

Air Force Specialty Code (AFSC) 2T3X7
Fleet Management & Analysis (FM&A)

CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP)



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Transportation Badge Heraldry

Basic Badge



Senior Badge



Master Badge

The falcon at the center of the badge is derived from the Triforium Termination Stone Carving dedicated on 10 May 1970 to the United States Air Force Logistics Personnel at the National Cathedral in Washington D.C.

*The **Falcon** represents the dedication and devotion to duty of transportation personnel who aid in the generation and employment of defense forces across the spectrum of warfare.*

*The **Field** of the badge is without obstruction and depicts free skies.*

*The **Olive Branch** surrounding the badge symbolizes the peace aerospace forces engender through professional transportation.*

In its talons, the falcon grasps a globe which represents earth as seen from space and represents the span of our systems around the world and into space. Encircling the globe are three arrows running parallel to each other to symbolize teamwork between all modes of transportation: Land, Sea, and Air.

The globe and the arrows together, symbolize the Air Force Transportation Vision Statement: Building the world's most effective movement systems to provide global reach for America.

Personnel can find specific guidance for the wear of the Transportation badge in AFI 36-2903, Aeronautical, Duty, and Occupational Badges. Enlisted Vehicle Management personnel are awarded the basic badge after completing initial 3-level training, the senior badge is awarded after award of the 7 skill level, and the master badge is awarded to Master Sergeant or above with 5 years in the specialty from award of the 7 skill level.

**CFETP
FLEET MANAGEMENT & ANALYSIS (FM&A)
AFSC 2T3X7**

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PART I

PREFACE.

1.0 The Career Field Education and Training Plan (CFETP) is a comprehensive document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements ¹for the Fleet Management & Analysis specialty. The CFETP provides Fleet Management & Analysis personnel a clear career path to success and instills rigor in all aspects of career field training.

Note: Civilians occupying associated positions may use Part II to support duty position qualification training. Air Force Reserve Command (AFRC) and Air National Guard (ANG) career paths will differ from the career paths depicted in this document. They may develop career paths that more accurately describe the life-cycle of reserve and guard personnel.

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

1.1.1. Part I provides information necessary for overall management of the specialty. Section A explains how individuals will use the plan; **Section B** identifies career field progression information, duties and responsibilities, training strategies, and career field path; **Section C** associates each level with specialty qualifications (knowledge, education, experience, training, and other); and **Section D** indicates resource constraints. Some examples are funds, manpower, equipment, facilities; **Section E** identifies transition training guide requirements for E-5 through E-7.

1.1.2. Part II includes the following: **Section A:** identifies the STS and includes duties, tasks, Technical References to support training, AETC conducted training, wartime course and core task and correspondence course requirements. **Section B:** contains the course objective list and training standards supervisors use to determine if service members satisfied training requirements. **Section C:** identifies available support materials. An example is a qualification training package, which may be developed to support proficiency training; **Section D** identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses; **Section E** identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs.

1.1.3. Using CFETP guidance ensures individuals in this specialty receive effective and efficient training at the appropriate points in their career. This plan enables us to train today's work force for tomorrow's job

ABBREVIATIONS/TERMS EXPLAINED

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

AETC Training Manager (AETC-TM). AETC-TM acts as a link between the customer, AFIMSCs and the training providers (schoolhouse). Collectively we refer to the training squadrons, courses, instructors, and curriculum developers, as the schoolhouse. The AETC-TM moderates the long term, visionary training goals of the career field with the real time ability of the schoolhouse to meet those training goals.

AETC Training Pipeline Manager (AETC-TPM). Co-chairs with the Air Force Career Field Manager (AFCFM), Utilization and Training Workshops (U&TWs) and AFS planning meetings. Responsible for the oversight, development, and execution of all formal training to include money, manpower and machines to bring new training on-line. Acts as liaison between AFCFM and training community.

AFIMSC Functional Manager (MFM). An individual who is the POC responsible for AFIMSC management of an AFS. MFM responsibilities include coordination with the AFCFM, policy development, training, skills management, and career progression at the AFIMSC-level.

Air Force Career Development Academy (AFCDA). Provides career development courses (CDC) and specialized courses in support of enlisted upgrade training and the Weighted Airman Promotion System (WAPS).

