMC & Portable Doppler Radar (PDR) JIT | Kapaun AB, Germany Ramstein AB, Germany | HQ AFFSA/XMRE DSN: 314-489-6921 1st Combat Communications Sq DSN: 314-480-1720 |

2. **Lightning Force Academy.** The Lightning Force Academy (LFA) provides courses to support all 1C8s. The LFA is a fully accredited Total Force Community College of the Air Force School and provides Standard Installations Practices Training (SIPT) and EI Academy courses. The courses are Quality Assurance, Project Engineering, Inside Plant SIPT, Competent Tower Climber and Rescue, EI CAD, and Project Cyber Infrastructure Management (PCIM). They are open to all active, reserve, and guard military and civilians. The mission of LFA is to develop personnel skilled in the Techniques, Tactics, and Procedures (TTP) of design, engineering, installation, removal and relocation of Command, Control, Communications, Computers and Intelligence (C4I) systems. These courses can be found at the LFA SharePoint Link at: <http://lightningforceacademy.com/> <https://usaf.dps.mil/sites/AFSOC-193SOW/193RSG/LFA>

BY ORDER OF THE SECRETARY OF THE AIR FORCE OFFICIAL

MICHAEL W. ENGLISH, CMSgt, USAF
Career Field Manager, 1C8

2 Attachments:

1. Qualitative Requirements (Proficiency Code Key)
2. AFSC 1C8X3 STS

ATTACHMENT 1 – QUALITATIVE REQUIREMENTS

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

Table 2-5 – Behavioral Statement STS Coding System

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

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

| 1. Task and Knowledge | Behavior Match | Core/Cert ^ | Deployment * / SEI + CBRN ~ | Tng Start | Tng Complete | Trainee Initials | Trainer Initials | Certifier Initials | 3-lvl | 5-lvl | 7-lvl | 9-lvl |
|---|----------------|-------------|-----------------------------|-----------|--------------|------------------|------------------|--------------------|-------|-------|-------|-------|
| 1. WORK CENTER MANAGEMENT | - | - | - | - | - | - | - | - | - | - | | |
| 1.1. PROGRAM MANAGEMENT Description: Management of processes that contribute to the maintenance, sustainment, and lifecycle management of RAWs equipment. Supporting Competencies: | | | | | | | | | | | | |
| 1.1.1. Program Management (Basic) Required Behaviors: 1) Tracks, distributes, and documents various programs inputs and outputs to ensure compliance in support of mission needs 2) Distinguishes roles, responsibilities, and key players of programs to ensure effective program managements Criteria: <i>Reach of Influence: Individuals</i> | | | | | | | | | | | | |
| 1.1.1.1. Develop and track timelines and milestones to meet objectives | 1 | | - | | | | | | - | - | pk | |
| 1.1.1.2. Identify and explain program management tools and software (tool accountability programs, CBTs) | 1 | 5 | - | | | | | | - | - | - | |
| 1.1.1.3. Adhere to program standardization process to ensure unit compliance | 1 | | - | | | | | | - | - | pk | |
| 1.1.1.4. Perform follow up actions based on timeline and milestones | 1 | | | | | | | | - | - | K | |
| 1.1.1.5. Collect, organize, and draft inputs/outputs and projected outcomes for meetings | 1 | | | | | | | | - | - | pk | |
| 1.1.1.6. Create and manage user roles and accounts within assigned programs (i.e., DD Form 2875 or equivalent) | 1 | | | | | | | | - | - | K | |
| 1.1.1.7. Correct program issues using established checklist/procedures | 1 | | | | | | | | - | - | pk | |
| 1.1.1.8. Identify purpose, roles, and responsibilities for programs within production support | 2 | | | | | | | | - | - | pk | |
| 1.1.1.9. Identify purpose, roles, and responsibilities for unit programs | 2 | | | | | | | | - | - | pk | |

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

| | | | | | | | | | | | | |
|---|---|--|---|--|--|--|--|--|---|---|----|--|
| <p>1.1.2. Program Management (Intermediate)</p> <p>Required Behaviors:</p> <p>1) Reviews and implements program policy and guidance to ensure compliance</p> <p>2) Identifies trends and establishes courses of actions to resolve challenges or discrepancies within a program</p> <p>3) Develops local checklists and guidance to streamline program implementation</p> <p>Criteria:</p> <p><i>Reach of Influence: Unit/Groups</i></p> | | | | | | | | | | | | |
| 1.1.2.1. Identify and adhere to support agreements (Memorandum of Understanding (MOU), Memorandum of Agreement (MOA)) | 1 | | - | | | | | | - | - | P | |
| 1.1.2.2. Identify program management tools to standardize utilization | 1 | | - | | | | | | - | - | pk | |
| 1.1.2.3. Validate timelines and milestones to meet objectives | 1 | | - | | | | | | - | - | pk | |
| 1.1.2.4. Approve and disseminate inputs/outputs and projected outcomes for meetings | 2 | | - | | | | | | - | - | K | |
| 1.1.2.5. Apply knowledge and application of program management methodology and techniques | 2 | | - | | | | | | - | - | pk | |
| 1.1.2.6. Consolidate and submit program improvement recommendations to next higher level or appropriate office | 2 | | | | | | | | - | - | K | |
| 1.1.2.7. Utilize trend analysis to provide resolution for frequent user errors/issues | 2 | | | | | | | | - | - | pk | |
| 1.1.2.8. Interpret policy and guidance to assist w/ program development standardization | 3 | | | | | | | | - | - | K | |
| <p>1.1.3. Program Management (Advanced)</p> <p>Required Behaviors:</p> <p>1) Translates program relevance to meet mission requirements</p> <p>2) Creates and publishes local program guidance and directives to meet local needs</p> <p>Criteria:</p> <p><i>Reach of Influence: Wing/Institutional</i></p> | | | | | | | | | | | | |
| 1.1.3.1. Analyze standardized program processes to identify where local deviations are required | 1 | | - | | | | | | - | - | K | |
| 1.1.3.2. Execute program self-assessment to identify shortfalls | 1 | | - | | | | | | - | - | K | |
| 1.1.3.3. Utilize trend analysis to identify and improve programs and inform decision-making process | 2 | | - | | | | | | - | - | K | |
| 1.1.3.4. Leverage trend analysis to identify and mitigate program deficiency to ensure continual process improvement | 2 | | - | | | | | | - | - | K | |

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

| | | | | | | | | | | | | |
|--|---|--|---|--|--|--|--|--|---|---|----|---|
| 1.1.3.5. Develop local processes to align program with installation requirements and resources | 2 | | | | | | | | - | - | K | |
| 1.1.4. Program Management (Expert) Required Behaviors: 1) Establishes plan of action and milestones to mitigate program pitfalls and shortcomings 2) Develops an inspection plan to enable reliable assessments capabilities Criteria: <i>Reach of Influence: MAJCOM/AF-Level/Industry</i> | | | | | | | | | | | | |
| 1.1.4.1. Explain and disseminate strategic messaging to educate stakeholders | 1 | | - | | | | | | - | - | - | X |
| 1.1.4.2. Analyze historical trends and future requirements | 1 | | - | | | | | | - | - | - | X |
| 1.1.4.3. Develop program milestones and plans of action | 1 | | - | | | | | | - | - | - | |
| 1.1.4.4. Develop assessments to standardize programs | 2 | | - | | | | | | - | - | - | |
| 1.1.4.5. Research and advocate for industry technologies applicable to career field programs | 2 | | | | | | | | - | - | - | X |
| 1.1.4.6. Collaborate with cross functional SMEs to identify best practices and future projects | 2 | | | | | | | | - | - | - | |
| 1.2. PROJECT MANAGEMENT Description: The process of initiation, planning, execution, and closure of a project while remaining within the scope, time, and budget constraints while ensuring mission success. Supporting Competencies: | | | | | | | | | | | | |
| 1.2.1. Project Management (Basic) Required Behaviors: 1) Utilizes existing processes to initiate project and identify constraints. 2) Defines project scope to align with organizational objectives 3) Executes single project with limited scope to achieve project goals 4) Measures progress against planned objectives with applicable tools as necessary 5) Captures final project outcomes Criteria: <i>Reach of Influence: Individuals</i> | | | | | | | | | | | | |
| 1.2.1.1. Identify stakeholders and resources needed | 1 | | - | | | | | | - | - | pk | |
| 1.2.1.2. Describe process to procure necessary resources | 1 | | - | | | | | | - | - | K | |

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

| | | | | | | | | | | | | |
|---|---|--|---|--|--|--|--|--|---|---|----|--|
| 1.2.1.3. Identify constraints | 1 | | - | | | | | | - | - | pk | |
| 1.2.1.4. Explain organizational objectives and mission impact | 2 | | - | | | | | | - | - | K | |
| 1.2.1.5. Identify project scope and specific goals | 2 | | - | | | | | | - | - | pk | |
| 1.2.1.6. Execute a project within scope of responsibility | 3 | | - | | | | | | - | - | X | |
| 1.2.1.7. Track project milestones | 4 | | - | | | | | | - | - | X | |
| 1.2.1.8. Utilize Quality Assurance expertise to evaluate performance, design, reliability and maintainability | 4 | | - | | | | | | - | - | X | |
| 1.2.1.9. Provide inputs for after action report | 5 | | | | | | | | - | - | pk | |
| 1.2.1.10. Capture project deliverables | 5 | | | | | | | | - | - | X | |
| 1.2.2. Project Management (Intermediate) Required Behaviors: 1) Collaborates with agencies for support in execution of project 2) Builds project plans for a single project to lead teams in project execution 3) Executes a single project with broad scope 4) Makes recommendations based on workload limitations 5) Documents project outcomes and lessons learned Criteria: <i>Reach of Influence: Unit/Groups</i> | | | | | | | | | | | | |
| 1.2.2.1. Work with stakeholders to balance and prioritize services to meet overall requirements, constraints, and objectives | 1 | | - | | | | | | - | - | pk | |
| 1.2.2.2. Identify important elements of a project support agreement and MOAs if applicable | 1 | | - | | | | | | - | - | pk | |
| 1.2.2.3. Participate in the acquisition process | 1 | | | | | | | | - | - | pk | |
| 1.2.2.4. Identify resourcing requirements | 2 | | | | | | | | - | - | K | |
| 1.2.2.5. Develop timeline | 2 | | | | | | | | - | - | pk | |
| 1.2.2.6. Lead project execution with operational impacts | 3 | | | | | | | | - | - | X | |
| 1.2.2.7. Review project plans identifying any significant issues and variances | 4 | | | | | | | | - | - | pk | |
| 1.2.2.8. Utilize Quality Assurance expertise and initiate corrective actions | 4 | | | | | | | | - | - | X | |
| 1.2.2.9. Generate after actions report and document lessons learned | 5 | | | | | | | | - | - | K | |
| 1.2.2.10. Develop project closure documentation requirements | 5 | | | | | | | | - | - | X | |
| 1.2.2.11. Certify project closure documentation | 5 | | | | | | | | - | - | | |

