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AFSC 2A0X1

AVIONICS TEST STATION, COMPONENTS, AND ELECTRONIC WARFARE SYSTEMS

CAREER FIELD EDUCATION AND TRAINING PLAN

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AFSC 2A0X1

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PART I

PREFACE

1. This Career Field Education and Training Plan (CFETP), directed by DAFMAN 36-2689, *Training Program*, paragraph 3.1.2.3.5, is a comprehensive education and training document that identifies life-cycle education/training requirements, training support resources, and minimum core task requirements for 2A0X1, AVIONICS TEST STATION, COMPONENTS, AND ELECTRONIC WARFARE SYSTEMS specialty. The CFETP will provide personnel a clear career path to success and instills rigor in all aspects of career field training. This CFETP was developed by the Aircraft Systems Air Force Career Field Manager (AFCFM), Training Pipeline Manager (TPM), 365 TRS, MAJCOM Functional Managers (MFMs) and career field Subject Matter Experts (SMEs). This CFETP supersedes the 2A0X1 CFETP, dated 28 July 2021. To read, review, or print a copy of the current CFETP, go to the Air Force e-Publishing Website at: http://www.e-publishing.af.mil/ and search for 2A0X1.

NOTE: Civilians occupying associated positions will use Part II to support duty position qualification training.

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

2.1. Part I provides information necessary for overall management of the specialty.

- Section A explains how supervisors, trainers, and trainees will use this plan.
- Section B identifies Air Force Specialty (AFS) progression information, duties and responsibilities, training and education strategies, and career path.
- Section C associates each skill-level with specialty qualifications (knowledge, education, training, and other).
- Section D indicates resource constraints to accomplishing this plan, such as funds, manpower, equipment, and facilities.

2.2. Part II includes the following:

- Section A identifies the Specialty Training Standard (STS) and includes duties, outcomes and technical references to support training; Air Education and Training Command (AETC) conducted training, wartime course/core task and correspondence course requirements.
- Section B contains the course objective list and training standards supervisors will use to determine if Airmen have satisfied training requirements.
- Section C identifies available support materials, such as Qualification Training Package (QTP) which may be developed to support proficiency training.
- Section D identifies a training course index that supervisors can use to determine if resources are 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 unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.

3. The guidance provided in this CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate point in their career. This plan will enable us to train today's work force for tomorrow's jobs.

TERMS EXPLAINED

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

Air Force Job Qualification Standard (AFJQS)- A comprehensive task list describing a particular job type or duty position. Supervisors use the AFJQS to document task qualifications. The tasks of AFJQS are common to all individuals serving in the described duty position.

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.

Continuation Training- Additional advanced training exceeding the minimum upgrade training requirements with emphasis on present or future duty assignments.

Core Task- Tasks the AFCFM identify as minimum qualification requirements for everyone within an AFSC, regardless of duty position. Core tasks may be specified for a particular skill-level or in general across the AFSC. Guidance for using core tasks can be found in the applicable CFETP narrative.

Course Objective List (CoL)- A publication derived from initial and advanced skills CTS, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3- or 7 skill-level in this career field. Supervisors use the CoL to assist in conducting graduate evaluations.

Course Training Standard (CTS)- Training standard that identifies the training members will receive in a specific course.

Exportable Course- Instructional packages that personnel design for use in the field. The course may include printed, computer-based, or other audiovisual materials.

Field Training (Type 4)- Technical, operator, and other training either a TD or field training team conducts at operational locations on specific systems and associated direct-support equipment for maintenance and aircrew personnel.

Field Training (Type 7)- Field training conducted by mobile training team (MTT).

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

Instructional System Development (ISD)- A deliberate and orderly, but flexible, process for planning, developing, implementing, and managing instructional systems. It ensures that personnel are taught in a cost-efficient way the knowledge, skills, and attitudes essential for successful job performance.

MAJCOM Mandatory Course List (MMCL)- Courses that the Major Command of assignment identifies as mandatory requirements for an Air Force Specialty while assigned.

Occupational Analysis- Collecting and analyzing factual data on the tasks and/or knowledges performed by Air Force career fields. This data is used to provide personnel and training decision- makers with factual and objective job information which enables them to justify and/or change personnel utilization policies and programs, refine, and maintain occupational structures, and establish, validate, and adjust testing and training programs. It is reported in an Occupational Analysis Report (OAR).

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

Qualification Training (QT)- Hands-on performance training designed to qualify an Airman in a specific position. This training occurs both during and after upgrade training to maintain up-to- date qualifications.

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

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

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

Type Make Series Modification (TMSM)- Standard nomenclature for engines according to MIL- HDBK-1812 (formerly MIL-STD-879).

Upgrade Training- A mixture of mandatory courses, task qualification, and QTPs required for award of the 3-, 5-, 7-, or 9 skill-levels.

Utilization and Training Workshop (U&TW)- A forum, co-chaired by the AFCFM and Training Pipeline Manager, of MAJCOM Air Force Specialty Code (AFSC) functional managers, Subject Matter Experts (SMEs), and AETC training personnel that determines career ladder training requirements.

ABBREVIATIONS USED

A&P – Airframe and Powerplant

AFCDA – Air Force Career Development Academy

AFCFM – Air Force Career Field Manager

AF-COOL – Air Force Credentialing Opportunities On-Line

AFJQS – Air Force Job Qualification Standard

AFS – Air Force Specialty

AFSC – Air Force Specialty Code

ALS – Airman Leadership School

AMT – Aviation Maintenance Technician

BMT – Basic Military Training

CBRN – Chemical, Biological, Radiological, and Nuclear

CCAF – Community College of the Air Force

CDP – Career Development Plan

CEM – Chief Enlisted Manager

CFETP – Career Field Education and Training Plan

CSIL – Customer Service Information Line

CTS – Course Training Standard

DAFECD – Air Force Enlisted Classification Directory

EPME – Enlisted Professional Military Education

FTD – Field Training Detachment

ICW – Interactive Courseware

ISD – Instructional System Development

ITP – Individual Training Plan

JQS – Job Qualification Standard

JSAMTCC – Joint Service Aviation Maintenance Technician Certification Council

MDS – Mission Design Series

MFM – MAJCOM Functional Manager

MMCL – MAJCOM Mandatory Course List

MTP – Master Training Plan

NCOA – Noncommissioned Officer Academy

OAR – Occupational Analysis Report

OJT – On-the-Job Training

QT – Qualification Training

QTP – Qualification Training Package

SEI – Special Equipment Identifier

SKT – Specialty Knowledge Tests

SME – Subject Matter Expert

SNCOA – Senior Noncommissioned Officer Academy

STRT – Specialty Training Requirements Team

STS – Specialty Training Standard

TD – Training Detachment

TPM – Training Pipeline Manager

TR – Training Resource

WAPS – Weighted Airman Promotion System

SECTION A - GENERAL INFORMATION

4. Purpose. This CFETP provides the information necessary for AFCFM, MFMs, commanders, training managers, supervisors, and trainers to plan, develop, manage, and conduct an effective career field training program. This plan outlines the training that individuals in AFSC 2A0X1 should receive to develop and progress throughout their career. This CFETP identifies initial skill, upgrade, qualification, advanced, and proficiency training. Initial skills training is the AFS specific training an individual receives upon entry into the Air Force or upon retraining into this specialty for award of the 3 skill-level. This training is conducted by AETC at Sheppard AFB, TX. Upgrade training identifies the mandatory courses, qualification requirements, and correspondence course completion requirements for award of the 3, 5, 7, 9 skill-levels. Qualification training is actual hands-on performance training designed to qualify an Airman in a specific duty position. This training program occurs both during and after the upgrade training process. It is designed to provide the performance skills/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 for upgrade. The CFETP has several purposes, some are:

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

4.2. Identifies tasks and knowledge training requirements for each skill-level in the specialty and recommends education/training throughout each phase of an individual's career.