Air Force Career Field Manager (AFCFM). An individual who is the single Point of Contact (POC) responsible for overall management of an AFS. AFCFM responsibilities include policy development, training, skills management, and career progression.

Air Force Enlisted Classification Directory (AFECD). This guide establishes the occupational structure of the Air Force enlisted force. The occupational structure is flexible to permit enlisted personnel to specialize and develop their skills and abilities while allowing the Air Force to meet changing mission requirements, and can be found via the Air Force Portal (At the home page, search AFECD in the search field.)

Air Force-Input Tool (AF-IT). The AFFORGEN reporting tool on SIPRNET that provides timely and accurate readiness.

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

Air Force Job Qualification Standard/Command Job Qualification Standard (AFJQS/CJQS). A comprehensive task list common to all persons serving in the duty position, which describe a particular job type or duty position. They are used by supervisors to document task qualifications. The tasks on AFJQS/CJQS are common to all persons serving in the described duty position.

Allocation Curves. The relation of hours of training in different training settings to the degree of proficiency which can be achieved on specified performance requirements.

Basing and Logistics Analytics Data Environment (BLADE). BLADE brings together information from more than 300 Air Force and broader Defense Department data sources, using a Pentagon analytics platform called Advana to make the broad swaths of information more accessible, in one place.

Bridge Course. A formal or informal course of training which allows the individual to expand his/her knowledge in another area of expertise.

Career Field Education and Training Plan (CFETP). A comprehensive core training document that identifies: Life-cycle education and training requirements, training support resources and the minimum core task requirements for a specialty. The CFETP aims to give personnel a clear career path and instills a sense of industry in career field training.

Career Training Guide (CTG). A document that uses Task Modules (TMs) in lieu of tasks to define performance and training requirements for a career field.

Certification. A formal indication of an individual's ability to perform a task to required standards.

Certification Official. A person whom the supervisor assigns to determine an individual's ability to perform a task to required standards.

Continuation Training. Additional training exceeding requirements with emphasis on present or future duty assignments.

Core Task. Tasks the AFCFM identify as minimum qualification requirements 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/advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3- or 7-skill level in this career field. Supervisors use the COL to assist in conducting graduate evaluations in accordance with Air Force Instruction DAFMAN 36-2689, *Training Program*.

Defense Property Accountability System (DPAS). The DoD-directed Fleet Management Information System for Maintenance, Utilization and Warehouse functions and the Accountable Property System of Record for Air Force accountable vehicle assets.

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

Education and Training Course Announcements (ETCA). The primary tool used for information on education and training courses, such as available courses, prerequisites, reporting instructions etc. ETCA is accessed via the World Wide Web (WWW) at [ETCA Courses](#).

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.

Electronic Point of Sale (EPoS). EPoS system is DLA Energy's front-line customer and business partner-facing system. EPoS is used to capture real-time military fleet management fuel retail transactions at unattended military service stations, mobile ground fuel transactions, and aviation fuel transactions for mobile airfield/flight line operations.

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

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

Field Technical Training (Type 7). Special or regular on-site training conducted by a Field Training Detachment (FTD) or by a mobile training team.

Financial Improvement & Audit Readiness (FIAR). FIAR is to improve the Department's financial management operations, helping provide America's Service men and women with the resources they need to carry out their mission and improving our stewardship of the resources entrusted to us by the taxpayers.

Fleet Management Information System (FMIS). FMIS refers to the approved system of record for Maintenance, Utilization and Warehouse functions and the Accountable Property System of Record for Air Force accountable vehicle assets. Currently, the FMIS is DPAS.

Government Purchase Card (GPC): More information at: also known as a SmartPay card, is a centrally billed, government charge card used to pay for goods and services in support of official government business, streamlining the purchasing process and reducing paperwork.

Initial Skills Training. Formal school courses that result in an AFSC 3-skill level award for enlisted or mandatory training for upgrade to qualify for officers.

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

Interservice Training Review Organization (ITRO). The ITRO was established in 1972 in response to concern expressed by the Government Accounting Office that the Services were not accomplishing significant consolidations of training courses as required by the 1964 Joint Chiefs of Staff Memorandum of Policy 148.