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

| | | | | | | | | | | | | |
|--|---|---|--|--|--|--|--|--|---|---|----|----|
| 1.2.3. Project Management (Advanced) Required Behaviors: 1) Develops project proposal and advocates for resources 2) Identifies and partners with agencies to develop project timeline and propose ways to mitigate constraints and impacts (MOUs, MOAs, etc.) 3) Leads team in integration of multiple projects 4) Measures project performance and recommends adjustments (e.g. time, manpower, etc.) 5) Oversees project progress and outcomes with focus on process improvement Criteria: <i>Reach of Influence: Wing/Institutional</i> | | | | | | | | | | | | |
| 1.2.3.1. Generate project proposals to include: project costs, design concepts, or design changes | 1 | - | | | | | | | - | - | pk | pk |
| 1.2.3.2. Evaluate new requirements in support of organizational objectives and mission impact | 1 | - | | | | | | | - | - | K | pk |
| 1.2.3.3. Establish manpower and budget requirements for projects | 1 | - | | | | | | | - | - | pk | - |
| 1.2.3.4. Coordinate project support requirements to streamline the projects timeline | 2 | - | | | | | | | - | - | pk | - |
| 1.2.3.5. Establish support agreements as required to mitigate workflow constraints | 2 | - | | | | | | | - | - | K | - |
| 1.2.3.6. Ensure sustainment and cyber security requirements are included in contract language and delivered | 2 | - | | | | | | | - | - | K | - |
| 1.2.3.7. Track current projects across teams | 3 | - | | | | | | | - | - | pk | - |
| 1.2.3.8. Utilize workforce talent management to build and maintain strong, cohesive, and effective project teams | 3 | - | | | | | | | - | - | K | - |
| 1.2.3.9. Develop and implements measures of effectiveness (MOE) and measures of performance (MOP) | 4 | - | | | | | | | - | - | K | - |
| 1.2.3.10. Implement mitigation solutions | 4 | | | | | | | | - | - | X | |
| 1.2.3.11. Utilize Quality Assurance to conduct team retrospective | 5 | | | | | | | | - | - | X | |
| 1.2.3.12. Publish after actions report, best practices and lessons learned | 5 | | | | | | | | - | - | pk | |
| 1.2.3.13. Communicate data driven project innovations | 5 | | | | | | | | - | - | X | |

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

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| <p>1.2.4. Project Management (Expert)</p> <p>Required Behaviors:</p> <p>1) Analyzes strategic objectives to align resources with accomplishing Air Force priorities</p> <p>2) Partners with interagency and industry partners to formulate streamlined processes and procedures for the enterprise</p> <p>Criteria:</p> <p><i>Reach of Influence: MAJCOM/AF-Level/Industry</i></p> | | | | | | | | | | | | |
| 1.2.4.1. Navigate conflicts in laws, regulations, policies, standards, or procedures to achieve desired outcomes | 1 | | - | | | | | | - | - | - | |
| 1.2.4.2. Develop feasibility studies on lifecycle management, network/bandwidth, system performance, and cyber security requirements | 1 | | | | | | | | - | - | - | |
| 1.2.4.3. Advise senior leaders and stakeholders on project solutions and progress adjustments | 1 | | | | | | | | - | - | - | X |
| 1.2.4.4. Implement enterprise projects based on lessons learned | 1 | | - | | | | | | - | - | - | |
| 1.2.4.5. Align enterprise projects for integration with Joint Service priorities and operational imperatives | 2 | | | | | | | | - | - | - | |
| 1.2.4.6. Communicate with interagency and agency partners on processes and procedures | 2 | | | | | | | | - | - | - | |
| 1.2.4.7. Evaluate the effectiveness of procurement function in addressing information security requirements and supply chain risks through procurement activities and recommend improvements | 2 | | | | | | | | - | - | - | |
| 1.2.4.8. Draft and publish project sustainment documents (e.g., DOTmLPP-P) | 2 | | | | | | | | - | - | - | X |
| <p>1.3. PERSONNEL MANAGEMENT</p> <p>Description: The oversight and administration of personnel and programs in support of the mission.</p> <p>Supporting Competencies:</p> | | | | | | | | | | | | |

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| 1.3.1. Personnel Management (Basic) Required Behaviors: 1) Receives feedback/counseling (Airman Comprehensive Assessment (ACA), Verbal's, Memos, etc.) and make appropriate corrections to behavior 2) Executes all duties, instructions, and responsibilities (e.g. performance expectations, standard/required RAWs training for the level assigned) 3) Makes decisions at the lowest level and elevates issues through appropriate chain of command Criteria: <i>Scope: Specific Area</i> | | | | | | | | | | | | |
| 1.3.1.1. Describe the feedback process | 1 | | - | | | | | - | - | - | | |
| 1.3.1.2. Apply Airman skillset as outlined in the Enlisted Force Structure | 1 | | | | | | | - | - | - | | |
| 1.3.1.3. Create goals to adjust actions based on feedback session | 1 | | | | | | | - | - | - | | |
| 1.3.1.4. Utilize CFETP and career field guidance for personal and peer development | 2 | | | | | | | - | - | K | | |
| 1.3.1.5. Pursue opportunities to expand technical capabilities | 2 | | | | | | | - | - | K | | |
| 1.3.1.6. Apply critical thinking skills in decision making process | 3 | | | | | | | - | - | - | | |
| 1.3.1.7. Elevate concerns or issues through appropriate channels | 3 | | | | | | | - | - | - | | |
| 1.3.2. Personnel Management (Intermediate) Required Behaviors: 1) Sets performance expectations, defines duties, and provides appropriate feedback using ACA, verbal comms, etc. 2) Reviews/Validates current status of manpower documents ensuring requirements are met (Unit Manpower Document (UMD), Unit Manpower Personnel Roster (UMPR), etc.) Criteria: <i>Scope: Integration with concerned areas</i> | | | | | | | | | | | | |
| 1.3.2.1. Incorporate leadership vision into workcenter culture | 1 | | - | | | | | - | - | pk | | |
| 1.3.2.2. Develop an action plan for professional growth | 1 | | - | | | | | - | - | K | | |
| 1.3.2.3. Mentor members to seek 360 feedback | 1 | | | | | | | - | - | X | | |
| 1.3.2.4. Assess personnel's capability to fulfill role and responsibilities | 1 | | | | | | | - | - | K | | |
| 1.3.2.5. Assign SEIs once Airman meet requirements outlined in the AFECD. | 1 | | | | | | | - | - | K | | |
| 1.3.2.6. Review manpower source documents to identify current and future manning posture | 2 | | | | | | | - | - | pk | | |

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| 1.3.2.7. Collaborate with chain of command to mitigate manpower shortfalls | 2 | | | | | | | | - | - | K | |
| 1.3.3. Personnel Management (Advanced) Required Behaviors: 1) Utilizes UMD/UPMR to assign available personnel to fulfill required position numbers 2) Calculates projected shortfalls and elevates status to higher command 3) Analyzes assigned UTC positions and communicates readiness concerns to leaders 4) Coordinates with installation manpower officer to address manning imbalances (e.g., MCR actions, etc.) Criteria: <i>Scope: Integration with organizational strategies</i> | | | | | | | | | | | | |
| 1.3.3.1. Manage personnel across the organization to meet mission requirements | 1 | | - | | | | | | - | - | - | |
| 1.3.3.2. Compare new mission requirements against approved manpower determinate | 2 | | - | | | | | | - | - | - | |
| 1.3.3.3. Highlight manning shortfalls to mitigate manpower | 2 | | - | | | | | | - | - | - | X |
| 1.3.3.4. Align qualified personnel with key position to ensure mission success | 3 | | | | | | | | - | - | K | |
| 1.3.3.5. Communicate manpower concerns for UTC fulfillment | 3 | | | | | | | | - | - | - | |
| 1.3.3.6. Develop mitigation strategies for resource shortfalls (e.g., manning assist, MTT, Air Reserve Component) | 4 | | | | | | | | - | - | - | X |
| 1.3.3.7. Collaborate with base level agencies to resolve manning shortfalls using tools such as OCRs, MCRs, unfunded requests, MPA days, etc. | 4 | | | | | | | | - | - | K | |
| 1.3.4. Personnel Management (Expert) Required Behaviors: 1) Coordinates with Air Force manpower community to initiate and complete manpower studies to address concerns and shortfalls 2) Engages with AFPC to address personnel issues (humanitarian, assignment allocations, and Equal Plus advertisements, etc.) 3) Establishes manpower requirements with AF End strength (e.g. Retraining Quotas, Promotion Quotas, Retirements, Separations, Deployments, SEIs) 4) Advises senior leaders on force management and provides recommendations for processes and improvements Criteria: <i>Scope: Integration with AF-level/within industry</i> | | | | | | | | | | | | |

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| 1.3.4.1. Validate requirements/initiate manpower studies to maintain career field health | 1 | | - | | | | | | - | - | - | |
| 1.3.4.2. Develop manpower, personnel, training, and migration strategies to meet mission objectives | 1 | | - | | | | | | - | - | - | |
| 1.3.4.3. Integrate resources to identify unique duty opportunities (e.g., Talent Marketplace, Enlisted Development Team, MyVector, AFECD, USAJobs) | 2 | | - | | | | | | - | - | X | |
| 1.3.4.4. Negotiate with stakeholders to resolve resource challenges (e.g., AFPC, Air Reserve Component, Chiefs Group, AETC, Hiring Authorities) | 2 | | - | | | | | | - | - | - | |
| 1.3.4.5. Posture assigned forces to support AF strategic objectives | 3 | | - | | | | | | - | - | - | |
| 1.3.4.6. Assign personnel to special or additional duty positions/roles | 3 | | | | | | | | - | - | pk | |
| 1.3.4.7. Provide recommendations for the best qualified Airmen to key leadership and developmental positions at all levels | 4 | | | | | | | | - | - | - | pk |
| 1.3.4.8. Drive Continuous Process Improvement | 4 | | | | | | | | - | - | - | |
| 1.3.4.9. Disseminate strategic force management messaging to educate stakeholders | 4 | | | | | | | | - | - | - | pk |
| 1.4. QUALITY ASSURANCE Description: Standardization of processes and procedures for personnel and equipment. Supporting Competencies: | | | | | | | | | | | | |
| 1.4.1. Quality Assurance (Basic) Required Behaviors: 1) Utilizes established guidance specific to applicable equipment and programs 2) Adheres to reporting methodologies and document maintenance deficiencies, workcenter hazards and compliance pertaining to job specific requirements Criteria: <i>Impact on... Specific workplace tasks</i> | | | | | | | | | | | | |
| 1.4.1.1. Follow applicable guidance IAW workcenter requirements | 1 | | - | | | | | | - | K | pk | |
| 1.4.1.2. Identify potential limiting factors that can hinder mission objectives or sustainment | 2 | | ~ | | | | | | - | K | X | |
| 1.4.1.3. Identify and report guidance/publication deficiencies through proper channels | 2 | | ~ | | | | | | - | K | pk | |

