

AFSC 2A3X7 TACTICAL AIRCRAFT MAINTENANCE (5TH GENERATION) SPECIALTY



CAREER FIELD EDUCATION AND TRAINING PLAN

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**CAREER FIELD EDUCATION AND TRAINING PLAN
TACTICAL AIRCRAFT MAINTENANCE (5TH GENERATION)**

AFSC 2A3X7

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**CAREER FIELD EDUCATION AND TRAINING PLAN
TACTICAL AIRCRAFT MAINTENANCE (5TH GENERATION)
AFSC 2A3X7**

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 2A3X7, Tactical Aircraft Maintenance (5th Generation) 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 Crew Chief Air Force Career Field Manager (AFCFM), Training Pipeline Manager (TPM), 362 TRS/TXTRR, MAJCOM Functional Managers (MFMs) and career field Subject Matter Experts (SMEs). This CFETP supersedes the 2A3X7 CFETP, dated 11 December 2019. 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 2A3X7.

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 workforce 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.

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 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 knowledge 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).

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.).

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 – Department of the 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

RTT – Right Time Training

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

TFI – Total Force Integration

TPM – Training Pipeline Manager

TR – Training Resource

UGT – Upgrade Training

WAPS – Weighted Airman Promotion System

SECTION A - GENERAL INFORMATION

4. Purpose. This CFETP provides the information necessary for Air Force Career Field Manager (AFCFM), MAJCOM functional managers (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 2A3X7 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 MAJCOM Functional Managers (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 Air Force Career Field Manager (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 input 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 2A373, Craftsman / AFSC 2A353*, Journeyman / AFSC 2A333*, Apprentice / AFSC 2A313*, Helper,” titled “Tactical Aircraft Maintenance (5th Generation)” in AFECD Section II, for specialty summary, duties and responsibilities, and specialty shred out.

7.2.2. Chief Enlisted Manager (CEM) and Superintendent. Refer to “CEM Code 2A300/AFSC 2A390, Superintendent,” titled “Fighter Aircraft Maintenance” 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, AFI 36-2650, 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. 2A3X7 will merge into 2A390 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 Tactical Aircraft Maintenance (5th Generation) 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 30 October – 2 November 2023 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 Tactical Aircraft Maintenance (5th Generation) 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 Aircraft Maintenance 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 Fundamentals of Aircraft Maintenance Course and applicable Tactical Aircraft Maintenance (5th Generation) Apprentice Courses as identified in STS attachments 3 through 5.

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 Mechanic rating 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 issuance of an A&P Mechanic rating, 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. Effective 30 April 2025, SEI code AP2, *Airframe and Powerplant Certification*, is authorized for use once Airmen obtain both certificates; to effectively capture and talent manage these critical skillsets within the 2A community.

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. SpaceTEC Aerospace Technician Certification. Air Force aircraft maintenance technicians are eligible to pursue SpaceTEC Aerospace Technician certification based on aviation training and experience. SpaceTEC certification is endorsed by NASA and the Aerospace industry. Air University Online offers a Specialized Course to assist technicians prepare for the Aerospace Technician certification exams. CCAF awards 25 semester hours for the SpaceTEC Aerospace Technician certification. To learn more, visit SpaceTEC at <https://www.spacetec.us>.

10.4.6. 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:

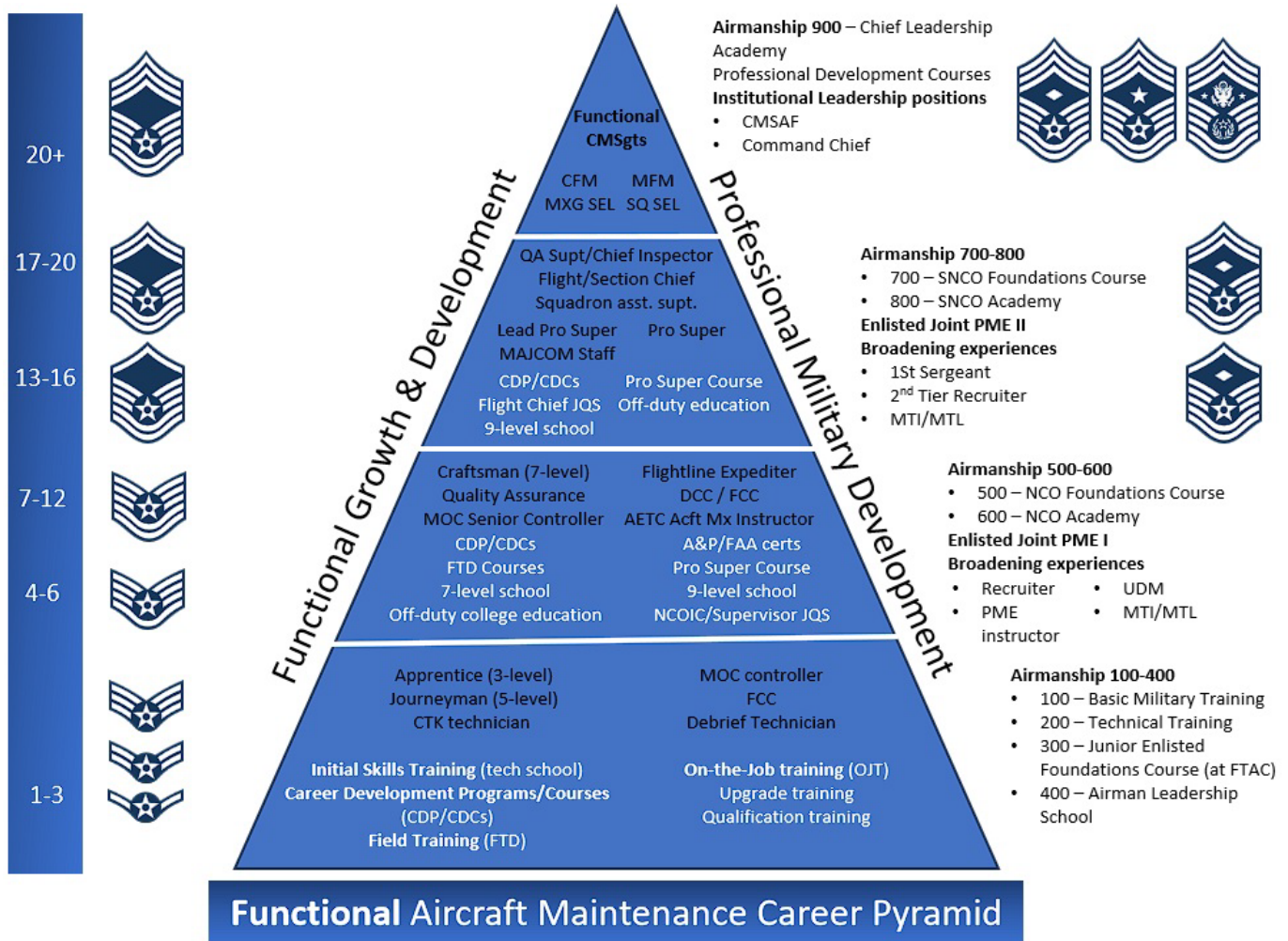
10.5.1. Get background information about civilian licensure and certifications in general and specific information on individual credentials including eligibility requirements and resources to prepare for an examination.

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://www.myfss.us.af.mil/>, search for “DAFECD”.

13.2. Helper, Apprentice, Journeyman, Craftsman. Refer to “AFSC 2A3X7, Craftsman / AFSC 2A353* Journeyman / AFSC 2A333*, Apprentice /AFSC 2A313*, Helper,” titled “Tactical Aircraft

Maintenance (5th Generation)” in AFECD Section II, for specialty qualification information for 1-, 3-, 5-, and 7-skill level personnel.

13.3. CEM and Superintendent. Refer to “CEM Code 2A300/AFSC2A390, Superintendent,” titled “Fighter/Remotely Piloted Aircraft Maintenance” in AFECD Section II, for specialty qualification information 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 December 2020 task-based STS will be used for technical training provided by Air Education and Training Command for the following classes: Course J3ABR2A337A027X, J3AQR2A337B028X, J3ABP2A337B028X, until the competency-based training expected initiation on/or about 1 October 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 1 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 Qualification Task) 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.

19.3. Column 3 provides certification for OJT and is used to record completion of tasks/competencies and knowledge training requirements. Use MIS to document technician qualifications if available.

19.4. Column 4 shows 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 1 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 into 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 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 and DAFI 36-2650.

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 362 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 2A3X7 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
J3ABR2A337A027X/ J3AQR2A337A027X	Tactical Aircraft Maintenance Apprentice, F-22	Sheppard AFB, TX	Active Duty/ ANG AFRC
J3AQR2A337B028X	Tactical Aircraft Maintenance Apprentice, F-35	Sheppard AFB, TX	Active Duty/ ANG AFRC
J3ABP2A337B028X / J3AQP2A337B028X	Tactical Aircraft Maintenance Apprentice, F-35	Eglin AFB, FL	Active Duty/ ANG AFRC

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

21.1.2. NOTE 2: The “ABR” courses are for Active-Duty Air Force only. All others should enroll in “AQR” courses (i.e. ANG, AFRC, International students).