Integrated Logistics System -Supply (ILS-S). ILS-S is a modern Logistics Information Technology Defense Business System capability that supports Department of the Air Force active-duty, Air National Guard and Air Force Reserve operations, as well as the other military services and their missions depending on where they are located.

Joint Deficiency Reporting System (JDRS). JDRS provides a common, seamless solution for deficiency reporting and resolution management across the Aeronautical Enterprise. JDRS is a cross-service web enabled automated tracking system designed to initiate, process and track deficiency reports from the Warfighter through the investigation process.

Mobile Training Team (MTT). Technical training conducted at operational locations by a resident course instructor using the facilities and equipment at those locations.

MyLearning. MyLearning is worldwide accessible, web-enabled Learning Management System (LMS) that provides delivery, tracking and on-demand reporting of training with no client software required to access the system. MyLearning is a centralized training platform that houses: Air Force MyTraining, Air Force Career Development Academy, Total Force Awareness Training, and Ready Airman Training MyLearning location is at <https://lms-jets.cce.af.mil/>

MyTraining. A Web-Based application providing Air Force War fighters with global, real-time visibility into the technical qualifications, certifications and training status of logistics, communications, and information professionals Air Force wide. MyTraining supports base, wing and work center level training management activities by automating training management business processes. MyTraing links ins on MyLearning platform or <https://tfr.josce.mil/>

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

On-the-Job Training (OJT). Hands-on, “over-the-shoulder training” that a duty location uses to train personnel in both upgrade (skill level award) and job qualification (duty position certification) training.

Optimal Training. The ideal combination of training settings resulting in the highest levels of proficiency on specified performance requirements within the minimum time possible.

Position Qualification Training. Training designed to qualify an Airman in a specific position.

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

Program Objective Memorandum (POM). Developed by individual services to set objectives for their forces, weapon systems and logistical support within the fiscal limits assigned to them by the Secretary of Defense for future programming.

Qualification Training (QT). Hands-on performance training designed to qualify an Airman in a specific duty position. This training occurs during and after the upgrade training to maintain up-to- date qualifications. It is designed to provide the performance skills required to do the job.

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 funds, facilities, time, manpower and equipment that preclude desired training from being delivered.

Skills Training. A formal course which results in the award of a skill level.

Special Experience Identifier (SEI). Identifies any special skills or advanced training associated to the workload requirement.

Specialty Training. The total training process (life cycle) used to qualify Airmen in their assigned specialty.

Specialty Training Standard (STS). An Air Force publication that describes skills and knowledge that an Airman in a particular AFS needs on the job. It further serves as a contract between the AETC and the user to show the overall training requirements for an AFSC that the formal schools teach.

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

Subject Matter Expert (SME). Highly motivated and experienced individual who is an effective communicator and has a thorough understanding of career field issues. The AFCFM and training personnel call on SMEs for specialty related issues such as attending U&TWs and for writing Specialty Knowledge Tests (SKTs) for Weighted Airman Promotion System (WAPS) testing.

Task Module (TM). A group of tasks performed within an AFS that are performed together and that require common knowledge, skills, and abilities. TMs are identified by an identification code and a statement.

Test, Measurement and Diagnostic Equipment (TMDE). Those devices used to maintain, evaluate, measure, calibrate, test, inspect, diagnose, or otherwise examine materials, supplies, equipment, and systems to identify or isolate actual or potential malfunctions, or decide if they meet operational specifications established in technical documents.

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

Trainer. A trained and qualified person who teaches personnel to perform specific tasks through OJT methods. Also, equipment that the trainer uses to teach personnel specified tasks.

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

Training Centers. The principle AETC location where training is conducted and/or managed. Vehicle Management has two career field alternate locations.

Training Planning Team (TPT). Comprised of the same personnel as a U&TW; however, TPTs are more intimately involved in training development and the range of issues are greater than is normal in the U&TW forum.

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

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

Training Session. Training conducted by trainers based on technical data for a maintenance task that existing courses could not support.

Ultra-High Pressure (UHP) system. UHP delivers more and smaller droplets of water and provides much better heat absorption than the high volumes of larger water droplets that are provided by conventional low-pressure technology.