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| 1.4.2. Quality Assurance (Intermediate) Required Behaviors: 1) Validates and resolves quality, proficiency and compliance issues impacting mission generation 2) Enforces specific measures to ensure quality maintenance production and equipment reliability 3) Executes data collection to include reports, visual inspections, and audits to support quality control measures Criteria: <i>Impact on... Specific workplace projects</i> | | | | | | | | | | | | |
| 1.4.2.1. Utilize applicable programs to validate workcenter compliance and processes | 1 | 7 | - | | | | | | - | - | | |
| 1.4.2.2. Perform spot-checks on completed maintenance | 1 | 7 | - | | | | | | - | - | | |
| 1.4.2.3. Validate workcenter practices and requirements | 1 | | - | | | | | | - | - | pk | |
| 1.4.2.4. Create inspection schedule IAW regulations and guidance | 2 | | - | | | | | | - | - | K | |
| 1.4.2.5. Develop system of self-assessment record | 2 | | | | | | | | - | - | | |
| 1.4.2.6. Perform training and maintenance evaluations | 2 | | | | | | | | - | - | K | |
| 1.4.2.7. Perform over-the-shoulder evaluation of in-work maintenance | 2 | | | | | | | | - | - | | |
| 1.4.2.8. Compile data and collaborate with workcenters to support resolutions | 3 | | | | | | | | - | - | | |
| 1.4.2.9. Research underlying causes of deficient maintenance actions | 3 | 7 | | | | | | | - | - | | |
| 1.4.3. Quality Assurance (Advanced) Required Behaviors: 1) Identifies underlying causes of poor quality in the maintenance production pertaining to the quality of maintenance standards to establish appropriate courses of action 2) Assesses supplements, operating instructions, forms and recommend corrective action Criteria: <i>Impact on... Management decisions</i> | | | | | | | | | | | | |
| 1.4.3.1. Utilize evaluation & inspection plan to mitigate or resolve workcenter trends | 1 | | - | | | | | | - | - | | |
| 1.4.3.2. Dissect data collected to determine root-cause analysis and resolutions. | 1 | | - | | | | | | - | - | | |
| 1.4.3.3. Provide inputs and recommendations to update guidance | 2 | | - | | | | | | - | - | | |

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| 1.4.4. Quality Assurance (Expert) Required Behaviors: 1) Utilizes analytical tools to develop courses of action needed to maximize quality control at the unit, MAJCOM, and HAF level 2) Ensures risk assessments are provided to leadership prior to execution of mission generation tasks Criteria: <i>Impact on ...MAJCOM/NAF/Industry</i> | | | | | | | | | | | | |
| 1.4.4.1. Utilize quality control databases to validate mission and maintenance compliance | 1 | | - | | | | | | - | - | | |
| 1.4.4.2. Coordinates with appropriate stakeholders to resolve identified deficiencies | 1 | | - | | | | | | - | - | | |
| 1.4.4.3. Disseminate root-cause analysis to enhance performance | 1 | | - | | | | | | - | - | | |
| 1.4.4.4. Draft assessment plans | 1 | | | | | | | | - | - | | |
| 1.4.4.5. Develop tools and options to evaluate program effectiveness | 2 | | | | | | | | - | - | | |
| 1.4.4.6. Communicate with technical experts to resolve concerns | 2 | | | | | | | | - | - | | |
| 1.5. RESOURCE MANAGMENT Description: The process of planning, scheduling, and allocating resources. Supporting Competencies: | | | | | | | | | | | | |
| 1.5.1. Resource Management (Basic) Required Behaviors: 1) Orders items through supply system and/or requests local procurement 2) Utilizes resources appropriately by adhering to pre-established standards Criteria: <i>Impact on ... Specific workplace tasks</i> | | | | | | | | | | | | |
| 1.5.1.1. Utilize supply documents for associated repairs | 1 | | - | | | | | | P | pk | - | |
| 1.5.1.2. Follow local purchase procedures | 1 | | - | | | | | | - | - | pk | |
| 1.5.1.3. Conduct inventories and inspections on assigned work center assets to identify shortfalls. | 1 | | ~ | | | | | | - | - | K | |
| 1.5.1.4. Communicate work center resource deficiencies that hinder mission accomplishment | 1 | | ~ | | | | | | - | - | K | |
| 1.5.1.5. Identify specific manpower, materials, and equipment needed for mission execution | 2 | | - | | | | | | - | - | K | |

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| 1.5.1.6. Review applicable tech data for tools and equipment before utilization. | 2 | | - | | | | | | - | - | K | |
| 1.5.1.7. Outline requirements based on regulation, policies and intent | 2 | | | | | | | | - | - | K | |
| 1.5.1.8. Identify fraud, waste, and abuse reporting procedures | 2 | | | | | | | | - | - | pk | |
| 1.5.2. Resource Management (Intermediate) Required Behaviors: 1) Manages available manpower, equipment, materials, and funding to accomplish projects 2) Brief leadership on operational needs & capabilities Criteria: <i>Impact on... Specific workplace projects</i> | | | | | | | | | | | | |
| 1.5.2.1. Develop work schedules to utilize manpower | 1 | | - | | | | | | - | - | pk | |
| 1.5.2.2. Projects for and requests additional support to mitigate personnel and equipment shortages | 1 | | - | | | | | | - | - | pk | |
| 1.5.2.3. Assigns personnel to projects | 1 | | - | | | | | | - | - | pk | |
| 1.5.2.4. Prepares documents to justify mission requirements | 2 | | - | | | | | | - | - | pk | |
| 1.5.2.5. Communicate requirements to accomplish projects | 2 | | | | | | | | - | - | pk | |
| 1.5.2.6. Perform system actions for official travel | 1 | | | | | | | | - | - | pk | |
| 1.5.2.7. Coordinate requirements with Resource Advisor/Budget Analyst | 1 | | | | | | | | - | - | K | |
| 1.5.2.8. Manage supply point | 1 | | | | | | | | - | - | K | |
| 1.5.3. Resource Management (Advanced) Required Behaviors: 1) Budgets and procures resources needed for mission success 2) Compiles future budgetary/manpower requests in response to projected requirements 3) Identifies and resolves manpower, materials, and funding shortfalls Criteria: <i>Impact on... Management decisions</i> | | | | | | | | | | | | |
| 1.5.3.1. Interpret budget requirements to facilitate mission | 1 | | - | | | | | | - | - | pk | |
| 1.5.3.2. Allocate resources needed for operations | 1 | | - | | | | | | - | - | pk | |
| 1.5.3.3. Project budgetary requirements for work center personnel to avoid mission degradation (e.g., training, exercises, and conferences, etc.) | 2 | | - | | | | | | - | - | pk | |
| 1.5.3.4. Advocate for resources outside of normal program objective memorandum (POM) cycle (e.g., unfunded, fallout, and innovation) | 2 | | | | | | | | - | - | - | pk |

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| 1.5.3.5. Forecast changes on manpower/funding and advocates for resources to accomplish the mission | 3 | | | | | | | | - | - | K | |
| 1.5.3.6. Develop mitigation strategies to minimize impact of resource shortfalls | 3 | | | | | | | | - | - | K | |
| 1.5.3.7. Identify different colors of money (e.g., O&M, sustainment, SIF, CRF, etc.) | 1 | | | | | | | | - | - | K | |
| 1.5.4. Resource Management (Expert) Required Behaviors: 1) Manages career field manning to balance fiscal constraints against mission demands 2) Oversees resources management programs Criteria: <i>Impact on...MAJCOM/NAF</i> | | | | | | | | | | | | |
| 1.5.4.1. Coordinate with AIM to determine proper authorizations, assignments, priorities, and projections | 1 | | - | | | | | | - | - | - | X |
| 1.5.4.2. Analyze manning levels and impacts on total force capabilities within AF constraints (e.g., command level promotion rate, and retention rates) | 1 | | - | | | | | | - | - | - | |
| 1.5.4.3. Program and develop performance management tools to determine efficient use of resources | 2 | | - | | | | | | - | - | - | |
| 1.5.4.4. Review and validate budget requirements to advocate and administer materials, equipment, and funding. | 2 | | | | | | | | - | - | - | X |
| 2. AIRMAN DEVELOPMENT | | | | | | | | | | | | |
| 2.1. PERSONAL DEVELOPMENT Description: The process of leading, mentoring, and developing Airmen throughout the course of their career. Supporting Competencies: | | | | | | | | | | | | |
| 2.1.1. Personal Development (Basic) Required Behaviors: 1) Gains and maintains career field proficiency to ensure readiness 2) Seeks opportunities based on feedback to improve Airmanship and personal development Criteria: <i>Impact on... Specific workplace tasks</i> | | | | | | | | | | | | |
| 2.1.1.1. Describe how aspects of career field relate to various mission sets | 1 | 5 | - | | | | | | K | - | | |
| 2.1.1.2. Adapt to changing demands (e.g., certifications, SEIs, resiliency) | 1 | 7 | ~ | | | | | | - | - | - | |