21.2. Right Time Training. Under the RTT construct, Active-Duty Airmen will be awarded their 3 skill-level in their respective AFSC prior to departing Sheppard AFB and attend RTT courses taught by the Field Training Detachment (FTD) at their first permanent duty location. Active-Duty Airmen will attend RTT courses at regionalized locations, en-route, for TFI assignments or installations where there are no FTDs.

21.2.1. ANG and AFRC students will be awarded their 3-level qualification through RTT FTD courses at regionalized locations.

21.2.2. RTT tasks are selected by the Lead MAJCOM in coordination with using MAJCOMs and incorporated into a Type-4 FTD course for each weapons system. The course will be identified on each command's MAJCOM MMCL, which are developed and approved per weapons system by MFMs. Once the MMCL requirements are established by the MFMs, FTD will train and qualify Airmen within each respective aircraft RTT course.

21.2.3. The following courses are required for all Active-Duty Airmen in their respective AFSC/Shred:

RTT Course Number	Course Title	OPR
J4ABP2A337A027X	F-22 Tactical Aircraft Maintenance (5th Generation)	362 TRS
J4ABP2A337B028X	F-35 Tactical Aircraft Maintenance (5th Generation)	362 TRS

21.2.4. The following courses are required for all ANG or AFRC Airmen in their respective AFSC/Shred:

RTT Course Number	Course Title	OPR
J4AMP2A337A027X	F-22 Tactical Aircraft Maintenance (5th Generation)	362 TRS
J4AMP2A337B028X	F-35 Tactical Aircraft Maintenance (5th Generation)	362 TRS

21.2.5. FTD will sign off tasks in which the student reaches the required proficiency identified by the Lead MAJCOM MFM. FTD retains the right to qualify/not qualify supporting competencies in the Air Force approved training management system based on the instructor's assessment of the student's ability to translate training received into performance in an operational environment. For those tasks trained to the required level, but the Airman does not meet the qualification condition, the FTD instructor will document a training start date in the training database or an AF Form 797 and add comments detailing why the qualification was not accomplished.

21.3. Supplemental Courses.

Supplemental Course Number	Course Title	OPR
J3AZR2AXXX 0W1B	Weight and Balance Practical	362 TRS
J7AZT2AXXX 0W1B	Weight and Balance Practical (MTT)	362 TRS
J3AAR2AXXX 048A	Crash Damaged, Disabled Aircraft Recovery (CDDAR)	362 TRS

21.4. Exportable Courses.

Course Number	Course Title/Media	OPR
J6ANW2AXXX 0W1B	Weight and Balance (General)	362 TRS

21.5. Air Force Career Development Academy (AFCDA) Courses. AU/A4L is responsible for managing the CDC program. At CFETP publication, the 2A3XX 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.

21.6. 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:

21.7. Virtual Reality (VR) Learning Modules. VR learning modules are available through the Virtual Hangar provided by Mass Virtual, Inc. 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) apply 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

KENYON K. BELL
Lieutenant General, USAF
DCS/Logistics, Engineering & Force Protection

5 Attachments

1. Airmen's Foundational Competencies
2. Qualitative Requirements Code Key
3. Specialty Training Standard- Fundamentals
4. F-22 Qualitative Requirements
5. F-35 Qualitative Requirements

Attachment 1.

A1. 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 A1.1.

Figure A1.1. Foundational Competencies



A1.1. 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.

A1.2. 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.

A1.3. 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 A1.2 provides an example of a competency model for the 2A3XX/2A5XX career field.

Figure A1.2. 2A3XX/2A5XX, Aircraft Maintenance, Occupational Competency Model

Competencies	Sub-Competencies	Description
Maintenance Operations	Aircraft Serviceability	The maintainance, removal, replacement, and completion of follow-on maintenance actions.
	Aircraft Inspections	The process of systematically examining, checking, and testing aircraft structural members, components and systems, to detect actual or potential unserviceable conditions.
	Servicing	The performance of routing maintenance on aircraft.
	Ground Handling	The preparation and movement marshalling of the ACFT to a safe environment
	Technical Data	Written guidelines set forth to complete a task.
	Troubleshooting	A systematic approach to problem solve that is used to find and correct issues with aircraft mechanics, electronics, software, weapons, engines, etc.
	Documentation	Documenting, tracking, and correcting maintenance actions.
Organizational Management	Personnel Management	The deliberate planning, organizing, and placement of professional human resources.
	Training	Preparing and posturing the current and future force to meet mission parameters.
	Leadership	The art and science of leading , mentoring, coaching and directing personnel in the accomplishment of mission objectives
Aviation Support	CTK Management	The development, maintainance, and issuance of tool kits required for maintenance.
	HAZMAT	To use, control, maintain, and inspect hazardous materials.
	Supply Lines	Track, order, issue, turn in parts, and consumables required for the mission.
Safety	Safety	The oversight of safety aspects with personnel, aircraft, and support equipment.
Communication	Communication	Clearly and effectively articulate, present, and promote ideas and information utilizing various modes of interpersonal and electronic communication to reach organizational goals, improve processes, and reduce errors