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

Utilization and Training Pattern. A depiction of training provided to, and the jobs performed by, personnel throughout their tenure within a career field or AFS. There are two types of patterns: 1) Current pattern, which is based on the training provided to incumbents and the jobs to which they have been and are assigned; and 2) Alternate pattern, which considers proposed changes in manpower, personnel and training policies.

Utilization and Training Workshop (U&TW). A forum of AFIMSC AFSC functional managers, SMEs and AETC training personnel that determines career ladder training requirements.

Vehicle Support Chain Operations Squadron (VSCOS). As the Air Force authority, the 441 VSCOS provides assistance with tasks and processes associated with establishing and enforcing centralized enterprise Vehicle Management programs, goals, and objectives to meet Air Force operational mission requirements.

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

Web-Based Training. See MyLearning.

SECTION A: GENERAL INFORMATION

2.0 Purpose. The CFETP provides information necessary for AFCFM, MFMs, commanders, training managers, supervisors and trainers to plan, develop, manage and conduct effective career field training programs. This plan outlines the training that individuals in these AFSs should receive in order to develop and progress throughout their career. This plan identifies initial skills, 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. Normally, this training is conducted by AETC at one of the technical training centers. UGT identifies the mandatory courses, task qualification requirements and correspondence course completion requirements for award of the 3-, 5-, 7- and 9- skill levels. QT is actual hands-on task performance training designed to qualify an Airman in a specific duty position. This training program occurs both during and after the UGT 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 OJT, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes, some are:

2.1. 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.

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

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

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

2.5. Uses. The plan will be used by MFMs, trainers, and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the specialty. (2) NOTE: The Air Force District of Washington (AFDW) serves as the MFM for personnel assigned to Air Force Elements (AFELM).

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

2.7. MFMs will ensure their training programs complement the CFETP mandatory initial, upgrade and proficiency requirements. Identified requirements can be satisfied by OJT, resident training, contract training or exportable courses.

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

2.9. Unit Education and Training Managers and supervisors must ensure each individual completes the mandatory training requirements (including MAJCOM supplemental requirements) for the upgrade training specified in this plan.

2.10. Coordination and Approval. The AFCFM is the approval authority for the CFETP. MFMs and AETC training personnel will identify and coordinate on the career field training requirements. The AETC training manager for 2T3XX specialties will initiate an annual review of this document by AETC and MFMs to ensure currency and accuracy. Using the list of courses in Part II, they will eliminate duplicate training.

SECTION B: CAREER PROGRESSION AND INFORMATION

3.0 Specialty Descriptions. Typically, specialty descriptions provide a summary of the specialty, insight into duties and responsibilities associated to the specialty, and qualifications for entry or progression within the specialty.

3.1.FLEET MANAGEMENT & ANALYSIS (FM&A):

AFSC 2T377, Craftsman AFSC 2T357, Journeyman AFSC 2T337, Apprentice AFSC 2T317, Helper Ref: AFECD

3.1.1. Specialty Summary. Fleet Management & Analysis personnel are highly-trained and proficient on planning, organizing, and directing fleet management activities. Supervises and performs the scheduling and analysis of maintenance performed on vehicles and equipment. Oversees fleet management and accounts for vehicle fleet. Uses a computer to manage the vehicle data collection system and develops local retrievals to obtain specific data. Performs materiel control functions. Files historical data and maintains vehicle records. Related DoD Occupational Subgroup: 155800.

3.1.2. Duties and Responsibilities: Supervises and performs automated data collection and fleet management information system (FMIS) functions. Manages vehicle leasing program. Inputs data to the FMIS and verifies data accuracy. Prepares reviews and corrects FMIS products. Provides input to vehicle buy program. Develops vehicle minimum essential levels and vehicle priority recall listing.

Performs fleet maintenance, operations analysis and manages vehicle control program. Coordinates with work center supervisors and using organizations to ensure a timely repair of assigned vehicles. Monitors contract and warranty repairs, status, and funding. Develops and administers long and short range plans and programs for completion of preventative maintenance and inspections, special inspections and projects. Submit depot vehicle requirements for the five-year maintenance plan.