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| 2.1.1.3. Utilize career progression tools for professional and personal development | 1 | | ~ | | | | | | - | - | | |
| 2.1.1.4. Build network and partnerships to improve professional and personal skill sets | 2 | | - | | | | | | - | - | | |
| 2.1.1.5. Pursue feedback in order to improve professionally | 2 | | - | | | | | | - | - | | |
| 2.1.2. Personal Development (Intermediate) Required Behaviors: 1) Coaches/leads others by providing tools needed to aid in their development based on their strengths and weaknesses 2) Encourages collaboration by fostering a team environment to generate new ideas for programs/process improvement 3) Addresses and advises leadership on the impact morale and wellness have on the mission and ensures healthy morale for the unit Criteria: <i>Impact on... Specific workplace projects</i> | | | | | | | | | | | | |
| 2.1.2.1. Identify strengths, weaknesses, opportunities, and threats (SWOT) vulnerabilities associated with career field operations | 1 | | - | | | | | | - | - | | |
| 2.1.2.2. Expose personnel to professional development opportunities to broaden subject matter expertise | 1 | | - | | | | | | - | - | | |
| 2.1.2.3. Apply strategies and methods that cultivates positive team culture | 2 | | - | | | | | | - | - | | |
| 2.1.2.4. Foster buy-in by communicating leadership vision and intent | 2 | | - | | | | | | - | - | | |
| 2.1.2.5. Consider multiple perspectives to make informed decisions | 2 | | - | | | | | | - | - | | |
| 2.1.2.6. Interpret organizational indicators that impact unit cohesiveness and mission effectiveness | 3 | | | | | | | | - | - | | |
| 2.1.2.7. Communicate impacts on mission effectiveness to appropriate leadership | 3 | | | | | | | | - | - | | |
| 2.1.2.8. Recommend new directions to enhance unit cohesiveness | 3 | | | | | | | | - | - | | |
| 2.1.3. Personal Development (Advanced) Required Behaviors: 1) Advocates, supports, and organizes unit and base professional organizations 2) Strengthen CAF pillars to effectively care for Airmen 3) Creates opportunities for the advancement of subordinate personnel and ensures mentorship at all levels 4) Mentors and prepares supervisors to effectively lead teams Criteria: <i>Impact on... Management decisions</i> | | | | | | | | | | | | |

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| 2.1.3.1. Contribute to self-development through internal and external organizations | 1 | | - | | | | | | - | - | | |
| 2.1.3.2. Influence personnel involvement in internal and external organizations to develop skill sets | 1 | | - | | | | | | - | - | | |
| 2.1.3.3. Develop personnel resiliency framework (e.g., mental, spiritual, physical, social) | 2 | | - | | | | | | - | - | | |
| 2.1.3.4. Allot time to develop personnel abilities | 3 | | | | | | | | - | - | | |
| 2.1.3.5. Foster a culture that inspires personnel improvement | 3 | | | | | | | | - | - | | |
| 2.1.3.6. Empower decision to the lowest levels and provide support | 4 | | | | | | | | - | - | | |
| 2.1.3.7. Identify your emotional intelligence strength and weaknesses | 4 | | | | | | | | - | - | | |
| 2.1.3.8. Engage with personnel to optimize team performance | 4 | | | | | | | | - | - | | |
| 2.1.4. Personal Development (Expert) Required Behaviors: 1) Seeks and facilitates development opportunities for Airmen across the enterprise 2) Vectors personnel into key developmental and leadership positions to effectively manage the career field Criteria: <i>Impact on ... Wing-level practices/within industry</i> | | | | | | | | | | | | |
| 2.1.4.1. Generate new opportunities to provide advancement for Airmen IOT foster mission ready Airmen strategy | 1 | | - | | | | | | - | - | | |
| 2.1.4.2. Formulate execution strategy for advancement | 1 | | - | | | | | | - | - | | pk |
| 2.1.4.3. Research and/or create training event opportunities (e.g., courses, seminars) | 2 | | - | | | | | | - | - | | |
| 2.1.4.4. Assess and provides feedback on educational and developmental opportunities relevant to career broadening | 2 | | | | | | | | - | - | | |
| 2.1.4.5. Vector personnel for career broadening opportunities | 2 | | | | | | | | - | - | | pk |
| 2.1.4.6. Identify innovative training technologies to inspire training across the enterprise. (e.g., virtual, online training courses, etc.) | 2 | | | | | | | | - | - | | |
| 2.2. TRAINING Description: Career long pursuit of harnessing technical education, training, and experiences that produce qualified RAWs Airmen. Supporting Competencies: | | | | | | | | | | | | |

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| 2.2.1. Training (Basic) Required Behaviors: 1) Applies and utilizes training resources to increase development of RAWs skill sets 2) Identifies RAWs career field progression to include career broadening opportunities Criteria: <i>Reach of Influence: Individuals</i> | | | | | | | | | | | | |
| 2.2.1.1. Locate and utilize publications through ETIMS/commercial manual/online resources | 1 | | - | | | | | pk | - | | | |
| 2.2.1.2. Utilize training systems to monitor individual training progress | 1 | 5 | | | | | | - | - | | | |
| 2.2.1.3. Explain purpose of 1C8 Career Field Education Training Plan (CFETP) | 2 | | | | | | | pk | - | | | |
| 2.2.1.4. Communicate relevant training needs to supervisor | 2 | 5 | | | | | | - | - | | | |
| 2.2.1.5. Participate in training opportunities as they arise | 1 | | | | | | | - | - | | | |
| 2.2.2. Training (Intermediate) Required Behaviors: 1) Acquires training resources and time across RAWs spectrum to support mission effectiveness 2) Assesses and validates personnel are trained and ready to support mission requirements 3) Develops, tracks, and reports work center training Criteria: <i>Reach of Influence: Functional Area</i> | | | | | | | | | | | | |
| 2.2.2.1. Seek resources and opportunities for supplemental training | 1 | | - | | | | | - | - | pk | | |
| 2.2.2.2. Create milestones and schedules to meet training | 2 | | | | | | | - | - | pk | | |
| 2.2.2.3. Review records to assess level of proficiency | 2 | | | | | | | - | - | K | | |
| 2.2.2.4. Evaluate personnel performance of mission requirements for safe, quality, and timely accomplishments. | 3 | 7 | | | | | | - | - | | | |
| 2.2.2.5. Input training requirements to appropriate system of record | 3 | | | | | | | - | - | pk | | |
| 2.2.2.6. Develop work center training program trainer(s) and training plan | 3 | | | | | | | - | - | pk | | |
| 2.2.2.7. Identify developmental deficits and establish plan to meet organizational standards | 3 | | | | | | | - | - | pk | | |

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| 2.2.3. Training (Advanced) Required Behaviors: 1) Advocates for training resources, courses, technology, seminars, etc. to ensure Airmen have the correct knowledge, skills, and abilities to execute mission 2) Ensures the right mix of competent Airmen to execute the mission Criteria: <i>Reach of Influence: Organization</i> | | | | | | | | | | | | |
| 2.2.3.1. Compile data to support innovation for enhanced mission effectiveness | 1 | | | | | | | | - | - | | |
| 2.2.3.2. Synchronize advanced training opportunities with Joint services, inter-agencies, industry, partner nations, and allies | 1 | | | | | | | | - | - | | |
| 2.2.3.3. Forecast and deconflict all training obstacles | 1 | | | | | | | | - | - | K | |
| 2.2.3.4. Align mission training to support National Defense Strategy, future defense posture, and mission capability | 2 | | | | | | | | - | - | | |
| 2.2.3.5. Develop and disseminate best practices to enhance training efficiencies | 2 | | | | | | | | - | - | | |
| 2.2.3.6. Determine if local training materials are required for unique mission needs | 2 | | | | | | | | - | - | K | |
| 2.2.4. Training (Expert) Required Behaviors: 1) Identifies career field training requirements and secures training resources Criteria: <i>Reach of Influence: MAJCOM/FOA/DAF/Industry</i> | | | | | | | | | | | | |
| 2.2.4.1. Author developmental plan for career growth | 1 | | | | | | | | - | - | | |
| 2.2.4.2. Develop human capital strategy to enhance training | 1 | | | | | | | | - | - | | |
| 2.2.4.3. Translate strategic objectives to training programs | 1 | | | | | | | | - | - | | K |
| 2.2.4.4. Pursue and incorporate emerging technology to develop applicable training to meet new mission requirements | 1 | | | | | | | | - | - | | |
| 2.2.4.5. Align RAWS training requirements with industry | 1 | | | | | | | | - | - | | |
| 2.2.4.6. Provide guidance and input for training and development working groups | 1 | | | | | | | | - | - | | pk |
| 3. LIFE CYCLE MANAGEMENT | | | | | | | | | | | | |
| 3.1. LIFECYCLE MANAGEMENT Description: The process to ensure proper decision making for long term sustainment of RAWS equipment. Supporting Competencies: | | | | | | | | | | | | |

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

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|--|---|---|--|--|--|--|--|--|---|---|----|----------|
| 3.1.1. Lifecycle Management (Basic) Required Behaviors: 1) Identifies safety and serviceability criteria for assigned equipment to prevent mishaps and maximize service life Criteria: <i>Impact onSpecific workplace tasks</i> | | | | | | | | | | | | |
| 3.1.1.1. Leverage supply documents and systems data to prevent/minimize delayed system repairs | 1 | | | | | | | | - | - | pk | |
| 3.1.1.2. Identify the appropriate outside agencies to coordinate/collaborate with to ensure RAWs equipment are resourced and maintained (i.e., LRS Liaison) | 1 | | | | | | | | - | - | K | |
| 3.1.1.3. Track and coordinate all required TCTO kits and Time Change Item (TCI) are promptly requisitioned and delivered to the maintenance work center | 1 | | | | | | | | - | - | K | |
| 3.1.1.4. Identify the need for Mobile Depot Maintenance (MDM) | 1 | | | | | | | | - | - | pk | |
| 3.1.1.5. Review contracts for RAWs related systems | 1 | | | | | | | | - | - | K | |
| 3.1.1.6. Identify key knowledge references for lifecycle | 1 | | | | | | | | - | - | K | |
| 3.1.2. Lifecycle Management (Intermediate) Required Behaviors: 1) Advocates for facility and infrastructure upgrades to support systems 2) Coordinates with program office on regularly scheduled life cycle maintenance 3) Forecast RAWs fiscal requirements for inclusion in larger maintenance budget Criteria: <i>Impact onSpecific workplace projects</i> | | | | | | | | | | | | |
| 3.1.2.1. Coordinate with supporting agencies to secure approval/contracts | 1 | | | | | | | | - | - | - | P |
| 3.1.2.2. Initiate directed modifications or system replacements | 1 | 7 | | | | | | | - | - | | |
| 3.1.2.3. Draft modification requests to improve equipment performance | 2 | 7 | | | | | | | - | - | | |
| 3.1.2.4. Consult with second-level support agencies (e.g. AFFSA, NWS, FAA etc.) to secure tier two support for life cycle advice | 2 | 7 | | | | | | | - | - | | |
| 3.1.2.5. Review and validates documents to prevent/minimize delayed system repairs | 3 | 7 | | | | | | | - | - | | |
| 3.1.2.6. Utilize lines of accounting for each asset | 3 | 5 | | | | | | | - | - | | |