A1.4. 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 A1.3 provides an example of a competency rubric for the 2A3XX/2A5XX career field.

Figure A1.3. 2A3XX/2A5XX, Aircraft Maintenance, Occupational Competency Rubric for On-Equipment Maintenance

Competency	Proficiency Levels	Observable Behaviors
Maintenance Operations	<i>Expert</i> Impact on Wing /Group Level	<ul style="list-style-type: none"> - 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
Sub-Competency	<i>Advanced</i> Impact on management decisions	<ul style="list-style-type: none"> - 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
Aircraft Serviceability		
Description	<i>Intermediate</i> Impact on specific workplace projects	<ul style="list-style-type: none"> - 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
The maintenance, removal, replacement, and completion of follow-on maintenance actions.		
Supporting Competencies	<i>Basic</i> Impact on specific workplace tasks	<ul style="list-style-type: none"> - Performs basic maintenance tasks and operational checks with technical guidance - Assists in advanced maintenance tasks
Accountability Communication Problem Solving Teamwork		

A1.4.1. 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		The competency section states the competency group.
Maintenance Operations		
Sub-Competency		The sub-competency section states the narrower category that forms part of the competency group. Note: Some models may only consist of a competency and not include a sub-competency.
Aircraft Serviceability		
Description		The description section provides a statement that gives details about the sub-competency, enabling career field members to better understand how sub-competency relates to the AFS.
The maintenance, removal, replacement, and completion of follow-on maintenance actions.		
Supporting Competencies		The supporting competencies section are supported-level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will contribute to higher successful performance within the sub-competency.
Accountability Communication Problem Solving Teamwork		

Figure A1.4b. Competency Rubric Section 2.


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

Figure A1.4c. Competency Section 3.

Observable Behaviors	←	
<ul style="list-style-type: none"> - 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 		<p>The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.</p>
<ul style="list-style-type: none"> - 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 		<p>They provide objective evidence that the individual possesses the competency level and shows what effective performance looks like.</p>
<ul style="list-style-type: none"> - 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 		<p>The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement.</p>
<ul style="list-style-type: none"> - Performs basic maintenance tasks and operational checks with technical guidance - Assists in advanced maintenance tasks 		

A1.5. 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.

A1.6. 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.

A2. Below are the competency rubrics for the 2A3XX/2A5XX, Crew Chief career fields.

Figure A2. Maintenance Operations, Aircraft Serviceability Rubric.

Competency	Proficiency Levels	Observable Behaviors
Maintenance Operations	<i>Expert</i> Impact on Wing /Group Level	<ul style="list-style-type: none"> - 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
Sub-Competency	<i>Advanced</i> Impact on management decisions	<ul style="list-style-type: none"> - 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
Aircraft Serviceability		
Description	<i>Intermediate</i> Impact on specific workplace projects	<ul style="list-style-type: none"> - 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
The maintenance, removal, replacement, and completion of follow-on maintenance actions.		
Supporting Competencies	<i>Basic</i> Impact on specific workplace tasks	<ul style="list-style-type: none"> - Performs basic maintenance tasks and operational checks with technical guidance - Assists in advanced maintenance tasks
Accountability Communication Problem Solving Teamwork		

Figure A2.1. Maintenance Operations, Aircraft Inspection Rubric.