Controls and administers the delayed maintenance and accident abuse programs. Maintains vehicle historical data and records jackets. Develop local retrievals and analyzes data for deviations from specific performance indicators to help develop corrective actions. Manages TCTO/service bulletins, DOD fleet fuel card, Government Purchase Card (GPC) programs and performs Joint Deficiency Reporting System (JDRS) inputs. Monitors Nuclear Certified Equipment (NCE) vehicle and War Readiness Materiel (WRM) programs. Performs fleet management data reporting/transfer as required. Uses FMIS to collect data for mandated reporting requirements such as Resource Conservation and Recovery Act (RCRA), readiness reporting systems, etc. Assembles specific fleet information by extracting and tabulating maintenance data in a logical presentation sequence using automated and manual methods. Prepares data for presentation in tabular, chart, graphic and summary form. Gives narrative summaries to meet management needs. Develops alternative sources of support for operational vehicle shortfalls. Manages vehicle custodial account and vehicle authorization and utilization program. Prepares and defends base level submission for central appropriated funds procurement of motor vehicles and other budgetary accounts. Reviews and coordinates on statements of work and performance requirements documents requiring government vehicles. Ensures vehicle accountability compliance with Financial Improvement Audit Readiness (FIAR). Inputs routine and Mission Capable (MICAP) requisitions and processes inquiries in the Materiel Management System (MMSYS). Monitors Due-In-From-Maintenance (DIFM) and Test, Measurement and Diagnostic Equipment (TMDE) programs.

3.1.3. Specialty Qualifications:

3.1.3.1. Knowledge. Knowledge is mandatory of: fleet management & analysis; maintenance responsibilities; maintenance data collection and reporting procedures; FMIS; and computer operations.

3.1.3.2. Education. For entry into this specialty, completion of high school with courses in algebra or equivalent mathematics, computer operations and auto mechanics is desirable.

3.1.3.3. Training. The following training is mandatory for award of the AFSC indicated:

3.1.3.3.1. 2T337. Completion of the fleet management & analysis apprentice course.

3.1.3.3.2. 2T357. Completion of applicable core tasks.

3.1.3.3.3. 2T377. Completion of applicable core tasks.

3.1.3.4. **Experience.** The following experience is mandatory for award of AFSC indicated:

3.1.3.4.1. 2T357. Qualification in and possession of AFSC 2T337. Also, experience in functions such as fleet management & analysis, quality control, customer service center or maintenance shop work center, obtaining parts and materials for use in vehicle maintenance, and management of leased/rental vehicles and DoD FLEET Fuel Card Program.

3.1.3.4.2. 2T377. Qualification in and possession of AFSC 2T357. Also, experience performing or supervising functions such as fleet management & analysis, quality control, customer service center or maintenance shop work centers, and in obtaining parts and materials for use in vehicle maintenance.

3.1.4. **Other:** Not used.

3.1.5. **VEHICLE MANAGEMENT**

AFSC 2T390, Superintendent

AFSC 2T300, Chief Enlisted Manager Ref: AFECD

3.1.5.1. **Specialty Summary.** Manages the mission generation vehicle fleet. Activities include the management of vehicle authorization listings, vehicle control programs and associated maintenance requirements such as inspection, diagnostics, repair, modification, and refinishing and data collection for the vehicular equipment fleet. Programs include maintenance and fleet management analysis, quality assurance, training and material control. Related DoD Occupational Subgroup: 170400.