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| <p>3.1.3. Lifecycle Management (Advanced)</p> <p>Required Behaviors:</p> <p>1) Collaborates with system managers and MFMs for system sustainment.</p> <p>2) Consults with program office on performance, modifications, and shortfalls to ensure proper systems operations.</p> <p>Criteria:</p> <p><i>Impact on ...Management decisions</i></p> | | | | | | | | | | | | |
| 3.1.3.1. Gather and responds with the requested information from official data calls | 1 | 7 | | | | | | | - | - | | |
| 3.1.3.2. Initiate emergency depot-level repairs that require maintenance capabilities outside the scope of work center technicians | 1 | 7 | | | | | | | - | - | | |
| 3.1.3.3. Request and coordinates Mobile Depot Maintenance (MDM). | 1 | 7 | | | | | | | - | - | | |
| 3.1.3.4. Validate modification change request (AF1067) | 2 | | | | | | | | - | - | | |
| <p>3.1.4. Lifecycle Management (Expert)</p> <p>Required Behaviors:</p> <p>1) Facilitates interagency communication to support and resolve system management issues.</p> <p>2) Provides inputs to the existing Life Cycle Management Plan to budget for the logistics support through all phases of the equipment life cycle.</p> <p>3) Develops new Life Cycle Management Plans to budget for the logistics support through all phases of the equipment life cycle.</p> <p>4) Evaluates system performance and sustainability to identify trends in order to posture fleet for current and emerging missions.</p> <p>5) Advocates for funding and justifies needs to senior leaders to assist in POM decision making process.</p> <p>Criteria:</p> <p><i>Impact on ...AF-level practices/within industry</i></p> | | | | | | | | | | | | |
| 3.1.4.1. Verify equipment meets mission requirements of program elements | 1 | | | | | | | | - | - | | |
| 3.1.4.2. Identify and develop relationships with designated lead commands | 1 | | | | | | | | - | - | | K |
| 3.1.4.3. Participate in discussions and working groups to develop future system requirements | 1 | | | | | | | | - | - | | |
| 3.1.4.4. Participate in maintenance & logistics working groups, conferences, and seminars | 2 | | | | | | | | - | - | | |

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| 3.1.4.5. Consider LCMP sustainment elements to help manage, control, sustain, and dispose of mission systems and equipment | 2 | | | | | | | | - | - | | |
| 3.1.4.6. Advocate for funding and justifies needs to senior leaders to assist in POM decision making process | 2 | | | | | | | | - | - | K | |
| 3.1.4.7. Adjust LCMP with process owners and key stakeholders | 3 | | | | | | | | - | - | | |
| 3.1.4.8. Use the LCMP and budget appropriately for the acquisition and logistics support through all phases of the system/equipment life cycle (concept through disposal) | 3 | | | | | | | | - | - | K | |
| 3.1.4.9. Perform trend analysis and conduct special studies | 4 | | | | | | | | - | - | | |
| 3.1.4.10. Provide guidance and support concerning system/equipment analysis, reliability, availability, and maintainability programs | 4 | | | | | | | | - | - | | |
| 3.1.4.11. Validate Contracts and Acquisition and logistics sustainment requirements | 5 | | | | | | | | - | - | | |
| 3.1.4.12. Direct data calls to ensure equipment meets mission requirements | 5 | | | | | | | | - | - | | |
| 4. OT&E | | | | | | | | | | | | |
| 4.1. MAINTENANCE PRACTICES | | | | | | | | | | | | |
| Description: The method of identifying and resolving system faults. | | | | | | | | | | | | |
| Supporting Competencies: | | | | | | | | | | | | |
| 4.1.1. Maintenance Practices (Basic) | | | | | | | | | | | | |
| Required Behaviors: | | | | | | | | | | | | |
| 1) Uses authorized tools, equipment, and technical data | | | | | | | | | | | | |
| 2) Ensure proper vehicle usage | | | | | | | | | | | | |
| 3) Leverages technical knowledge of experienced technicians | | | | | | | | | | | | |
| 4) Performs maintenance to ensure proper operation | | | | | | | | | | | | |
| Criteria: | | | | | | | | | | | | |
| <i>Depth of Knowledge: Established practice with some workplace elements</i> | | | | | | | | | | | | |
| 4.1.1.1. Identify Proper Tools | 1 | | - | | | | | | K | - | | |
| 4.1.1.2. Maintain tools | 1 | 5 | - | | | | | | - | - | | |
| 4.1.1.3. Navigate Technical Orders and publications | 1 | | | | | | | | P | - | | |
| 4.1.1.4. Utilize Test Equipment | 1 | | | | | | | | P | pk | | |
| 4.1.1.5. Perform operator vehicle care | 2 | | | | | | | | - | - | | |
| 4.1.1.6. Perform airfield driving operations | 2 | | | | | | | | - | - | | |
| 4.1.1.7. Obtain vehicle license and certifications | 2 | | | | | | | | - | - | | |
| 4.1.1.8. Perform proper radio etiquette | 2 | 5 | - | | | | | | - | - | | |
| 4.1.1.9. Assist technicians with recurring maintenance, repairing and replacing Line Replaceable Units | 3 | | - | | | | | | - | - | | |
| 4.1.1.10. Seek cross utilization opportunities | 3 | | - | | | | | | - | - | | |

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| 4.1.1.11. Network with SMEs | 3 | | | | | | | | - | - | | |
| 4.1.1.12. Apply Theory of Operation | 4 | | | | | | | | K | K | | |
| 4.1.1.13. Up channel equipment status | 4 | | | | | | | | - | - | | |
| 4.1.1.14. Determine unserviceable systems conditions | 4 | | | | | | | | K | - | | |
| 4.1.1.15. Communicate equipment status with end user | 4 | 5 | | | | | | | - | - | | |
| 4.1.1.16. Perform basic equipment restoral | 4 | | | | | | | | pk | - | | |
| 4.1.1.17. Identify assigned equipment | 4 | | | | | | | | K | K | | |
| 4.1.1.18. Identify equipment capabilities and limitations | 1 | | | | | | | | K | K | | |
| 4.1.1.19. Assist general repair | 4 | | | | | | | | pk | - | | |
| 4.1.1.20. Perform corrosion control measures | 4 | 5 | | | | | | | - | - | | |
| 4.1.2. Maintenance Practices (Intermediate) Required Behaviors: 1) Interprets, analyzes, and repairs equipment using technical data 2) Performs scheduled maintenance to ensure proper operation 3) Utilizes expertise to make repairs, install hardware, and build cables as necessary Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i> | | | | | | | | | | | | |
| 4.1.2.1. Apply advanced Theory of Operation | 1 | 7 | | - | | | | | - | - | | |
| 4.1.2.2. Conduct Restoral Ops-Check | 1 | | | - | | | | | P | - | | |
| 4.1.2.3. Assess equipment capabilities and limitations | 1 | | | | | | | | P | - | | |
| 4.1.2.4. Adjusts and aligns systems IAW TO specifications | 1 | | | | | | | | P | - | | |
| 4.1.2.5. Perform all other general repairs as needed | 1 | | | | | | | | - | - | | |
| 4.1.2.6. Prioritize Maintenance Schedule | 2 | | | | | | | | - | - | | |
| 4.1.2.7. Conduct Scheduled Maintenance | 2 | | | | | | | | P | - | | |
| 4.1.2.8. Lead small team through maintenance actions | 2 | 5 | | | | | | | - | - | | |
| 4.1.2.9. Enforce Proper Tool Control Procedures | 3 | 5 | | | | | | | - | - | | |
| 4.1.2.10. Perform soldering and cable manufacturing | 3 | | | | | | | | P | K | | |
| 4.1.2.11. Support flight check | 2 | | | | | | | | - | K | | |
| 4.1.3. Maintenance Practices (Advanced) Required Behaviors: 1) Utilizes knowledge and skills to expand scope of troubleshooting beyond established procedures 2) Guides teams through advanced processes/procedures on equipment 3) Reviews and validates publication change request Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i> | | | | | | | | | | | | |
| 4.1.3.1. Leverage Cross Functional Training | 1 | | | - | | | | | - | - | | |

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| 4.1.3.2. Scrutinize Trends and Analysis | 1 | 7 | | | | | | | - | - | | |
| 4.1.3.3. Utilize 2nd Level Subject Matter Experts | 1 | 7 | | | | | | | - | - | | |
| 4.1.3.4. Performs component level maintenance | 1 | | | | | | | | - | - | | |
| 4.1.3.5. Train Electrical Functions and Components | 2 | 7 | | | | | | | - | - | | |
| 4.1.3.6. Train Electrical Schematics | 2 | 7 | | | | | | | - | - | | |
| 4.1.3.7. Lead large team through maintenance practice | 2 | | | | | | | | - | - | | |
| 4.1.3.8. Validate and Submit TO Change Request | 3 | | | | | | | | - | - | | |
| 4.1.3.9. Perform flight check | 2 | | | | | | | | - | - | | |
| 4.1.3.10. Validate and submit publication deficiencies/waivers (e.g. DAFMANs/DAFIs) | 3 | | | | | | | | - | - | | |
| 4.1.4. Maintenance Practices (Expert) Required Behaviors: 1) Develops maintenance procedures and guidance to resolve shortfalls 2) Creates unique solutions to complex problems and disseminates throughout career field Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i> | | | | | | | | | | | | |
| 4.1.4.1. Perform OT&E Trend Analysis | 1 | | - | | | | | | - | - | | |
| 4.1.4.2. Develop and Create Maintenance Action Plan | 1 | 7 | | | | | | | - | - | | |
| 4.1.4.3. Collaborate with Functional Managers | 2 | | | | | | | | - | - | | X |
| 4.1.4.4. Collaborate with Private Industry | 2 | | | | | | | | - | - | | |
| 4.1.4.5. Provide benchmark solutions (e.g., RAWs Portal) | 2 | | | | | | | | - | - | | |
| 4.2. MAINTENANCE DATA DOCUMENTATION Description: The process of documenting maintenance actions in an automated information system (AIS). Supporting Competencies: | | | | | | | | | | | | |
| 4.2.1. Maintenance Data Documentation (Basic) Required Behaviors: 1) Performs, records, and changes maintenance actions 2) Document historical data to inform decision-making Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i> | | | | | | | | | | | | |
| 4.2.1.1. Facilitate Scheduled Maintenance | 1 | | - | | | | | | P | - | | |
| 4.2.1.2. Facilitate Unscheduled Maintenance | 1 | | - | | | | | | P | - | | |
| 4.2.1.3. Provide Concise Inputs | 2 | | - | | | | | | P | - | | |
| 4.2.1.4. Prioritize maintenance actions for automated history | 2 | | | | | | | | pk | - | | |