Competency	Proficiency Levels	Observable Behaviors
Maintenance Operations	<i>Expert</i> Scope: Integrated within Group-Level	<ul style="list-style-type: none"> - Leads scheduled and special occurrence inspections - Analyzes inspection findings to highlight trends and improve procedures - Disseminates trend data findings to highlight inspection discrepancies
Sub-Competency	<i>Advanced</i> Scope: Integrated with organizational strategies	<ul style="list-style-type: none"> - Leads uncommon and abnormal inspections utilizing special tools - Evaluates severity of damage and coordinates findings appropriately - Oversees completion of in-process inspections (IPs) - Performs special inspections
Aircraft Inspection		
Description	<i>Intermediate</i> Scope: Integrated with concerned areas	<ul style="list-style-type: none"> - Completes infrequent scheduled maintenance in accordance with technical data - Executes in depth inspections of entire aircraft to identify defects and prevent damage - Accomplish in-process inspection (IPI) during maintenance tasks
The process of systematically examining, checking, and testing aircraft structural members, components and systems, to detect actual or potential unserviceable conditions.		
Supporting Competencies	<i>Basic</i> Scope: Integrated within a specific Area	<ul style="list-style-type: none"> - Performs routine aircraft inspections in accordance with technical data - Assists with periodic inspections in accordance with technical data
Accountability Decision Making Digital Literacy Resource Management		

Figure A2.2. Maintenance Operations, Servicing Rubric.

Competency	Proficiency Levels	Observable Behaviors
Maintenance Operations	<i>Expert</i> Scope: Integrated within Group-Level	<ul style="list-style-type: none"> - Coordinates with base-level agencies to accomplish mission requirements (POL, AGE, AMMO, etc.) - Responds to ground emergencies and reports to appropriate agencies
Sub-Competency	<i>Advanced</i> Scope: Integrated with organizational strategies	<ul style="list-style-type: none"> - Communicates servicing trends to prevent unscheduled maintenance - Monitors timely completion of servicing tasks - Accomplishes initial and uncommon servicing tasks - Assembles qualified crew to ensure servicing is accomplished
Servicing		
Description	<i>Intermediate</i> Scope: Integrated with concerned areas	<ul style="list-style-type: none"> - Leads team to complete servicing tasks - Validates quantities to ensure accurate aircraft serviceability - Identifies improvements to increase efficiencies while performing servicing tasks
The performance of routing maintenance on aircraft.		
Supporting Competencies	<i>Basic</i> Scope: Integrated within a specific Area	<ul style="list-style-type: none"> - Assists with servicing tasks to ensure aircraft readiness - Acquires servicing equipment for maintenance activities
Accountability Communication Leadership Resource Management		

Figure A2.3. Maintenance Operations, Ground Handling Rubric.

Competency	Proficiency Levels	Observable Behaviors
Maintenance Operations	Expert Impact on SQ/GRP Level	<ul style="list-style-type: none"> - Ensures certified personnel are assigned team lead duties - Ensures assigned tasks are pre-coordinated to eliminate equipment and facility availability shortfalls (support equipment, hangar space, etc.) - Forecasts and schedules equipment and facility requirements to sustain flight line operations efficiency
Sub-Competency	Advanced Impact on management decisions	<ul style="list-style-type: none"> - Manages overall task operations to ensure safety procedures are met to prevent damage to equipment and/or injury to personnel - Ensures proper training, equipment serviceability, and approved clearance prior to completion of task - Serves as ground handling team lead (qualified in all ground handling tasks)
Ground Handling		
Description	Intermediate Impact on specific workplace projects	<ul style="list-style-type: none"> - Develops proficiencies in critical areas of tasks (plumb bob, hydraulic test stand, vehicle, special tools etc.) - Identifies, acquires and uses proper equipment for all assigned tasks - Applies theory of operation to safely perform assigned tasks and communicates potential risks
The preparation and movement marshalling of the ACFT to a safe environment.		
Supporting Competencies	Basic Impact on specific workplace tasks	<ul style="list-style-type: none"> - Develops proficiency while performing basic tasks (marshaling, wing-walking, etc.) by adhering to technical data - Follows instructions from team lead to maintain safe working environment
Accountability Communication Decision Making Leadership		

Figure A2.4. Maintenance Operations, Technical Data Rubric.

Competency	Proficiency Levels	Observable Behaviors
Maintenance Operations	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource	<ul style="list-style-type: none"> - Reviews new technical data library changes for new blocks and/or aircraft - Reviews and validates TCTO, local checklists, IPI, OTI, OI, etc. against technical data and compares results with other agencies to resolve shared discrepancies
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	<ul style="list-style-type: none"> - Advises on current updates and corrections (TCTO, local checklists, IPI, OTI, OI, etc.) - Develops local checklists and supplements based on unit needs (new equipment, base-specific procedures, etc.) - Recommends and authors changes to technical data to improve job proficiency
Technical Data		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	<ul style="list-style-type: none"> - Demonstrates comprehensive knowledge of job guide information to include theory of operations and fault isolations - Applies knowledge using fault identification technical data to identify system faults
Written guidelines set forth to complete a task.		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	<ul style="list-style-type: none"> - Navigates table of contents/digital search function to find correct job guide (system, subsystem, etc.) - Identifies supporting technical data for follow-on maintenance/supplemental data (torque value, cure time, PPE, consumables, etc.) - Utilizes appropriate technical data verbiage, classifications, and context
Digital Literacy Fosters Innovation Information Seeking Precision		

Figure A2.5. Maintenance Operations, Troubleshooting Rubric.