4.3. Lists training courses that are available in the specialty and identifies sources of training, and the training delivery method.

4.4. Identifies major resource constraints which impact full implementation of the desired career field training process.

5. Use of the CFETP. This plan will be used by MFMs, Base Training Managers (BTMs), Base Functional Managers (BFMs), and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each member in the specialty.

5.1. AETC training personnel will develop or revise formal resident, non-resident, Training Detachment (TD), and exportable training based upon requirements established by the users and documented in **Part II** of the CFETP. They will also work with the AFCFM to develop acquisition strategies for obtaining the resources needed to provide the identified training.

5.2. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. On-the-Job Training (OJT), resident training, contract training, or exportable courses can satisfy these identified requirements. MAJCOM developed training, to support this AFSC, must be identified for inclusion in this plan, and must not duplicate other available training resources.

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

6. Coordination and Approval. The AFCFM is the approval authority. Also, the AFCFM will initiate an annual review of this document to ensure currency and accuracy. Major Command representatives and AETC training personnel will identify and coordinate on the career field training requirements. The AFCFM can implement out-of-cycle changes whenever necessary to address the addition of new platforms, systems, changes to test equipment, etc. Career field members may provide inputs on content or change request to the AFCFM at any time via their MFM. The AFCFM will evaluate the information and (1) provide feedback on why the suggestion will not be incorporated, (2) initiate an out of cycle change, or (3) incorporate the suggestion during the next scheduled review, whichever is appropriate.

SECTION B - AFS PROGRESSION AND INFORMATION

7. Specialty Description.

7.1. Specialty Summary. Refer to the Department of the Air Force Enlisted Classification Directory (DAFECD), accessible via myFSS at https://myfss.us.af.mil/ search for "Department of the Air Force Enlisted Classification Directory".

7.2. Duties and Responsibilities.

7.2.1. Helper, Apprentice, Journeyman, Craftsman. Refer to "AFSC 2A071, Craftsman / AFSC 2A051, Journeyman / AFSC 2A031, Apprentice / AFSC 2A011, Helper," titled "Avionics Backshop Test Station and Components and Electronic Warfare Systems" in AFECD Section II, for specialty summary, duties and responsibilities.

7.2.2. Chief Enlisted Manager (CEM) and Superintendent. Refer to "CEM Code 2A600/AFSC 2A090, Superintendent," titled "Avionics" in AFECD Section II, for specialty summary, and duties and responsibilities for 9 skill-level and CEM personnel.

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

8.1. Apprentice (3 skill-level). Upon completion of initial skills training (technical school), a trainee will work with a trainer to enhance their knowledge and skills. They will utilize the Task Qualification Training and available exportable courses for continued advancement. Once task qualified, a trainee may perform the task unsupervised. Apprentices can be considered for appointment as unit trainers after completion of a formal trainer course.

8.1.1. Wear of the Basic Maintenance Badge is authorized on award of the 3 skill-level.

8.2. Journeyman (5 skill-level). Once upgraded to the 5 skill-level, the journeyman will enter continuation training to broaden their experience base by increasing their knowledge and skill in troubleshooting and solving more complex problems. 5 skill-levels may be assigned to various staff positions. After having 36 months in the Air Force, 5 skill-levels will attend Airman Leadership School (ALS) to enhance their Professional Military Education (PME). 5 skill-levels will be considered for appointment as unit trainers. Individuals will use documents listed in the Enlisted Promotions References and Requirements Catalog (EPRRC) on https://www.studyguides.af.mil to prepare for Weighted Airman Promotion testing. They should also consider continuing their education toward a Community College of the Air Force (CCAF) degree.

8.3. Craftsman (7 skill-level). Once selected for promotion to Staff Sergeant, individuals begin formal 7 skill-level OJT training requirements as defined in this CFETP, DAFMAN 36-2689, the DAFECD, and MAJCOM or work-center-identified upgrade competencies. Once upgraded to the 7 skill-level, the craftsman will also train on any qualification or duty specific competencies identified by the work center supervisor. Available proficiency and/or supplementary training should be completed as early as duty permits. Members should enroll and complete the 9 skill-level course (when available) soon after being selected for promotion to MSgt.

8.3.1. Wear of the Senior Maintenance Badge (star) is authorized on award of the 7 skill-level.

8.3.2. MSgt Selects should attend the Production Superintendent course.

8.4. Superintendent (9 skill-level). The 9 skill-level is awarded upon promotion to Senior Master Sergeant. When necessary, unit OJT is used for training. In addition to *full* 7 skill-level qualifications, an individual must possess advanced skills and knowledge of concepts and principles in the management of aircraft maintenance. The 9 skill-level needs to be an effective leader; must be able to forecast, budget, and manage funds and other resources to include manning; must be knowledgeable of federal and local environmental standards; and must ensure adherence to the proper handling and disposal of hazardous materials. 2A0X1 will merge into 2A090 at the SMSgt/9 skill-level. Any aircraft specific qualifications required are identified by Special Experience Identifier (SEI) codes.

8.4.1. Wear of the Master Maintenance Badge (wreath and star) is authorized on award of the 9 skill-level.

9. Training Decisions. The CFETP has undergone a considerable revision towards building a competency-based training and development platform for the AVIONICS TEST STATION, COMPONENTS, AND ELECTRONIC WARFARE SYSTEMS career field. A significant change is shifting the focus from task-based training to an approach more centered on outcome-based learning. A task is a unit of work activity or operation which forms a significant part of a duty. These are singular in nature and are usually accomplished in one continuous action, which also can occur independently of other tasks. Conversely, outcomes are learning goals that typically consist of a multitude of tasks. These outcomes are actions and performances that embody and reflect the learner's competence in using content, information, ideas, and tools successfully. Focusing on learning outcomes allow organizations, leaders,

supervisors, and trainers to incorporate foundational competencies and underlying characteristics (values, traits, attitudes) into learning, which is necessary for developing Airmen with the competencies needed for future challenges. The following decisions resulted from close coordination between HQ AETC, 2AF Technical Training, schoolhouse instructors and staff, field SMEs, functional managers and the AFCFM. The final training requirements are then approved by the AFCFM.

9.1. A Specialty Training Requirements Team (STRT) was held from 05 – 09 February 2024 at Sheppard AFB, TX. Members of the STRT meeting sought to develop the learning outcomes. This was accomplished by reverse engineering the behaviors found in the AVIONICS TEST STATION, COMPONENTS, AND ELECTRONIC WARFARE SYSTEMS occupational competency model and then by asking "What does an Airman need to know/do in order to master a specific behavior?". The intent of the learning outcomes is to identify all factors needed to succeed in attaining the behavior. During the planning meeting, members decided (approved at STRT/U&TW) to remove the qualitative proficiency code key and use a behavioral statement coding system for the STS. As a result, each line item will consist of a verb and the coding system for formal training will only use P (performance), K (knowledge), and pk (performance-knowledge).