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| 4.2.1.5. Navigate TCTO process | 1 | | | | | | | | - | pk | K | |
| 4.2.1.6. Identify authoritative sources | 1 | | | | | | | | pk | - | | |
| 4.2.1.7. Utilize maintenance information system (MIS) to correct maintenance documentation errors | 1 | | | | | | | | P | - | | |
| 4.2.2. Maintenance Data Documentation (Intermediate) Required Behaviors: 1) Generates Status and Inventory Reports to plan, organize, and execute maintenance 2) Reconcile Job Data Documentation (JDD) and Equipment Status Reporting (ESR) to ensure reporting Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i> | | | | | | | | | | | | |
| 4.2.2.1. Develop and Guide Maintenance activities based on Data Collection Reports | 1 | | - | | | | | | - | - | K | |
| 4.2.2.2. Authenticate Master Preventative Maintenance Schedule | 1 | | - | | | | | | - | | K | |
| 4.2.2.3. Validate reportable Maintenance | 2 | | - | | | | | | - | - | K | |
| 4.2.2.4. Assess TCTO completion | 2 | | | | | | | | - | - | K | |
| 4.2.2.5. Validate documentation in authoritative sources | 2 | | | | | | | | - | - | K | |
| 4.2.3. Maintenance Data Documentation (Advanced) Required Behaviors: 1) Performs equipment/personnel transfer procedures to provide an accurate inventory 2) Consolidates data to inform commanders of equipment status Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i> | | | | | | | | | | | | |
| 4.2.3.1. Expedite gains, losses, and transfers of personnel and equipment | 1 | | | | | | | | - | - | P | |
| 4.2.3.2. Manage UTC deployment actions | 1 | | | | | | | | - | - | P | |
| 4.2.3.3. Validate equipment inventory listing | 1 | | | | | | | | - | - | P | |
| 4.2.3.4. Utilize equipment status for readiness reporting | 2 | | | | | | | | - | - | P | |
| 4.2.3.5. Coordinate and validate TCTO completion with Program Office | 2 | | | | | | | | - | - | P | |
| 4.2.3.6. Conduct trend analysis using authoritative sources | 2 | | | | | | | | - | - | P | |
| 4.2.3.7. Validate MIS for accurate maintenance activities (e.g. JML) | 2 | | | | | | | | - | - | P | |
| 4.2.3.8. Coordinate standard reporting designator and equipment designator creation in authoritative databases with program office (e.g. AF Form 1230) | 2 | | | | | | | | | | | X |

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| <p>4.2.4. Maintenance Data Documentation (Expert)</p> <p>Required Behaviors:</p> <p>1) Analyzes maintenance trends and provides information to ensure efficient maintenance practices across the enterprise</p> <p>Criteria:</p> <p><i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i></p> | | | | | | | | | | | | |
| 4.2.4.1. Determine combat capabilities | 1 | | | | | | | | - | - | - | - |
| 4.2.4.2. Oversee TCTO program | 1 | | | | | | | | - | - | - | - |
| 4.2.4.3. Maintain contract accountability and monitor costs | 1 | | | | | | | | - | - | - | - |
| 4.2.4.4. Track sustainment costs for repairable assets | 1 | | | | | | | | - | - | - | - |
| 4.2.4.5. Determine procurement demands | 1 | | | | | | | | - | - | - | - |
| 4.2.4.6. Support congressional arbitration of POM/FY funding | 1 | | | | | | | | - | - | - | - |
| 4.2.4.7. Determine manning requirements based on man-hour | 1 | | | | | | | | - | - | K | - |
| 4.2.4.8. Advocate for resources based on trend analysis | 1 | | | | | | | | - | - | - | - |
| 4.2.4.9. Audit program element maintenance | 1 | | | | | | | | - | - | - | - |
| <p>4.3. TMDE (test, measurement, and diagnostic equipment)</p> <p>Description: The management of equipment used to measure, diagnose, and optimize systems.</p> <p>Supporting Competencies:</p> | | | | | | | | | | | | |
| <p>4.3.1. TMDE (Basic)</p> <p>Required Behaviors:</p> <p>1) Utilizes TMDE to ensure RAWS equipment are within parameters</p> <p>2) Verifies TMDE is properly calibrated according to equipment specifications</p> <p>3) Recognizes constraints of limited calibrated items</p> <p>Criteria:</p> <p><i>Scope: Specific Area</i></p> | | | | | | | | | | | | |
| 4.3.1.1. Explain the capabilities and limitations of TMDE | 1 | | - | | | | | | K | K | | |
| 4.3.1.2. Determine appropriate TMDE for maintenance activity | 1 | | - | | | | | | pk | pk | | |
| 4.3.1.3. Operate TMDE within manufacturer's specifications | 1 | | - | | | | | | P | - | | |
| 4.3.1.4. Identify TMDE calibration label | 2 | | - | | | | | | K | - | | |
| 4.3.1.5. Determine if TMDE is usable for a maintenance activity | 2 | 5 | - | | | | | | - | - | | |
| 4.3.1.6. Interpret the information on a limited calibration label | 3 | 5 | - | | | | | | - | - | | |

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| 4.3.2. TMDE (Intermediate) Required Behaviors: 1) Manages TMDE program to support maintenance activities Criteria: <i>Scope: Integration with concerned areas</i> | | | | | | | | | | | | |
| 4.3.2.1. Perform maintenance action using suitable substitute | 1 | | - | | | | | | - | - | | |
| 4.3.2.2. Articulate scenarios that would generate a priority calibration request | 1 | | - | | | | | | - | - | X | |
| 4.3.2.3. Process un-serviceable TMDE | 1 | | - | | | | | | - | - | K | |
| 4.3.2.4. Process initial calibration request | 1 | | | | | | | | - | - | K | |
| 4.3.2.5. Submit a priority calibration request | 1 | | | | | | | | - | - | K | |
| 4.3.3. TMDE (Advanced) Required Behaviors: 1) Interprets TMDE calibration parameters and accepts/rejects limitations 2) Validates and submits requisition request to replace unserviceable TMDE 3) Schedule TMDE Calibration 4) Ensures workcenter TMDE proficiency Criteria: <i>Scope: Integration with organizational strategies</i> | | | | | | | | | | | | |
| 4.3.3.1. Validate if limited calibration condition is valid for system-specific requirements | 1 | | - | | | | | | - | - | K | |
| 4.3.3.2. Verify that PMEL-designated unserviceable assets are outside system parameters | 1 | | | | | | | | - | - | K | |
| 4.3.3.3. Explain and demonstrate the TMDE requisition/removal process | 2 | | | | | | | | - | - | pk | |
| 4.3.3.4. Validate initial and priority calibration requests | 2 | | | | | | | | - | - | K | |
| 4.3.3.5. Deconflict TMDE calibration with maintenance schedules | 3 | | | | | | | | - | - | K | |
| 4.3.3.6. Develop local training | 4 | | | | | | | | - | - | X | |
| 4.3.3.7. Instruct alternative means of measurement | 4 | | | | | | | | - | - | X | |

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| 4.3.4. TMDE (Expert) Required Behaviors: 1) Researches new TMDE to meet future mission requirements 2) Ensures new acquisitions include TMDE 3) Identifies suitable substitutes for existing TMDE to improve procurability and streamline inspection/alignment of RAWS equipment Criteria: <i>Scope: Integration with AF-level/within industry</i> | | | | | | | | | | | | |
| 4.3.4.1. Describe the purpose of the TMDE Support Equipment Review | 1 | | - | | | | | | - | - | | |
| 4.3.4.2. Evaluate a data call to the field to determine TMDE requirements | 1 | | | | | | | | - | - | | |
| 4.3.4.3. Conduct review of acquisition contract to determine TMDE requirements | 2 | | | | | | | | - | - | | |
| 4.3.4.4. Attend and provide new acquisition requirements to the Weapons System Review | 2 | | | | | | | | - | - | | |
| 4.3.4.5. Engage with industry subject matter experts to identify current/future capabilities | 3 | | | | | | | | - | - | | |
| 4.4. SAFETY Description: The practices to mitigate risk and hazards to Airmen and equipment. Supporting Competencies: | | | | | | | | | | | | |
| 4.4.1. Safety (Basic) Required Behaviors: 1) Implements Lock Out/Tag Out procedures to mitigate risks and hazards for equipment and personnel. 2) Performs safety practices throughout daily operations as outlined by applicable directives 3) Utilizes approved personal protective equipment (PPE) and techniques on equipment to mitigate risk Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i> | | | | | | | | | | | | |
| 4.4.1.1. Perform Lock Out/Tag Out procedures | 1 | | - | | | | | | P | - | | |
| 4.4.1.2. Describe the Lock Out/Tag Out kit components and purposes of each | 1 | | - | | | | | | K | - | | |
| 4.4.1.3. Follows Job Safety Training Outline (JSTO) | 2 | | - | | | | | | K | - | | |