Competency	Proficiency Levels	Observable Behaviors
Maintenance Operations	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	<ul style="list-style-type: none"> - Oversees engineering disposition to advance troubleshooting solutions - Directing advanced troubleshooting techniques
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	<ul style="list-style-type: none"> - Utilizes schematics and diagrams and historical data to diagnose uncommon issues - Performs procedures outlined in fault isolation - Identifies instances when troubleshooting stagnates and consults with outside agencies to resolve rare anomalies
Troubleshooting		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	<ul style="list-style-type: none"> - Responds to maintenance problems and filters through fault isolation with technical data - Utilizes test equipment to evaluate malfunctions and determines proper repair procedure - Accurately determines discrepancies using fault isolation procedures
A systematic approach to problem solving that is used to find and correct issues with aircraft mechanics, electronics, software, weapons, engines, etc.		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	<ul style="list-style-type: none"> - Identifies system and subsystem components and functions of assigned MDS - Identifies proper test equipment needed to troubleshoot systems
Analytical Thinking Communication Decision Making Information Seeking		

Figure A2.6. Maintenance Operations, Documentation Rubric.

Competency	Proficiency Levels	Observable Behaviors
Maintenance Operations	Expert Impact on AF-Level Practices	<ul style="list-style-type: none"> - Track man hours to resolve manning concerns - Analyze documentation data to determine component integrity
Sub-Competency	Advanced Impact on Management Decisions	<ul style="list-style-type: none"> - Analyzes common trends to address training shortfalls - Directs personnel to properly document known discrepancies
Documentation		
Description	Intermediate Impact on Specific Workplace Projects	<ul style="list-style-type: none"> - Oversees and provides guidance for basic documentation - Performs quality verification on completed documentation actions - Corrects documentation discrepancies to ensure data integrity
Documenting, tracking, and correcting maintenance actions.		
Supporting Competencies	Basic Impact on Specific Workplace Tasks	<ul style="list-style-type: none"> - Ensures all maintenance tasks are documented according to applicable publications - Navigate maintenance information systems (MIS) to accurately capture maintenance actions
Accountability Communication Decision Making Precision		

Figure A2.7. Organizational Management, Personnel Management Rubric.

Competency	Competency Levels	Observable Behaviors
Organizational Management	Expert Reach of Influence NAF/MAJCOM/AF-Level	<ul style="list-style-type: none"> - Coordinates with Air Force manpower community to initiate manpower studies to address concerns and shortfalls - Analyze manpower requirements and engage with stakeholders to address personnel and operational issues
Sub-Competency	Advanced Reach of Influence Squadron/Group (People into positions)	<ul style="list-style-type: none"> - Utilizes UMD/UPMR to assign available personnel to fulfill required position numbers - Analyzes assigned positions and communicates readiness concerns to leaders
Personnel Management		
Description	Intermediate Reach of Influence Shop/Work-center	<ul style="list-style-type: none"> - Selects team composition to execute mission requirements and advance professional development (e.g., shift breakdown, leave, TDYs, and duty limitations) - Manages training and qualifications for various shop requirements (e.g., SEIs, 2096s, SCRs, and vehicle qualification) - Identify eligible personnel for special and additional duty positions - Utilizes evaluation systems to accomplish appraisals and performance feedbacks for personnel development
The deliberate planning, organizing, and placement of professional human resources.		
Supporting Competencies	Basic Reach of Influence Individuals/Small Teams	<ul style="list-style-type: none"> - Sets expectations in-line with commander's intent and enforces accountability - Proactively mitigates personnel operational concerns (e.g., qualification shortfalls, coverages, and staffing imbalances) - Proactively mitigates personal readiness concerns (e.g. address medical, financial, good order and conduct, quality of life issues) - Identifies and recommends candidates deserving of personal recognition to award superior performance
Develops People Leadership Organizational Awareness Teamwork		

Figure A2.8. Organizational Management, Training Rubric.