3.1.5.2. **Duties and Responsibilities:** Plans, organizes and directs vehicle management activities. Ensures adequate manpower authorizations, personnel, tools, equipment, spare parts, and workspace are available. Establishes production goals, quality controls, operating instructions, annual budgets and self-inspection programs. Maintains liaison with users and supply organizations regarding spare parts requirements. Promotes customer satisfaction. Initiates action for interservice and intraservice vehicle maintenance support requests from other Department of Defense agencies. Oversees fleet management & analysis, as well as maintenance activities responsible for vehicle repair, analysis, training, parts procurement, and contingency planning to ensure effective use of maintenance resources. Coordinates on and assists using organizations with processing procedures for vehicle authorization changes. Reviews and coordinates on vehicle abuse, accident and incident cases. Provides input to and reviews the AF-IT. Ensures accountability for vehicle fleet, tools, equipment, space, supplies and facilities. Monitors and validates vehicle authorizations, new vehicle request, annual vehicle buy program, limited technical inspections, vehicle depot-level repair requirements, vehicle add-on equipment request, reimbursement and refundable actions, vehicle utilization, vehicle minimum essential levels, vehicle priority recall list, vehicle and part warranties, manpower changes, requirements, and facility upgrades. Monitors parts procurement programs to ensure compliance with all applicable guidance. Monitors related contracts and identifies problems to the contract administrator. Supervises programs affecting depot level repairs, shipment of vehicles, maintenance priorities, record keeping, material deficiency reporting, preventative maintenance and inspections, special inspections, fleet management, and analysis to ensure regulatory compliance. Oversees the collection, control and disposition of hazardous and toxic waste material accumulations, vehicle lease program and vehicle control program. Ensures compliance with developed safety practices, policies and standards. Reviews and approves vehicle lesson plans for compliance with technical data and safety standards. Reviews vehicle/equipment modification request for safety and compliance with technical data, forwards request to approval authority if valid. Periodically inspects maintenance, repair sections, fleet management, analysis, and material control. Determines operational status and solves complex maintenance, fleet management, supply, and personnel problems. Analyzes maintenance reports, past and current performance, and inspection reports to ensure cost effective operations, timely preventive maintenance, repairs and rebuilding of vehicular equipment. Identifies unfavorable trends as they occur. Initiates corrective actions and revises procedures to improve effectiveness and eliminate deficiencies. Monitors and coordinates on military construction projects affecting vehicle management areas.

3.1.5.3. **Specialty Qualifications:**

3.1.5.4. **Knowledge.** Knowledge is mandatory of: maintenance and fleet management policies and procedures; maintenance analysis activities; contract administration and evaluation; projecting funding requirements, budget analysis, and resource management; supply and inventory management; publications; technical order and deficiency reporting systems; FMIS; materiel management procedures and allowances standards; training requirements and programs; Air Force manpower standards and their application; facility requirements; and safety and environmental standards.

3.1.5.5. **Education.** Not used.

3.1.5.6. **Training.** Not used.

3.1.5.7. **Experience.** Qualification in and possession of AFSC 2T371 or 2T377. Also, experience in managing vehicle maintenance and fleet management activities.

3.1.5.8. **Other:** Not used.

3.1.6. **Competencies.** The Air Force defines competencies a combination of knowledge, skills, abilities, and other characteristics that manifest in observable and measurable pattern of behaviors required for mission success. The Fleet Management & Analysis community has rebuilt the entire training platform by using competencies to identify the behaviors that are needed to be successful on the job. This has been accomplished by identifying and integrating the 2T3X7, Fleet Management & Analysis, occupational competencies and leveraging the Air Force's foundational competencies in a manner that provides all Airmen with transparent and unbiased pathways towards their own successful development.

3.1.7. **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 24 Airmen's foundational competencies or a 360-degree assessment, where subordinates, peers, and leaders can also provide feedback. The assessment tools will provide Airmen with immediate feedback on personal strengths and areas for improvement. Additionally, a personal improvement plan with targeted resources (videos, reading content, developmental opportunities) are provided for continued self-development.