9.2. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Avionics career field. The spectrum includes a strategy for when, where, and how to meet the training requirements. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. The following decisions were made by the career field STRT.

9.3. Core/Cert Tasks/Competencies. Tasks/competencies identified with the corresponding skill-level (5/7) are specialty-wide training requirements. Certification on all shop/flight line core tasks/competencies must be completed for skill-level upgrade.

9.4. Initial Skills Training.

9.4.1. Initial skills training is provided by AETC through the Avionics Fundamentals and applicable AVIONICS TEST STATION, COMPONENTS, AND ELECTRONIC WARFARE SYSTEMS Apprentice Courses as identified in STS attachments 3 through 4.

9.5. 5 skill-level Upgrade Training. The STRT members voted to implement 5 skill-level Career Development Programs (CDPs). Upgrade requirements include completion of core competencies and identified work center requirements for their assigned weapons system and completion of MAJCOM Mandatory Course List (MMCL) requirements as necessary based on assignment. Once CDPs are available they should be used to augment learning at the 5 skill-level.

9.6. 7 skill-level Upgrade Training. The STRT members voted to implement 7 skill-level CDPs. Upgrade requirements include completion of core competencies and identified work center requirements for their assigned weapons system, and completion of MAJCOM Mandatory Course List (MMCL) requirements as necessary based on assignment. Once CDPs are available they should be used to augment learning at the 7 skill-level.

9.7. 9 skill-level Upgrade Training. The STRT members voted to develop future 9 skill-level school requirements.

10. Higher Education and Advanced Certification Opportunities.

10.1. Community College of the Air Force (CCAF). CCAF is one of several federally chartered degree-granting institutions. However, it is the only 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 and 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 afforded the opportunity to obtain an associate in applied science degree. To be awarded, degree requirements must be successfully 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 **http://www.airuniversity.af.mil/Barnes/CCAF/.**

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

Topic	Semester Hours
Technical Education	24
Leadership, Management & Military Studies	6
General Education (written communication, oral communication, mathematics, social science, humanities)	15
Program Elective	15

10.3. CCAF Academic Programs. In addition to its associate degree program, CCAF offers other credentialing programs (licensure and certification). Licensure is normally issued by federal, state, or local governmental agencies and is issued to individuals to practice in a specific occupation. Certification is normally issued by non-governmental agencies, associations, schools, or industry-supported companies and are typically an optional credential. Air Force Credentialing Opportunities On-Line (AF COOL) supports programs like CCAF Instructor Certification; CCAF Instructional Systems Development (ISD) Certification; and Joint Service Aviation Maintenance Technician Certification Council (JSAMTCC). Information on current programs is available via the Air Force Portal CCAF site at http://www.airuniversity.af.mil/Barnes/CCAF/.

10.4. Professional Certifications. Certifications assist the professional development of our Airmen by broadening their knowledge and skills. Additionally, specific certifications may be awarding collegiate credit by CCAF and civilian colleges, saving time and Air Force tuition assistance funds. It also helps Airmen to be better prepared for transition to civilian life. To learn more about professional certifications and certification programs offered by CCAF, visit https://airuniversity.af.edu/Barnes/CCAF. In addition to its associate degree program, CCAF offers the following certification programs and resources.

10.4.1. 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.

10.4.2. 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 required to develop and manage CCAF courses. The certification also recognizes the individual's ISD qualifications and experience in planning, developing, implementing, and managing instructional systems.

10.4.3. Federal Aviation Administration (FAA) Airframe and Powerplant (A&P) Certification. The FAA A&P certification provides Airmen highly transferable skills that can be used in daily aircraft maintenance settings, in addition to providing a certification utilized throughout a broad range of industries upon separation or retirement. Future career opportunities in the aviation sector include employment at airlines, fixed-base operators, manufacturers, repair stations, aviation maintenance schools and in business or general aviation. Upon A&P issuance, the mechanic is a maintenance technician certified by the FAA on personal knowledge gained through training and experience, which is demonstrated via successful completion of written, oral, and practical tests. Air Force aircraft maintenance personnel are eligible to pursue FAA A&P certification based on training and experience in accordance with Title 14, Code of Federal Regulations (CFR), Part 65. Technicians may enroll in the program once they have been awarded the 5-skill-level. CCAF awards 30 semester hours for FAA A&P certification and 18 semester hours for either FAA Airframe or Powerplant certifications individually.

10.4.4. Joint Service Aviation Maintenance Technician Certification Council (JSAMTCC). The DoD established the JSAMTCC to allow military Aviation Maintenance Technicians (AMT) to earn their FAA A&P certificate. Military members must be or have been in one of the military occupational classifications (e.g. AFSCs) listed in FAA Order 8900.1, *Flight Standards Information Management Systems (FSIMS)* (i.e., any 2AXXX other than 2A6X2, Aerospace Ground Equipment) and have at least 18 months of full-time experience to pursue the Airframe or Powerplant certificate individually. Pursuance of the Airframe & Powerplant certificate requires 30 months full-time experience prior to enrollment in the JSAMTCC program. As approved by an MOU with the FAA, the JSAMTCC program allows individual military AMTs to participate in an online self-paced CCAF-hosted program that permits them to take their written exams (general, airframe, and/or powerplant) at no cost to the member. Upon successful written test completion, the military AMT can schedule/complete the required Oral and Practical examinations. Enrollment may be initiated by contacting the FAA service liaison via email requesting enrollment at ccaf.faa@us.af.mil. Further information on program requirements may be found online via the following locations:

- https://www.airuniversity.af.edu/Portals/10/CCAF/documents/AP_%20Program_Process_Letter_2019_Canvas.pdf
- https://www.airuniversity.af.edu/Portals/10/CCAF/documents/certifications/Setting_Up_Local_A-P_Program.pdf
- https://www.faa.gov/training_testing/testing/jsamtcc_faqs.pdf

10.4.5. Federal Communications Commission (FCC) General Radiotelephone Operator License (GROL). FCC licensure through the form of a General Radiotelephone Operator License is available to Airmen in the aircraft maintenance career fields. Similar to the FAA A&P, this lifetime license is not required for USAF aircraft maintenance but bolsters the Airman's existing skillset to best prepare them for eventual transition to the civilian sector where the GROL is required to adjust, maintain, or internally repair FCC licensed radiotelephone transmitters in the aviation, maritime, and international fixed public radio services. Airmen may obtain licensure through various programs offered through AFCOOL.

10.4.6. CompTIA Security+. CompTIA Security+ certification is a global certification exam that validates the baseline skills you need to perform core security functions, emphasizing hands-on practical skills and ensuring the IT professional is better prepared to problem solve a wider variety of issues. This certification ensures Airmen have the knowledge and skills required to assess the security posture of an enterprise environment and recommend and implement appropriate security solutions, monitor and secure hybrid environments including cloud, mobile, Internet of Things (IoT), and operational technology. Additionally, Airmen will obtain skills necessary to operate with an awareness of applicable regulations and policies, including principles of governance, risk management, and compliance while identifying, analyzing, and responding to security events and incidents. CompTIA Security+ is approved by the U.S. DoD to meet DoD Directive (DoDD) 8140.01 *Cyberspace Workforce Management* requirements. Airmen may obtain certification through various programs offered through AFCOOL.