Competency	Proficiency Levels	Observable Behaviors
Organizational Management	Expert Impact on SQ/GRP Level	<ul style="list-style-type: none"> - Provides feedback for the development of training requirements and guidance - Identifies training shortfalls to prevent lack of qualified personnel to perform specialized tasks - Certifies members on specialized tasks to ensure mission capabilities
Sub-Competency	Advanced Impact on management decisions	<ul style="list-style-type: none"> - Oversees upgrade/proficiency training requirements while fulfilling mission needs - Advocates for and acquires training resources to ensure airmen have sufficient knowledge and skills to execute the mission - Tracks and reports training progress to senior leaders
Training		
Description	Intermediate Impact on specific workplace projects	<ul style="list-style-type: none"> - Seeks out special certification by completing advanced training - Conducts and receives training on aircraft competencies - Identifies training deficiencies and communicates them to prioritize shortfalls
Preparing and posturing the current and future force to meet mission parameters.		
Supporting Competencies	Basic Impact on specific workplace tasks	<ul style="list-style-type: none"> - Utilizes training resources to increase development of career field proficiencies - Complies with training requirements to meet the fundamental needs of the AF (CPR, cyber awareness, job specific CBTs etc.)
Communication Develops People Information Seeking Teamwork		

Figure A2.9. Organizational Management, Leadership Rubric.

Competency	Proficiency Levels	Observable Behaviors
Organizational Management	<i>Expert</i> Reach of Influence: MAJCOM/AF-Level/Industry	<ul style="list-style-type: none"> - Creates opportunities for Airmen to participate in experiential training courses in order to foster multi-capable Airmen strategy - Develops strategic vision and goals to foster advancement of future leaders in the career field - Manages a hierarchy of advancement and develops leaders to be critically thinking warfighters
Sub-Competency	<i>Advanced</i> Reach of Influence: Squadron/Group/Wing	<ul style="list-style-type: none"> - Demonstrates self-control in challenging situations and implements solutions for organizational problems - Contributes to a professional climate and culture that builds and maintains professional relationships and strives to create effective leadership teams - Teaches and influences tactics and strategies to others by studying leaders decisions to understand their rationale and goals - Leverages experience to effectively accomplish the mission by fostering readiness for timely actions and decisions
Leadership		
Description	<i>Intermediate</i> Reach of Influence: Section/Flight	<ul style="list-style-type: none"> - Develops a professional climate by mentoring personnel through decisions made by other leaders - Leads personnel by providing the appropriate feedback, training, and opportunities for subordinates' professional development - Demonstrates personal and team resilience by embodying the social, physical, mental, and spiritual domains - Encourages and facilitates a healthy climate to foster followership
The art and science of leading, mentoring, coaching and directing personnel in the accomplishment of mission objectives		
Supporting Competencies	<i>Basic</i> Reach of Influence: Individual	<ul style="list-style-type: none"> - Displays initiative toward organizational accomplishment to foster warrior ethos - Maintains individual accountability and encourages peer accountability to successfully execute all duties, instructions, and responsibilities - Contributes to a professional climate and culture by supporting leaders' decisions - Proactively seeks feedback for self improvement and to accomplish unit goals
Accountability Communication Develops People Leadership		

Figure A2.10. Aviation Support, Composite Tool Kit (CTK) Management Rubric.

Competency	Proficiency Levels	Observable Behaviors
Aviation Support	<i>Expert</i> Scope: Integrated within Group-Level	<ul style="list-style-type: none"> - Partners with outside agencies/companies for tool acquisition to maintain readiness - Collaborates with other bases for equipment requirements to mitigate shortfalls - Collaborates with unit resource advisor to secure funding for CTKs
Sub-Competency	<i>Advanced</i> Scope: Integrated with organizational strategies	<ul style="list-style-type: none"> - Develops composite tool kit inventories and quantities for mission success - Establishes CTK inspection criteria and frequency to maintain serviceability - Evaluates processes and analyzes end use input for CTK improvement
Composite Tool Kit (CTK) Management		
Description	<i>Intermediate</i> Scope: Integrated with concerned areas	<ul style="list-style-type: none"> - Catalogs tool accountability with regard to unit requirements - Ensures adherence to tool issue and return processes for efficient turn over - Monitors spare tool quantities and condition for rapid replacement
The development, maintenance, and issuance of tool kits required for maintenance.		
Supporting Competencies	<i>Basic</i> Scope: Integrated within a specific Area	<ul style="list-style-type: none"> - Facilitates tool issue and return in support of mission requirements - Examines tools for serviceability and replaces as necessary to ensure in use safety and FOD prevention
Accountability Fosters Innovation Organizational Awareness Precision		

Figure A2.10. Aviation Support, Hazardous Materials (HAZMAT) Rubric.