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| 4.4.1.4. Perform climbing procedures | 2 | | - | | | | | | - | - | | |
| 4.4.1.5. Explain, document, and perform PPE inspections | 3 | 5 | - | | | | | | - | - | | |
| 4.4.1.6. Explain and demonstrate proper PPE application and use | 3 | 5 | - | | | | | | - | - | | |
| 4.4.2. Safety (Intermediate) Required Behaviors: 1) Ensures Lock Out/Tag Out procedures are being utilized in work center 2) Monitors JSTO guidelines and verifies practices are implemented in the work center 3) Oversees climbing requirements and evaluates hazards on structures 4) Ensures approved PPE is available and utilized Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i> | | | | | | | | | | | | |
| 4.4.2.1. Demonstrate supervisory Lock Out/ Tag Out roles and procedures | 1 | | - | | | | | | - | - | | |
| 4.4.2.2. Perform Lock Out/Tag Out program review | 1 | | - | | | | | | - | - | | |
| 4.4.2.3. Perform Work Center Safety Inspection | 2 | 7 | - | | | | | | - | - | | |
| 4.4.2.4. Perform supervisory responsibilities IAW local JSTO | 2 | | | | | | | | - | - | K | |
| 4.4.2.5. Perform climbing requirement review | 3 | | | | | | | | - | - | | |
| 4.4.2.6. Perform pre-climb structural survey | 3 | | | | | | | | - | - | | |
| 4.4.2.7. Perform pre-climb safety briefing | 3 | | | | | | | | - | - | | |
| 4.4.2.8. Demonstrate tower rescue plan | 3 | | | | | | | | - | - | | |
| 4.4.2.9. Perform review of PPE listing | 4 | 7 | | | | | | | - | - | | |
| 4.4.2.10. Demonstrate PPE purchase procedures | 4 | | | | | | | | - | - | | |
| 4.4.2.11. Perform PPE initial issue procedures | 4 | | | | | | | | - | - | | |
| 4.4.2.12. Document safety training completion | 2 | | | | | | | | - | - | K | |
| 4.4.2.13. Integrate safety mishap mitigation strategies (e.g. Quick Reaction Checklists) | 2 | 7 | | | | | | | - | - | | |
| 4.4.3. Safety (Advanced) Required Behaviors: 1) Builds Lock Out/Tag Out program and collaborates with Safety office for concurrence with implementation of procedures. 2) Develops and reviews JSTO for approval and implements requirements 3) Validates climbing program with Safety Office and implements risk mitigation procedures Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i> | | | | | | | | | | | | |

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

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| 4.4.3.1. Collaborate during quarterly safety board meetings | 1 | | - | | | | | | - | - | | |
| 4.4.3.2. Perform duties of Lock Out/Tag Out program manager | 1 | | | | | | | | - | - | | |
| 4.4.3.3. Perform duties of Work Center Safety Representative | 2 | | | | | | | | - | - | K | |
| 4.4.3.4. Develop Job Safety Training Outline | 2 | | | | | | | | - | - | K | |
| 4.4.3.5. Validate personnel safety training | 2 | 7 | | | | | | | - | - | | |
| 4.4.3.6. Validate climbing program against governing requirements | 3 | | | | | | | | - | - | | |
| 4.4.3.7. Perform qualitative risk assessment of climbing activities | 3 | | | | | | | | - | - | | |
| 4.4.3.8. Perform job hazard analysis | 2 | | | | | | | | - | - | K | |
| 4.4.4. Safety (Expert) Required Behaviors: 1) Coordinates with HHQ Safety SMEs for guidance and waivers on career field requirements Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i> | | | | | | | | | | | | |
| 4.4.4.1. Review completed qualitative risk assessments | 1 | | - | | | | | | - | - | | |
| 4.4.4.2. Perform safety waiver submission procedures | 1 | | | | | | | | - | - | | |
| 4.4.4.3. Conduct trend analysis on field safety observations/issues | 1 | | | | | | | | - | - | | |
| 4.4.4.4. Conduct root cause analysis with HHQ Safety SMEs and determine proper response | 1 | | | | | | | | - | - | | |
| 4.5. INFRASTRUCTURE MAINTENANCE Description: The process of installing, maintaining, and securing of equipment and facilities. Supporting Competencies: | | | | | | | | | | | | |
| 4.5.1. Infrastructure Maintenance (Basic) Required Behaviors: 1) Monitors and inspects the quality of interconnectivity between systems 2) Inspects facilities to identify infrastructure discrepancies Criteria: <i>Scope: Specific Area</i> | | | | | | | | | | | | |
| 4.5.1.1. Explain end-to-end signal flow operations | 1 | | - | | | | | | pk | - | | |
| 4.5.1.2. Demonstrate signal line performance checks. | 1 | | - | | | | | | P | - | | |
| 4.5.1.3. Explain the characteristics of signal line faults and demonstrate fault detection | 1 | | - | | | | | | pk | - | | |
| 4.5.1.4. Identify and report potential facility issues to appropriate agency | 2 | | - | | | | | | - | - | | |
| 4.5.1.5. Conduct security checks | 2 | | - | | | | | | - | - | | |

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

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| 4.5.1.6. Identify characteristics of uninterruptible power supply (UPS) | 2 | | - | | | | | | K | - | | |
| 4.5.2. Infrastructure Maintenance (Intermediate) Required Behaviors: 1) Ensures facilities are controlled appropriately to verify physical and operational security 2) Coordinates and submits facility work orders 3) Build, tests, and replaces infrastructure between systems 4) Documents interconnectivity, power, and signal distribution Criteria: <i>Scope: Integration with concerned areas</i> | | | | | | | | | | | | |
| 4.5.2.1. Ensure compliance with local operational, physical, and emissions security policy. | 1 | | - | | | | | | - | - | | |
| 4.5.2.2. Coordinate with local installation operational, physical, emissions security program offices. | 1 | | - | | | | | | - | - | | |
| 4.5.2.3. Generate emergency/routine work orders and track to completion. | 2 | | - | | | | | | - | - | | |
| 4.5.2.4. Coordinate with other agencies to ensure grounding and lightning inspections are completed | 2 | | | | | | | | - | - | | |
| 4.5.2.5. Diagnose end-to-end signal flow operations | 3 | 5 | | | | | | | - | - | | |
| 4.5.2.6. Fabricate, replace, and repair system infrastructure. | 3 | | | | | | | | - | - | | |
| 4.5.2.7. Build and maintain site specific facility records (e.g., cut sheets) | 4 | | | | | | | | - | - | | |
| 4.5.2.8. Identify Power Conditioning & Continuation Interfacing Equipment (PCCIE) Program Office | 3 | | - | | | | | | - | - | | |
| 4.5.2.9. Conduct performance checks on UPS | 3 | | | | | | | | P | - | | |
| 4.5.2.10. Perform grounding, lightning, and transient voltage surge suppression (TVSS) checks | 3 | | | | | | | | P | - | | |
| 4.5.3. Infrastructure Maintenance (Advanced) Required Behaviors: 1) Oversees infrastructure installation requirements for new sites and/or equipment Criteria: <i>Scope: Integration with organizational strategies</i> | | | | | | | | | | | | |
| 4.5.3.1. Ensure infrastructure is accounted for within system of record | 1 | | - | | | | | | - | - | | |
| 4.5.3.2. Evaluate infrastructure capabilities and forecast future needs. | 1 | | | | | | | | - | - | | |
| 4.5.3.3. Communicate with MAJCOM & EIS for project coordination. | 1 | | | | | | | | - | - | | |

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

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| 4.5.3.4. Enhance and upgrade infrastructure in response to degradation or improved technology | 1 | | | | | | | | - | - | | X |
| 4.5.3.5. Prioritize and advocate for RAWs infrastructure projects | 1 | 7 | | | | | | | - | - | | |
| 4.5.4. Infrastructure Maintenance (Expert) Required Behaviors: 1) Provide inputs to guide infrastructure improvements 2) Forecasts emerging mission requirements to ensure resource availability Criteria: <i>Scope: Integration with AF-level/within industry</i> | | | | | | | | | | | | |
| 4.5.4.1. Incorporate MAJCOM field inputs for project planning. | 1 | | - | | | | | | - | - | | |
| 4.5.4.2. Evaluate MAJCOM data calls for infrastructure accuracy | 1 | | | | | | | | - | - | | |
| 4.5.4.3. Plan/allocate resources for future mission requirements. | 2 | | | | | | | | - | - | | |
| 4.5.4.4. Conduct HQ CCC facilities review for all 1C8 equities | 2 | | | | | | | | - | - | | |
| 4.6. RAWs COMPUTER SYSTEM NETWORKS Description: The use of hardware and software across network space to achieve RAWs requirements. Supporting Competencies: | | | | | | | | | | | | |
| 4.6.1. RAWs Computer System Networks (Basic) Required Behaviors: 1) Performs account management to allow validated access to resources such as (Systems, File Shares, and Applications, etc.) 2) Conducts health checks, preventive maintenance, and monitoring to ensure resource availability by applying security measures such as (patching, permissions, and group policy, etc.) 3) Installs, configures, and maintains network systems to ensure availability Criteria: <i>Scope: Specific Area</i> | | | | | | | | | | | | |
| 4.6.1.1. Maintain and protect user accounts within different communication systems | 1 | | - | | | | | | P | K | | |
| 4.6.1.2. Patch network vulnerabilities to ensure information is safeguarded against outside parties | 2 | | - | | | | | | pk | K | | |
| 4.6.1.3. Implement, maintain, and improve establish network security practices. | 2 | | - | | | | | | pk | K | | |
| 4.6.1.4. Use network management tools to analyze network traffic patterns | 2 | | - | | | | | | pk | K | | |

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| 4.6.1.5. Analyze different electronic communication systems and methods | 3 | | - | | | | | | pk | K | | |
| 4.6.1.6. Install and maintain network infrastructure device operating system software | 3 | | - | | | | | | K | K | | |
| 4.6.1.7. Install, configure, and troubleshoot network components | 3 | | - | | | | | | pk | K | | |
| 4.6.2. RAWS Computer System Networks (Intermediate) Required Behaviors: 1) Troubleshoot, repairs or modifies systems to restore or add capability/functionality 2) Manages core services based on network requirements and resources 3) Implements system hardening plan through equipment upgrades and system patches to ensure network security Criteria: <i>Scope: Integration with concerned areas</i> | | | | | | | | | | | | |
| 4.6.2.1. Implement network backup and recovery procedures. | 1 | | - | | | | | | pk | - | | |
| 4.6.2.2. Test and maintain network infrastructure including software and hardware devices | 1 | | - | | | | | | pk | - | | |
| 4.6.2.3. Describe a routing topology and network layers | 2 | | - | | | | | | pk | K | | |
| 4.6.2.4. Implement contingency and recovery plans | 2 | | | | | | | | - | - | | |
| 4.6.2.5. Identify network layer performance | 2 | | | | | | | | P | - | | |
| 4.6.2.6. Load config files on network hubs, routers, and switches | 2 | | | | | | | | P | - | | |
| 4.6.2.7. Configure and utilize computer protection software | 3 | | | | | | | | pk | - | | |
| 4.6.2.8. Configure and secure network communications by utilizing network protection components | 3 | | | | | | | | - | - | | |
| 4.6.2.9. Monitor measures or indicators of system performance and availability | 3 | | | | | | | | P | - | | |
| 4.6.2.10. Incorporate risk assessments to address system deficiencies (periodically and out of cycle) | 3 | | | | | | | | - | - | | |
| 4.6.2.11. Configure systems/applications that satisfy unique mission requirements | 1 | | - | | | | | | - | - | | |
| 4.6.3. RAWS Computer System Networks (Advanced) Required Behaviors: 1) Establishes and maintains network capabilities 2) Partners with vendors/program management offices (PMOs) to generate support requests for systems and software 3) Collaborates with teams and outside entities to develop technical solutions for emerging requirements Criteria: <i>Scope: Integration with organizational strategies</i> | | | | | | | | | | | | |