10.4.7. National Center for Aerospace & Transportation Technologies (NCATT) Certifications. Air Force aircraft maintenance technicians are eligible to pursue multiple NCATT certifications based on aviation avionics and electronics training and experience. NCATT certifications are endorsed by the aviation avionics industry. CCAF awards 5 semester hours for the NCATT Aircraft Electronics Technician certification. To learn more, visit NCATT at https://www.astm.org/products-services/certification.html

10.5. Air Force Credentialing Opportunities On-Line (AF COOL) Program. AF COOL replaced the CCAF Credentialing and Education Research Tool (CERT). The AF COOL Program can be accessed at https://afvec.us.af.mil/afvec/af-cool/welcome. The site provides a research tool designed to increase an Airman's awareness of national professional credentialing and CCAF education opportunities available for all Air Force occupational specialties. The AF COOL Program also provides information on specific occupational specialties, civilian occupational equivalencies, CCAF degree programs, and AFSC-related national professional credentials available to enlisted members through credentialing agencies and professional organizations. The AF COOL Program contains a variety of information about credentialing and licensing and can be used to:

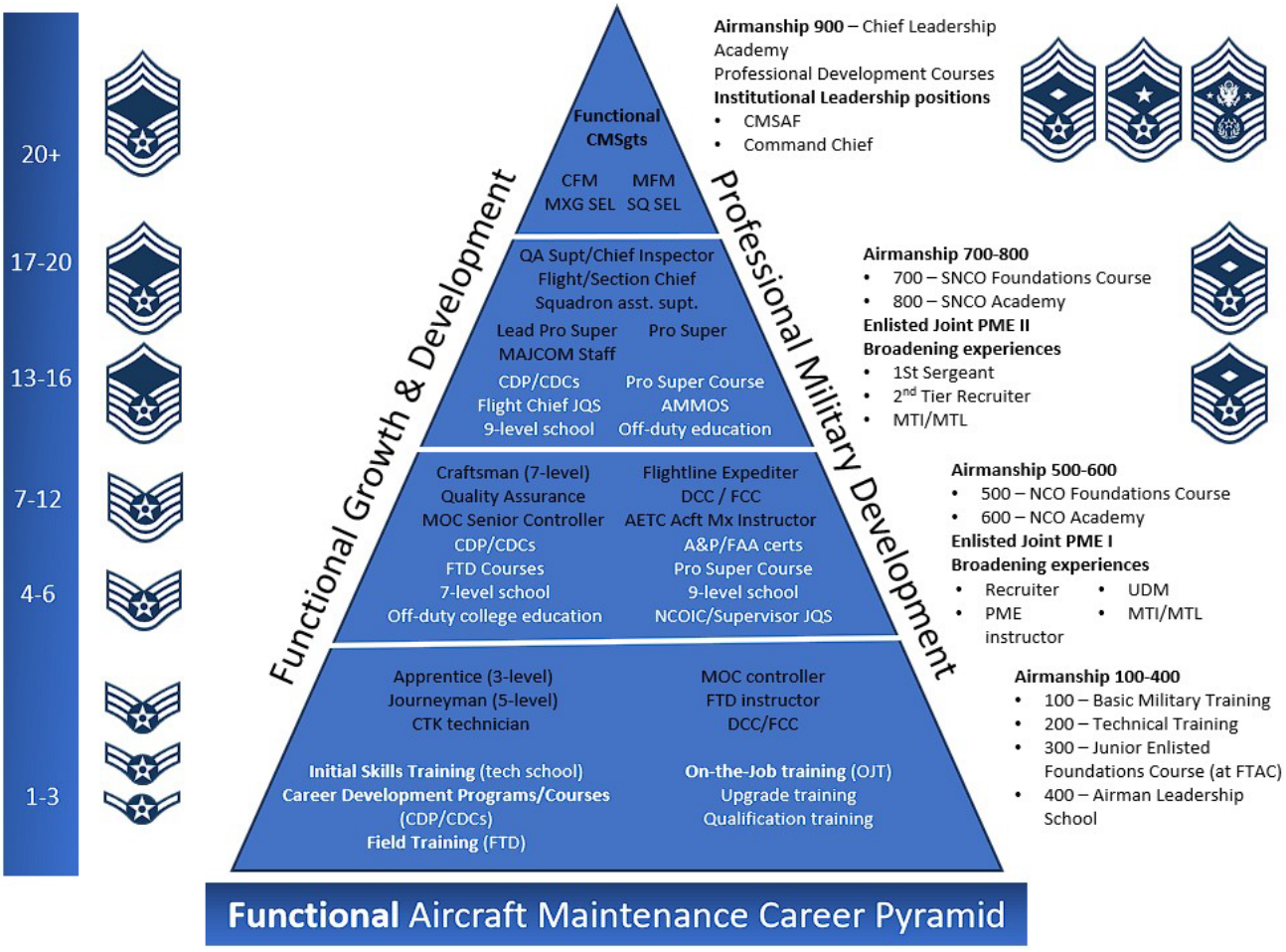
10.5.1. Get background information about civilian licensure and certification in general and specific information on individual credentials including eligibility requirements and resources to prepare for an examination.

10.5.2. Identify licenses and certifications relevant to an AFSC & learn how to fill gaps between Air Force training, operational experience, and civilian credentialing requirements.

10.5.3. Get information on Tuition Assistance and GI Bill eligible funding opportunities to pay for credentialing examinations and associated fees.

10.5.4. Learn about resources available to Airmen that can help them gain civilian job credentials.

11. Career Field Path.



SECTION C – SKILL-LEVEL TRAINING REQUIREMENTS

12. Purpose. Skill-level training requirements in this career field are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill-level in broad, general terms and establishes the mandatory requirements for entry, award, and retention of each skill-level. The specific competency and knowledge training requirements are identified in the Specialty Training Standard of this CFETP.

13. Specialty Qualification Requirements.

13.1. Knowledge, Education, Training, and Experience. Refer to the Department of the Air Force Enlisted Classification Directory (DAFECD), accessible via myFSS at https://myfss.us.af.mil/USAFCommunity/s/, search for "DAFECD".

13.2. Helper, Apprentice, Journeyman, Craftsman. Refer to "AFSC 2A071, Craftsman / AFSC 2A051, Journeyman / AFSC 2A031, Apprentice / AFSC 2A011, Helper," titled "Avionics Backshop Test Station and Components and Electronic Warfare Systems" in AFECD Section II, for specialty summary, duties and responsibilities. Attached CFETP Part II (STS) includes competencies for completion in two tabs, *2A Fundamentals, & 2A0 Common*. Tasks & competencies throughout both tabs contain skill-level upgrade requirements. The *2A Fundamentals* tab contains competencies in line with core maintenance competencies, whereas the *2A0 Common* tab contains competencies better aligned with the 2A0X1 AFSC.

13.3. Chief Enlisted Manager (CEM) and Superintendent. Refer to "CEM Code 2A600/AFSC 2A090, Superintendent," titled "Avionics" in AFECD Section II, for specialty summary, and duties and responsibilities for 9 skill-level and CEM personnel.

SECTION D - RESOURCE CONSTRAINTS

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

15. Apprentice Level Training. No resource constraints identified.

16. Journeyman Level Training. No resource constraints identified.

17. Craftsman Level Training. No resource constraints identified.

PART II

SECTION A- SPECIALTY TRAINING STANDARD (STS)

18. Implementation. The July 2022 task-based STS will be used for technical training provided by Air Education and Training Command for the following classes: Course J3ABR2A031 048A until the competency-based training expected initiation on/or about 24 April 2025.