Competency	Proficiency Levels	Observable Behaviors
Aviation Support	<i>Expert</i> Impact on Wing Level	- Audits hazardous material manufacturers for cost-benefit analysis - Recommends change requests to higher level agencies in an effort to improve upon regulations
Sub-Competency	<i>Advanced</i> Impact on management decisions	- Teams with end users to ensure hazardous materials guarantee maximum effectiveness - Compares like hazardous materials to track and establish product improvement and efficiency - Monitors training to ensure personnel comply with regulations to mitigate health and environment mishaps - Partners with outside agencies to coordinate further disposal
HAZMAT		
Description	<i>Intermediate</i> Impact on specific workplace projects	- Supports inspections with regard to expiration date, proper labeling, container damage, leaks and spills to ensure unnecessary exposures - Manages hazardous material storage to prevent fire and spills in accordance with all regulations - Develops hazardous material inventories and quantities for mission sustainment - Administers training to ensure personnel comply with regulations to mitigate health and environment mishaps
To use, control, maintain, and inspect hazardous materials.		
Supporting Competencies	<i>Basic</i> Impact on specific workplace tasks	- Distributes hazardous material for use on specific tasks and equipment - Ensures disposal of hazardous materials comply with all local, state, and federal regulations
Accountability Communication Digital Literacy Resource Management		

Figure A2.12. Aviation Support, Supply Lines Rubric.

Competency	Proficiency Levels	Observable Behaviors
Aviation Support	<i>Expert</i> Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	- Authorizes CANN actions to alleviate supply shortages - Reviews MRSP quantities; forecasts and justifies need of fiscal year requirements - Tracks, documents, and coordinates priority parts to minimize aircraft downtime - Validates MICAP to ensure need of asset
Sub-Competency	<i>Advanced</i> Depth of Knowledge: New practices of all workplace elements	- Assists with loading of new parts by providing required justification - Coordinates with on-base agencies to acquire locally manufactured parts - Forecasts the future needs of parts for scheduled maintenance
Supply Lines		
Description	<i>Intermediate</i> Depth of Knowledge: Established practices of all workplace elements	- Orders parts to assist in maintenance - Facilitates adequate return of major parts with proper documentation - Initiates MICAP paperwork/process to cross check part availability
Track, order, issue, turn in parts, and consumables required for the mission.		
Supporting Competencies	<i>Basic</i> Depth of Knowledge: Established practice with some workplace elements	- Utilizes TNB and FOM concepts for parts management - Utilizes bench stock for minor parts and hardware to facilitate aircraft needs - Assists with DIFM asset turn-in to supply
Accountability Communication Organizational Awareness Resource Management		

Figure A2.13. Communication Rubric.

Competency	Proficiency Levels	Observable Behaviors
Communication	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Delivers and evaluates communication to senior leadership and other external organizations to effectively convey requirements
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	- Tailors information and ideas to support mission execution - Designs negotiating approaches to maximize effectiveness
N/A		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	- Utilizes AF communication tools to integrate efficient and effective interactions while information sharing - Coordinates and facilitates course of action development to inform decision making
Clearly and effectively articulate, present, and promote ideas and information utilizing various modes of interpersonal and electronic communication to reach organizational goals, improve processes, and reduce errors.		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	- Employs communication tools; written, verbal, and electronic formats to effectively communicate
Influence Leadership Organizational Awareness Teamwork		

Figure A2.14. Safety Rubric.

Competency	Proficiency Levels	Observable Behaviors
Safety	Expert Reach of Influence: Group Level	- Evaluates safety trends and mishaps to develop and execute safety guidelines across the group - Develops group-level guidance to resolve safety issues and trends
Sub-Competency	Advanced Reach of Influence: Flight/Squadron Level	- Implements safety programs to prevent future mishaps or loss - Conducts evaluation on application of safety training - Categorizes trends and elevates findings to higher level personnel
Safety		
Description	Intermediate Reach of Influence: Team/Shift Level	- Oversees procedures and maintains equipment to ensure maintenance task safety - Promotes safe working conditions by enforcing safety regulations and risk management principles - Documents mishaps and elevates safety concerns to address operational risk management
The assessment and measurement of risk involving personnel, aircraft, and support equipment		
Supporting Competencies	Basic Reach of Influence: Individual Level	- Utilizes personal protection equipment to adhere to safety practices - Maintains safe and clean work environment (brakes on equipment, laying down fire bottles, clean spills, etc.) - Complies with regulations to mitigate unnecessary risks and mishaps
Accountability Communication Decision Making Leadership		

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.
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	
<p>NOTES:</p> <ul style="list-style-type: none"> - 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. - Competencies marked /R are deferrable for ANG /AFRC until training capability becomes available 	