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

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| 4.6.3.1. Install and sustain network capabilities | 1 | | - | | | | | | - | - | | |
| 4.6.3.2. Implement security requirements for all systems and/or applications. | 1 | | | | | | | | - | - | | |
| 4.6.3.3. Collaborate with program office to determine levels of security required for each system | 2 | | | | | | | | - | - | | |
| 4.6.3.4. Provide feedback on network requirements, including network architecture and infrastructure. | 2 | | | | | | | | - | - | | |
| 4.6.3.5. Implement new system design procedures, test procedures, and quality standards | 2 | | | | | | | | - | - | | |
| 4.6.3.6. Integrate new systems into existing network architecture | 3 | | | | | | | | - | - | | |
| 4.6.3.7. Integrate appropriate data backup capabilities into overall system designs | 3 | | | | | | | | - | - | | |
| 4.6.4. RAWS Computer System Networks (Expert) Required Behaviors: 1) Translates DoD guidance into functional requirements and actionable solutions 2) Interfaces with industry partners to gauge feasibility of leveraging emerging technologies 3) Provides inputs to the POM process for hardware and software to integrate new and existing systems Criteria: <i>Scope: Integration with AF-level/within industry</i> | | | | | | | | | | | | |
| 4.6.4.1. Advocate for tech refresh/digital modernization | 3 | | - | | | | | | - | - | | |
| 4.6.4.2. Conduct annual review of SEIs for HQ Cyberspace Capabilities Center funding for cybersecurity workforce requirements | 3 | | | | | | | | - | - | | |
| 4.6.4.3. Create policies that reflect system security objectives and enable systems to meet performance objectives | 1 | | | | | | | | - | - | | |
| 4.6.4.3. Provide guidance for implementing and installing systems | 2 | | | | | | | | - | - | | |
| 4.6.4.4. Conduct a market analysis to ensure recommended products are in compliance with organizational requirements | 2 | | | | | | | | - | - | | |
| 4.6.4.5. Translate cybersecurity requirements for operational and contingency needs | 2 | | | | | | | | - | - | | |
| 5. READINESS | | | | | | | | | | | | |
| 5.1. EXPEDITIONARY Description: Preparing Airmen and equipment to rapidly deploy capabilities in support of operational requirements. Supporting Competencies: | | | | | | | | | | | | |

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

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| 5.1.1. Expeditionary (Basic) Required Behaviors: 1) Reviews and complies with reporting instructions 2) Maintains readiness requirements 3) Prepares UTC equipment for mobilization Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i> | | | | | | | | | | | | |
| 5.1.1.1. Complete reporting instructions from Unit Deployment Manager | 1 | | - | | | | | | - | - | | |
| 5.1.1.2. Describe required readiness items (e.g., CBTs, IMR, RAT) | 2 | | - | | | | | | - | - | | |
| 5.1.1.3. Recognize components of personnel readiness (finance, legal, medical, etc.) | 2 | | | | | | | | - | - | | |
| 5.1.1.4. Prepare equipment for employment IAW applicable guidance | 3 | | | | | | | | - | - | | |
| 5.1.1.5. Prepare equipment for deployment IAW applicable guidance | 3 | | | | | | | | - | - | | |
| 5.1.1.6. Prepare equipment for redeployment IAW applicable guidance | 3 | | | | | | | | - | - | | |
| 5.1.1.7. Describe deployment process | 2 | | | | | | | | K | - | | |
| 5.1.2. Expeditionary (Intermediate) Required Behaviors: 1) Identifies, consolidates, reviews, and submits all pre-mission requests 2) Reviews and coordinates on all pre-mission documentation Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i> | | | | | | | | | | | | |
| 5.1.2.1. Utilize local supporting agencies associated with readiness as required | 1 | | - | | | | | | - | - | | |
| 5.1.2.2. Complete pre-deployment & post deployment inspections | 1 | | - | | | | | | - | - | | |
| 5.1.2.3. Coordinate air/road worthiness inspection with appropriate agencies | 2 | | | | | | | | - | - | | |

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| 5.1.3. Expeditionary (Advanced) Required Behaviors: 1) Briefs and advises leadership on operational capabilities and constraints (e.g. "Road to War") 2) Accounts for deployed assets to properly reflect in Defense Property Accountability System 3) Develops load plans using appropriate systems (e.g. LOGMOD) Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i> | | | | | | | | | | | | |
| 5.1.3.1. Identify qualified personnel for mobilization | 1 | | - | | | | | - | - | | | |
| 5.1.3.2. Communicate personnel and equipment status to unit leadership for potential readiness impacts | 1 | | | | | | | - | - | | | |
| 5.1.3.3. Inventory UTC assets | 2 | | | | | | | - | - | | | |
| 5.1.3.4. Validate mobility assets are properly coded | 2 | | | | | | | - | - | | | |
| 5.1.3.5. Coordinate with load plan system managers | 3 | | | | | | | - | - | | | |
| 5.1.3.6. Mitigate home station mission shortfalls due to mobility requirements | 3 | | | | | | | - | - | | | |
| 5.1.3.7. Oversee air/road worthiness inspection with appropriate agencies | 3 | | | | | | | - | - | | | |
| 5.1.4. Expeditionary (Expert) Required Behaviors: 1) Modifies UTC/unit line number within applicable systems 2) Provides inputs into Airfield Operations tactics, techniques, and procedures development 3) Identifies employment concepts (e.g. UTC capabilities and Mission Ready Airmen) 4) Integrates RAWs capabilities into operational plans and Exercises Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i> | | | | | | | | | | | | |
| 5.1.4.1. Determine unit readiness to meet taskings | 1 | | - | | | | | - | - | | | |
| 5.1.4.2. Validate UTC posturing | 1 | | | | | | | - | - | | | |
| 5.1.4.3. Integrate deployable systems into the joint domain | 2 | | | | | | | - | - | | | |
| 5.1.4.4. Leverage command expertise for deployable system integration | 2 | | | | | | | - | - | | | |
| 5.1.4.5. Identify relationships between pilot units and non-pilot | 3 | | | | | | | - | - | | | X |
| 5.1.4.6. Direct pilot units to develop UTC requirements | 3 | | | | | | | - | - | | | |
| 5.1.4.7. Review mission plans to identify capability gaps | 4 | | | | | | | - | - | | | |

ATTACHMENT 2 - AFSC 1C8X3 SPECIALTY TRAINING STANDARD

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|--|---|--|---|--|--|--|--|--|---|----|--|--|
| 5.1.4.8. Develop RAWS contingency operations guidance for integration into broader planning activities | 4 | | | | | | | | - | - | | |
| 5.2. SITE SETUP Description: Preparing Airmen to utilize site survey equipment and accurately interpret data to determine site feasibility. Supporting Competencies: | | | | | | | | | | | | |
| 5.2.1. Site Setup (Basic) Required Behaviors: 1) Operates Site-Survey equipment (e.g. Trimble, Nikon, Sokkia, Prisms, Tripods) Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i> | | | | | | | | | | | | |
| 5.2.1.1. Identify applicable siting Technical Orders/Manuals | 1 | | - | | | | | | - | pk | | |
| 5.2.1.2. Survey equipment location for suitability | 1 | | - | | | | | | - | pk | | |
| 5.2.1.3. Perform site survey | 1 | | - | | | | | | - | pk | | |
| 5.2.2. Site Setup (Intermediate) Required Behaviors: 1) Utilizes site-survey documents to determine optimal equipment location 2) Coordinates with supporting agencies and host nation stakeholders Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i> | | | | | | | | | | | | |
| 5.2.2.1. Analyze mission requirements against equipment | 1 | | - | | | | | | - | - | | |
| 5.2.2.2. Validate site using survey information | 1 | | - | | | | | | - | - | | |
| 5.2.2.3. Evaluate RF coverage maps and tabletop surveys | 1 | | - | | | | | | - | - | | |
| 5.2.2.4. Coordinate mission requirements with stakeholders | 2 | | | | | | | | - | - | | |
| 5.2.2.5. Coordinate setup and sustainment of equipment with support agencies | 2 | | | | | | | | - | - | | |
| 5.2.3. Site Setup (Advanced) Required Behaviors: 1) Provides RAWS inputs to site feasibility studies Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i> | | | | | | | | | | | | |

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| 5.2.3.1. Verify feasibility of equipment | 1 | | - | | | | | | - | - | | |
| 5.2.3.2. Verify Authority to Operate (ATO) | 1 | | | | | | | | - | - | | |
| 5.2.3.3. Ensure Host Nation country clearance | 1 | | | | | | | | - | - | | |
| 5.2.4. Site Setup (Expert) Required Behaviors: 1) Coordinates with Munitions Safety with regard to the Hazards of Electromagnetic Radiation to Ordnance (HERO) Program Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i> | | | | | | | | | | | | |
| 5.2.4.1. Validate need for HERO survey | 1 | | - | | | | | | - | - | | |
| 5.2.4.2. Ensure completion of HERO survey | 1 | | | | | | | | - | - | | |

TRAINING REFERENCES (TR)

| TR | PUB DATE |
|---------------------------------|------------------|
| AFH 36-2647 | 22 October 2019 |
| AFI 38-101 | 16 July 2024 |
| AFMAN 17-1301 | 14 August 2024 |
| AFMAN 36-2100 | 14 August 2024 |
| DAFI 10-2501..... | 16 October 2023 |
| DAFI 36-2670..... | 7 May 2024 |
| DAFMAN 13-204V4..... | 13 May 2024 |
| DAFMAN 36-2664..... | 30 January 2024 |
| DAFMAN 48-123 | 20 February 2024 |
| DAFPD 36-26..... | 18 January 2024 |
| DoDM5200.02_DAFMAN16-1405 | 29 November 2023 |

NOTE: The above reference list was current as of the date this training document was published and may have been updated. All personnel should verify the availability of training resources and utilize only the most-recent published version of the reference for training or operational purposes.