18.1. Wartime Requirements. When necessary, the AFCFM can direct expedited training to support wartime requirements. If implemented, all tasks and knowledge taught in the initial skills courses will continue to be taught in the wartime initial skills courses, the training timeline will just be compressed as able. For example, if a course was currently being taught 5 days a week on dayshift, the wartime course would provide the same training to trainees but might be taught 6 days a week on day-, swing-, and mid-shift.

19. Purpose. As prescribed in DAFMAN 36-2689, *Training Program*, the STS-

19.1. Column A lists (Competencies, Required Behaviors, Knowledge, and Technical References (TR)) the most common competency, knowledge, and technical references necessary for Airmen to perform duties in the 3, 5, and 7 skill-levels. The number in parenthesis following the competency description correlates to the required behavior listed in the competency heading. Competencies marked with /R are deferrable for ANG /AFRC until training capability becomes available. MAJCOM Functional Managers, commanders, and supervisors may designate additional tasks as necessary for upgrade.

19.2. Column C (Deployment */SEI +/CBRN ~ Competencies) competencies identified with an (*) are Aircraft Maintenance Functional MRA competencies. Maintenance technicians should be qualified on all these competencies (as applicable per airframe) prior to deployment. Competencies identified with a (+) are required prior to award of the aircraft or system SEI. Currently no competencies are identified with a (+). Competencies identified with an (~) require CBRN TQT (Training Task Qualification) training in the work center IAW DAFI10-2503. CBRN Defense TQT is defined as a hands-on event in MOPP gear performing regular duties. At a minimum, individuals will be evaluated on their ability to accomplish AFSC-specific competencies while wearing CBRN defense IPE in MOPP Four for identified competencies. Refer to DAFI10-2503 for most up-to-date guidance. Document training on an DAF 797 or local equivalent until myTraining has capability.

19.2.1. For units with more than one mission design (e.g. A-10) aircraft, upgrade trainees need only complete core tasks on a single mission design/TMSM. If some of these core tasks involve training in another unit on base, trainees must still complete all core tasks relevant to at least one mission design aircraft. Flightline-assigned personnel must complete backshop core tasks and vice versa. All units are bound by the requirements in this CFETP and will accommodate core competency trainees from other units.

19.2.2. Trainees are only required to qualify on core tasks applicable to their assigned aircraft or systems, i.e. if the STS lists two separate Heads-Up Display (HUD) systems, and the operational check for both is identified as a core task, the trainee must only qualify on the HUD system installed on the aircraft assigned at the trainee's location.

19.3. Column D to H provides certification for OJT and is used to record completion of tasks/competencies and knowledge training requirements. Use Maintenance Information System to document technician qualifications if available.

19.4. Column I to L/M show formal training and correspondence course requirements. These are the proficiencies to be demonstrated on the job by the graduate as result of training on the competency/knowledge and the career knowledge provided by the correspondence course.

19.4.1. Qualitative Requirements. Attachment 2 contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

19.4.2. Job Qualification Standard. Becomes a job qualification standard (JQS) for on-the-job training when placed in myTraining and used in accordance with DAFMAN 36-2689. For OJT, the tasks in column A are trained and qualified to the go/no go level. "Go" means the individual can perform the task without assistance and meets local requirements for accuracy, timeliness, and correct procedures. When used as a JQS, the following requirements apply:

19.4.3. Documentation. Document and certify completion of training IAW DAFMAN 36-2689. Use of

Part II and attachments two and three in conjunction with this CFETP are mandatory in individual training records. Identify duty position requirements by entering automated training management systems. As a minimum, complete the following columns in Part II of the CFETP: date training started, date training completed, trainee initials, and trainer initials. It is the work center supervisor's responsibility to identify work center requirements and build a Master Training Plan (MTP) to train assigned trainees to the requirements. Individual JQS' should be tailored to the trainees' skill-level and duty position.

19.4.4. Transcribing from Old CFETP to New CFETP. All AFJQSs and previous CFETPs are replaced by this CFETP; therefore, transcribing of all training records to this CFETP STS is mandatory. Use this CFETP STS (or automated STS) to identify and certify all past and current qualifications. Document and certify all previous and current training IAW DAFMAN 36-2689.

19.4.5. STS. Is a guide for development of promotion tests used in the Weighted Airman Promotion System (WAPS). Specialty Knowledge Tests (SKTs) are developed at the USAF Occupational Analysis Division, by Senior NCOs with extensive practical experience in their career fields. The tests sample knowledge of STS subject matter areas judged by test development team members to be most appropriate for promotion to higher grades. Questions are based on study references listed in the Enlisted Promotions References and Requirements Catalog (EPRRC). Individual responsibilities are in DAFI 36-2502, *Airman Promotion/Demotion Programs*. WAPS is not applicable to the Air National Guard or Air Force Reserve.

20. Recommendations. Comments and recommendations are invited concerning the quality of training AETC graduates received. To contact current 365 TRS Course Training Managers, search the course in ETCA: https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx. The 82 TRG Customer Service Information Line (CSIL) is available for supervisors to identify training concerns on competency/behavior items listed in this STS. Please reference specific STS line items and address your comments to: 82TRGCSIL@us.af.mil or call the CSIL at DSN 736-5236 anytime.

SECTION B - COURSE OBJECTIVE LIST - A detailed listing of initial skills course objectives is available upon request; contact the OPR.

SECTION C - SUPPORT MATERIAL - There are currently no support material requirements. This area is reserved for future operational utilization as necessary.

SECTION D - TRAINING COURSE INDEX

21. Purpose. This section identifies training courses available for the 2A0X1 specialty. Refer to the Air Force Education and Training Course Announcements (ETCA) for information on AETC formal courses listed below https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx.

21.1. Air Force In-Resident Courses.

Course No.	Course Title	Location	User
J3ABR2A031 048X	Avionics Test Station, Components, & EW Systems Apprentice	Sheppard AFB	AF

21.1.1. NOTE 1: The course numbers listed above end in "X" which is a revision place holder.

21.2 Air Force Career Development Academy (AFCDA) Courses. AU/A4L is responsible for

managing the CDC program. At CFETP publication, the 2A0X1 AFSCs do not have CDCs, although work is in progress on continuing education-type modules. Once available, the Career Development Programs (CDPs) will be utilized to augment learning throughout skill-level progression.

21.3. Interactive Courseware and distance learning courses. Many digital courses are available via the myLearning website (https://lms-jets.cce.af.mil/moodle/), via the Percipio platform (https://usaf.percipio.com/) and from Digital University (https://digitalu.af.mil/). For further information on the FTD courses, contact the OPR.

21.4. Virtual Reality (VR) Learning Modules. VR learning modules may become available to supplement comprehension. Please contact the Integrated Technology Platform, (AETC/A3GT) at DSN 487-6473 or visit https://daflearning.af.mil/ITP for additional details on hardware requirements, available learning modules, system access, and new requests.

SECTION E – MAJCOM-UNIQUE REQUIREMENTS –

22. Purpose. Combat Air Force and Mobility Air Force Mandatory Course Listing (CAF&MAF/MCL) applies to ACC, AETC, AFGSC, AFMC, AFSOC, AMC, PACAF, and USAFE personnel/units as applicable. The CAF&MAF/MCL does not apply to Air National Guard (ANG) or Air Force Reserve Command (AFRC) members and units. **However**, it does apply to Active-Duty personnel assigned to Total Force Integrated units (Active-Duty personnel assigned to ANG and/or AFRC bases). MAJCOMs change mandatory course requirements occasionally. Up-to-date CAF&MAF/MCL requirements can be obtained at your local Military Training Flight and/or Unit Training Manager.

23. MAJCOM Course List. Contact the course OPRs at:

HQ AMC/A4MMT	HQ ACC LSG / OL-CA
402 Scott Drive Unit 2A2	6058 Aspen
Scott AFB, IL 62225-5308	Hill AFB, UT 84056-5805
DSN 779-4787	DSN 777-4278

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

TOM D. MILLER
Lieutenant General, USAF
DCS/Logistics, Engineering & Force Protection

4 Attachments
1. Airmen's Foundational Competencies
2. Qualitative Requirements Code Key
3. Specialty Training Standard- 2A Fundamentals

4. 2A0 Common Requirements

Attachment 1.

1. Airmen's Foundational Competencies. The foundational competencies are a set of accepted and valued competencies, which enable success across a wide array of DAF missions, roles, functions, and duties. These competencies are the core of Airmen development and enable Airmen with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. The foundational competencies are grouped into different categories of Developing Self, Developing Others, Developing Ideas, and Developing Organization. Airmen can go to MyVector (accessible via AF Portal) to complete a self-assessment, which will have them evaluate themselves on the 23 Airmen's foundational competencies. The assessment tools will provide Airmen with immediate feedback on personal strengths and areas for improvement. Additionally, a Personal Improvement Plan with targeted resources (videos, reading content, developmental opportunities) for continued development. See Figure 1.1.

Figure A1.1. Foundational Competencies

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

1.2. Occupational Competency Model. A career field's competencies can be viewed in a competency model, which is an organized collection of competencies pertinent to the career field. The occupational competency model provides a framework to effectively assess, maintain, and monitor the competencies required for mission success for Airmen. The occupational competency modeling process follows a distinct process with continued involvement from the career field. This process allows Airmen to see how their task lists, OJT, formal courses, in addition to other training, education, and experiences are aligned with the career field's strategic objectives.

1.3. Career fields work with trained competency experts to identify and develop their competency model, which consists of the competencies, sub-competencies, and definitions. Occupational competency models will be different for each career field. The model focuses on integrating not just the technical components, but also leadership, management, combat, joint, all-domain, and social mastery competencies required for Airmen to succeed in their career field. Figure 1.2 provides an example of a competency model for the 2A0X1 career field.

Figure A1.2. 2A0X1, Avionics, Occupational Competency Model

Competency	Sub-Competency	Sub-Competency Description
Organizational Management	Personnel Development	Develop, lead, and inspire Airmen in the accomplishment of mission objectives
	Resource Management	Identify, source, and allocate assets to accomplish the mission
	Training	Development of the skills and behaviors needed to meet current and future force requirements.
	Programs	The management of ancillary duties to enable operations.
Logistics	Supply	Perform and monitor supply actions for maintenance operations
	Mobility	Organizing equipment and personnel for contingency operations
Maintenance	Support Equipment	Maintaining and utilizing equipment needed to sustain mission capabilities
	Troubleshooting	Systematic approach of diagnosing faults and creating solutions to restore system integrity
	Maintenance	The ability to perform maintenance actions
	Maintenance Documentation	Create and manage maintenance records
Safety	Safety	Ensure compliance of safety standards to protect equipment and personnel

1.4. Occupational Competency Rubric. After a model is developed, a team of subject matter experts begin building competency rubrics, which consists of the competency, a description of the competency, proficiency levels, and measurable and observable behaviors. The competency rubrics will help Airmen learn which behaviors are aligned to the career field's strategic direction, the professional developmental expectations, and the criteria for success. Figure 1.3 provides an example of a competency rubric for the 2A0X1 career field.

Figure A1.3. 2A0X1, Avionics, Occupational Competency Rubric for On-Equipment Maintenance

Competency	Proficiency Levels	Observable Behaviors
Maintenance	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	- Creates innovative procedures for complex maintenance actions - Validates maintenance practices to mitigate negative trends - Analyzes data trends to support CPI and maintenance processes.
Sub-Competency Maintenance	Advanced Depth of Knowledge: New practices of all workplace elements	- Serves as a subject-matter-expert to provide technical expertise and evaluate the performance of maintenance tasks. - Collaborates with agencies to develop advanced maintenance strategies. - Analyzes maintenance trends to improve institutional practices.
Description The ability to perform maintenance actions	Intermediate Depth of Knowledge: Established practices of all workplace elements	- Oversees maintenance tasks to maintain system serviceability - Facilitates intra-work center communication to ensure maintenance compliance
Supporting Competencies Communication Analytical Thinking Decision Making Accountability	Basic Depth of Knowledge: Established practice with some workplace elements	- Executes operational checks to maintain system serviceability - Utilize equipment to complete maintenance tasks - Performs repair actions on service cable and connector equipment to maintain system integrity

1.4.1. To better understand how to read and utilize the competency rubric, a breakdown of each component is explained below in figure 1.4a-c.

Figure A1.4a. Competency Rubric Section 1.

Competency Maintenance	←	The competency section states the competency group.
Sub-Competency Maintenance	←	The sub-competency section states the narrower category that forms part of the competency group. **Note:** Some models may only consist of a competency and not include a sub-competency.
Description The ability to perform maintenance actions	←	The description section provides a statement that gives details about the sub-competency, enabling career field members to better understand how sub-competency relates to the AFS.
Supporting Competencies Communication Analytical Thinking Decision Making Accountability	←	The supporting competencies section are supported-level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will attribute to higher successful performance within the sub-competency.

Figure A1.4b. Competency Rubric Section 2.

Proficiency Levels	←	The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert. Under each proficiency level are predetermined criteria selected by a group of SMEs from your career field and validated by the career field. The criteria were used as the basis to develop the observable behaviors. These criteria provide concrete parameters for the behaviors, which are consistent but progressive in nature as a member moves up the scale from basic to expert. Some of the criteria (e.g. depth of knowledge, consistency of application/complexity, and thinking challenge) allows an individual to become an expert through the experience gained in a particular job and over a period of time. For example, the person can quickly move up different proficiency levels while they are serving as a technician at a flight; they move quickly because they are exposed to a variety of situations. While other criteria (e.g. scope, impact, and reach of influence) requires more of a hierarchical approach to gain the experience needed to progress through the competency levels. Moving through the proficiency levels may be difficult to do in certain jobs. For example, if scope at the expert level requires job integration with the AF-level, then the individual may have to be in a position where they can gain that experience (i.e. at HHQ, Wing, or an organization with far reaching capabilities).
Expert *Impact on* *Wing /Group Level*		
Advanced *Impact on* *management decisions*		
Intermediate *Impact on* *specific workplace projects*		
Basic *Impact on* *specific workplace tasks*		

Figure A1.4c. Competency Section 3.

Observable Behaviors		
- Tracks and manages scheduled and unscheduled maintenance - Collaborates with other agencies to ensure maintenance scheduling effectiveness - Oversees all aspects of maintenance operations - Interprets fleet health data to identify areas for improvement - Coordinates with base agencies to complete maintenance tasks	←	The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level. They provide objective evidence that the individual possesses the competency level, and shows what effective performance looks like. The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement.
- Supervises and validates both basic and advanced maintenance tasks to ensure quality and safety - Develops members' depth of knowledge and skills by coaching on uncommon maintenance tasks - Communicates fleet health to senior leadership - Schedules major inspections, modifications and/or maintenance		
- Completes advanced maintenance tasks - Performs operational checks with technical guidance - Leads teams in performing maintenance actions and operational checks - Ensures members are exposed to OJT opportunities		
- Performs basic maintenance tasks and operational checks with technical guidance - Assists in advanced maintenance tasks		

1.5. Another key component within the rubric is the supporting competencies section at the bottom left-hand corner. These are the top four supporting competencies that can help members excel and be successful in that sub-competency. Some of these supporting competencies are tied directly to the Airmen's Foundational Competencies, while others may be unique to the career field. Having these supporting competencies identified and linked to a career field's competency model can cultivate those underlying characteristics needed to succeed on the job. Leaders, supervisors, trainers, instructors, or mentors can now set members up for greater success by building these supporting competencies and placing their Airmen in situations where they can apply those strategies. All these elements come together to ensure we can develop Airmen who are better prepared, present, and future mission focused, and ready to succeed in any situation. Additionally, AFH 36-2643, *Air Force Mentoring Program*, has information on how competencies can be used when an established mentoring strategy is put into effect to foster and develop Airmen.

1.6. Competency Development. The intent of moving towards a competency-based system is to sharpen our Airmen's tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of USAF missions. This occurs not in a classroom but on the job by combining education, training, and experiences to provide Airmen with a better developmental pathway as they move along their careers. Airmen are still required to complete specific training courses, core tasks, and other training requirements to attain a 3, 5, and 7 skill-levels. Competency development allows

Airmen to move beyond the minimum career field requirements and begin addressing developmental gaps and strengthening their capabilities. The information included within the competency model will allow members within the Aircraft Maintenance community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

2. 2A0X1 Competency Rubrics

Figure A2. Organizational Management, Personnel Development

Competency	Proficiency Levels	Observable Behaviors
Organizational Management	Expert Reach of Influence: MAJCOM/AF-Level/Industry	- Promotes maximum force effectiveness by addressing critical personnel concerns (e.g. EFMP, humanitarian) - Creates strategies to holistically develop career field personnel. - Create career enhancement opportunities by influencing agency level program and policy decisions.
Sub-Competency	Advanced Reach of Influence: Flight/Squadron	- Fosters an inclusive environment to accelerate organizational change. - Facilitates growth opportunities for personnel to improve professional development - Network with installation agencies to meet the needs of personnel. - Mentors and develops supervisors to lead high-functioning teams.
Personnel Development		
Description	Intermediate Reach of Influence: Work center/Supervisor Level	- Establishes expectations to develop a high-functioning team. - Assigns personnel to meet mission requirements and develop breadth of experience. - Assesses resiliency of personnel and elevates concerns to maintain readiness.
Develop, lead, and inspire Airmen in the accomplishment of mission objectives		
Supporting Competencies	Basic Reach of Influence: Individual Level	- Utilizes feedback to make decisions or correct behavior. - Maintains accountability for individual and peer development. - Explains organizational mission and structure to develop a sense of purpose and ownership.
Communication Accountability Leadership Decision Making		

Figure A2.1. Organizational Management, Resource Management

Competency	Proficiency Levels	Observable Behaviors
Organizational Management	Expert Impact on… AF-level practices/within industry	- Establishes resource utilization guidance for fleet serviceability - Collaborates with internal and external agencies to mitigate shortfalls - Aggregates status of organizational resources to forecast current and emerging requirements
Sub-Competency	Advanced Impact on… Management decisions	- Manages asset accountability to ensure compliance and mission readiness. - Communicates resource utilization status to senior leaders for action
Resource Management		
Description	Intermediate Impact on… Specific workplace projects	- Acquire resources to ensure mission readiness capabilities. - Coordinates with other agencies to alleviate limiting factors. - Oversees allocation of resources for project completion.
Identify, source, and allocate assets to accomplish the mission		
Supporting Competencies	Basic Impact on… Specific workplace tasks	- Reports resource restrictions to overcome limiting factors. - Utilizes resources to complete the mission. - Practices stewardship of resources to prevent fraud, waste, and abuse.
Resource Management Communication Analytical Thinking Accountability		

Figure A2.2. Organizational Management, Training

Competency	Proficiency Levels	Observable Behaviors
Organizational Management	Expert Reach of Influence: MAJCOM/AF-Level/Industry	- Develops and implements training strategy to align with evolving mission. - Establish training requirements for career field force development. - Forecast/Advocates for funding to ensure training resource availability.
Sub-Competency Training	Advanced Reach of Influence: Group/Wing	- Identifies unit training program proficiency to determine effectiveness. - Develops course of action to prevent/resolve shortfalls.
Description Development of the skills and behaviors needed to meet current and future force requirements.	Intermediate Reach of Influence: Unit/Work Center	- Evaluates mission requirements to up-channel training shortfalls. - Develops work center training to meet mission objectives. - Provides feedback and makes recommendations based on metrics for informed decisions.
Supporting Competencies Communication Develops People Initiative Accountability	Basic Reach of Influence: Individuals	- Trains and evaluates task proficiency of personnel to meet training objectives - Maintains qualifications by accomplishing training requirements

Figure A2.3. Organizational Management, Programs

Competency	Proficiency Levels	Observable Behaviors
Organizational Management	Expert Scope: Integration with AF-level/within industry	- Analyzes strategic intent and determine program requirements to achieve mission objectives - Collects data and channel information to levels to accomplish mission objectives - Decimates program guidance to sustain operational efficiency
Sub-Competency Programs	Advanced Scope: Integration with organizational strategies	- Oversees management of programs/disseminate guidance to meet mission objectives - Develops guidance to streamline program processes or procedures - Validates process improvements to increase program effectiveness - Collaborates with other agencies for guidance to ensure program compliance
Description The management of ancillary duties to enable operations.	Intermediate Scope: Integration with concerned areas	- Perform self assessments to evaluate compliance to recognize shortfalls - Implement course(s) of action based on work center trends to ensure program effectiveness
Supporting Competencies Accountability Communication Information Seeking Analytical Thinking	Basic Scope: Specific Area	- Assists program roles and responsibilities to fulfill mission requirements. - Applies established policies for mission compliance. - Provides process improvement inputs to increase operational efficiency.

Figure A2.4. Logistics, Supply

Competency	Proficiency Levels	Observable Behaviors
Logistics	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Manage repair network to reduce constraints by balancing capabilities and capacity - Reviews asset quantities; forecasts and justifies need to set fiscal year requirements - Tracks, documents, and coordinates priority parts to minimize aircraft downtime - Resolve asset contracting shortfalls by initiating organic repair or procurement process
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Monitors asset status to provide updates to appropriate agencies. - Updates reports to validate inventory status. - Coordinates asset management and transport to maintain equipment security.
Supply		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Tracks assets required for maintenance operations. - Verifies packaging for shipment to prevent damage. - Validates documentation (tags) to ensure asset accountability.
Perform and monitor supply actions for maintenance operations		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Orders assets required for maintenance operations - Utilizes supply systems to check inventory levels
Flexibility Resource Management Organizational Awareness Strategic Thinking		

Figure A2.5. Logistics, Mobility

Competency	Proficiency Levels	Observable Behaviors
Logistics	Expert Reach of Influence: MAJCOM/AF-Level/Industry	- Develops and implements mobility strategies to shape policy - Allocates resources to meet required mobility taskings
Sub-Competency	Advanced Reach of Influence: Wing/Institutional	- Develops innovative approaches to mobility operations that enhance effectiveness - Vectors qualified personnel with key mobility responsibilities to meet strategic objectives
Mobility		
Description	Intermediate Reach of Influence: Unit/Groups	- Analyzes mobility requirements and develops plans to meet demands. - Coordinates with organizations to ensure efficient deployment of assets. - Monitors and evaluates mobility operations to identify areas for improvement and cost savings.
Organizing equipment and personnel for contingency operations		
Supporting Competencies	Basic Reach of Influence: Individuals	- Assists with unit mobility planning for contingency operations. - Maintains accurate records of equipment and personnel to meet mission requirements. - Follows established procedures and protocols for mobility operations
Communication Resource Management Accountability Precision		

Figure A2.6. Logistics, Mobility

Competency	Proficiency Levels	Observable Behaviors
Maintenance	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the	- Develops guidance for equipment usage to sustain operational efficiency
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Coordinates across organizations to accomplish repairs or calibrations - Instructs proper use of equipment and procedures to safeguard personnel and equipment. - Inspects work done by others to enforce standards and compliance.
Support Equipment		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Demonstrates operational capabilities to isolate and repair component failures - Operates advanced equipment to support maintenance operations
Maintaining and utilizing equipment needed to sustain mission capabilities		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Operates common equipment with assistance to support maintenance operations - Performs preventive maintenance to maintain equipment serviceability (i.e. inspections)
Analytical Thinking Resource Management Precision Teamwork		

Figure A2.7. Maintenance, Support Equipment

Competency	Proficiency Levels	Observable Behaviors
Maintenance	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the	- Develops guidance for equipment usage to sustain operational efficiency
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Coordinates across organizations to accomplish repairs or calibrations - Instructs proper use of equipment and procedures to safeguard personnel and equipment. - Inspects work done by others to enforce standards and compliance.
Support Equipment		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Demonstrates operational capabilities to isolate and repair component failures - Operates advanced equipment to support maintenance operations
Maintaining and utilizing equipment needed to sustain mission capabilities		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Operates common equipment with assistance to support maintenance operations - Performs preventive maintenance to maintain equipment serviceability (i.e. inspections)
Analytical Thinking Resource Management Precision Teamwork		

Figure A2.8. Maintenance, Troubleshooting

Competency	Proficiency Levels	Observable Behaviors
Maintenance	Expert Thinking Challenge: Requires developing imaginative procedures	- Submit process improvements for the implementation of solutions in multiple areas - Work with outside agencies to create innovative solutions - Draw on cutting edge technology to implement new and innovative solutions.
Sub-Competency	Advanced Thinking Challenge: No established procedures	- Leverages expertise for the development of processes to solve new faults - Modifies methods to create solutions or improve on processes
Troubleshooting		
Description	Intermediate Thinking Challenge: A wide variety of situations	- Uses tools and technical data to solve uncommon faults - Applies advanced problem solving techniques to solve complex faults.
Systematic approach of diagnosing faults and creating solutions to restore system integrity		
Supporting Competencies	Basic Thinking Challenge: Within establish procedures or similar situations	- Uses tools and standard methods to accurately diagnose/solve common faults - Assists with cable and connector repair processes to maintain asset integrity
Analytical Thinking Creative Thinking Communication Decision Making		

Figure A2.9. Maintenance, Maintenance

Competency	Proficiency Levels	Observable Behaviors
Maintenance	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	- Creates innovative procedures for complex maintenance actions - Validates maintenance practices to mitigate negative trends - Analyzes data trends to support CPI and maintenance processes.
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	- Serves as a subject-matter-expert to provide technical expertise and evaluate the performance of maintenance tasks. - Collaborates with agencies to develop advanced maintenance strategies. - Analyzes maintenance trends to improve institutional practices.
Maintenance		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	- Oversees maintenance tasks to maintain system serviceability - Facilitates intra-work center communication to ensure maintenance compliance
The ability to perform maintenance actions		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	- Executes operational checks to maintain system serviceability - Utilize equipment to complete maintenance tasks - Performs repair actions on service cable and connector equipment to maintain system integrity
Communication Analytical Thinking Decision Making Accountability		

Figure A2.10. Maintenance, Maintenance Documentation

Competency	Proficiency Levels	Observable Behaviors
Maintenance	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	- Reviews and initiates changes to shape policy. - Collaborates with peers to standardize documentation practices across the unit. - Analyzes data trends to support CPI and resource optimization.
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	- Recommends updates and improvements to maintenance publications. - Develops maintenance practices to meet operational needs.
Maintenance Documentation		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	- Collaborates with organizations to track assets. - Resolves document discrepancies to ensure accuracy. - Advocates for maintenance documentation practices to support organizational needs.
Create and manage maintenance records		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	- Utilizes forms and MIS to support equipment performance and maintenance requirements - Reviews forms to verify equipment conditions
Accountability Precision Communication Digital Literacy		

Figure A2.11. Safety, Safety

Competency	Proficiency Levels	Observable Behaviors
Safety	Expert Scope: Integration with AF-level/within industry	- Facilitates cross-organizational dialogue to influence enterprise level change. - Develops new protocols and procedures for emerging operations and capabilities. - Assesses and recommends waivers based on acceptable levels of risk to mission, force, and security.
Sub-Competency	Advanced Scope: Integration with organizational strategies	- Analyzes trends (e.g. QA flash) to alleviate future mishaps. - Utilizes risk management practices to achieve mission objectives.
Safety		
Description	Intermediate Scope: Integration with concerned areas	- Assesses operational procedures to ensure work center safety. - Implements risk management practices to enforce safety regulations. - Integrates work center safety requirements to mitigate mishaps.
Ensure compliance of safety standards to protect equipment and personnel		
Supporting Competencies	Basic Scope: Specific Area	- Maintains safe and clean work environment to mitigate hazardous conditions. - Utilizes applicable safety guidance to ensure personal compliance.
Accountability Communication Decision Making Precision		

Attachment 2
QUALITATIVE REQUIREMENTS

Behavioral Statement STS Coding System	
Code	**Definition**
K	Subject Knowledge Training – The verb selection identifies the individual's ability to identify facts, state principles, analyze, or evaluate the subject.
P	Performance Training – Identifies that the individual has performed the task/competency to the satisfaction of the course; however, the individual may not be capable of meeting the field requirements for speed and accuracy.
pk	Performance Knowledge Training – The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles, and operational theory for the task/competency.
-	This mark is used alone instead of a scale value to show no proficiency training is provided in the course or CDP.
X	This mark is used alone in the course columns to show that training is required but not given due to limitation in resources.

Explanations

NOTES:

- Behavioral Code Breakdowns are listed in Column 1. Individual codes for each task/competency are listed immediately following task narrative.
  Example: "1.1.1.4 - Compare and contrast total force integration roles (1)"
  The "Required Behavior" for Task 1.1.1.4 states the Airman "(1) Displays initiative toward organizational accomplishment to foster warrior ethos."

- All learning outcome items shown with a behavioral code are trained during war time.

- Column 2 lists Core tasks, when this includes the numbers 5 or 7, this task/competency is a requirement for 5-skill-level or 7 skill-level upgrades, respectively.