	Competency	Definition
Developing Self	Accountability	Demonstrates reliability and honesty; takes responsibility for the actions and behaviors of self and team
	Perseverance	Displays grit in accomplishment of difficult long-term goals. Works strenuously toward challenges; maintains effort and interest over years despite failure, adversity, and plateaus in progress.
	Communication	Effectively presents, promotes, and prioritizes varied ideas and issues both verbally and non-verbally through active listening, clear messaging, and by tailoring information to the appropriate audience
	Decision Making	Makes well-informed, effective, and timely decisions that weigh situational constraints, risks, and benefits
	Information Seeking	Demonstrates an underlying curiosity; desires to know more about things, people, oneself, the mission or issues; an eager, aggressive learner
	Flexibility	Adapts to and works with a variety of situations, individuals, or groups effectively
	Resilience	Negotiates, manages, and adapts to significant sources of stress or trauma
	Initiative	Does more than is required or expected to improve job results; takes action appropriately without prompting
	Self-Control	Keeps emotions under control and restrains negative actions when under stress
Developing Others	Teamwork	Collaborates effectively with others to achieve a common goal or complete a mission task
	Develops People	Invests in others to maximize their contributions to the mission by inspiring and providing an environment of continual feedback and learning opportunities
	Service Mindset	Desires to help or serve others to meet their needs; makes and focuses efforts to discover and meet others' needs
	Leadership	Inspires builds, and sustains others' motivation and morale to accomplish the mission; organizes people and actions
Developing Ideas	Analytical Thinking	Identifies problems, evaluates alternative perspectives / solutions, makes effective recommendations, and identifies courses of action
	Digital Literacy	Uses technology to identify, critically evaluate and synthesize data and information; explore, create and manage digital content; and appropriately interact in a virtual environment
	Creative Thinking	Develops new insights into new situations; questions conventional approaches
	Fostering Innovation	Builds a culture of behaviors and business practices that encourages, champions, and rewards creativity and informed risk-taking; is open to change
	Influence	Intends to persuade, convince, or impress others to elicit their support to make specific impacts or achieve particular effects on others
Developing Organizations	Resource Management	Carefully and responsibly administrates resources placed under a member's control with the intent to maximize readiness and lethality and improve organizational performance
	Results Focused	Demonstrates concern for working well or for competing against a standard of excellence
	Change Management	Adapts, helps others adapt, or implements change with the goal of ensuring unit goals are properly aligned to the desired end state
	Strategic Thinking	Considers and organizes activities and resources to achieve a desired goal; thinks on a large and small scale, long- and short-term
	Precision	A concern for order, quality, and accuracy with an underlying drive to reduce uncertainty in the environment

Figure 1. Airmen's Foundational Competencies

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

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

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

Competency	Sub-Competency	Sub-Competency Description
Resource Management	Readiness	Preparing and equipping personnel, vehicles and other resources to achieve optimal operational readiness and mission effectiveness.
	Financial Management	Planning, advocating, and practicing fiscal responsibility to economically sustain Air Force vehicles and fleet requirements.
	Personnel Management	Planning, allocating and advocating for manpower; developing and retaining Airmen through career-long talent management and career-broadening opportunities.
	Training	Developing, establishing, implementing and completing deliberate training to enhance performance and cultivate a culture of continuous relevant learning and improvement.
Mission Execution	Program Management	Establishing, executing and managing programs to ensure compliance with all regulations and standards while utilizing time phased milestones and action items to monitor and achieve program efficiency.
	Fleet Management	Managing and executing fleet practices, procedures and continuous processes associated with the life-cycle management and optimization of the Air Force vehicles to meet the warfighter’s current and emerging mission requirements.
	Materiel Management	Establishing, acquiring, managing and accounting for maintenance resources, tools and equipment, required to achieve optimal operational readiness and mission effectiveness.
	Production Control	Planning, directing, and controlling tasks and continuous processes associated with maintenance operations to effectively and economically sustain a safe, secure and reliable Air Force vehicle fleet.
	Data Management	Collecting, processing, accessing, organizing and securing relevant, clean data utilized for strategic decision-making to enhance operational capabilities and mission effectiveness.
	Engagement	Coordinating, communicating, and partnering with stakeholders within and outside the organization through sharing of information, resources and expertise to achieve optimal operational readiness and mission effectiveness.
Leadership	Leadership	Developing, enhancing and improving Airman Leadership Qualities (ALQs) focused on the key performance characteristics and emphasizing character and competence across all enlisted grades.
Compliance	Compliance	Developing, enforcing and adhering to standards, regulations, and policies designed to systematically detect and resolve vulnerabilities to achieve optimal operational readiness and mission effectiveness.

Figure 2. 2T3X7, Fleet Management & Analysis Occupational Competency

3.1.8.3. **Occupational Competency Rubric.** After a model is developed, a team of subject matter experts begin building competency rubrics, which consists of the competency, a description of the competency, proficiency levels, and measurable and observable behaviors. The competency rubrics will help Airmen learn which behaviors are aligned to the career field’s strategic direction, the professional developmental expectations, and the criteria for success. Figure 3 provides an example of a competency rubric for the 2T3X7 career field.

Competency	Proficiency Levels	Observable Behaviors
Resource Management	<i>Expert</i> Impact on AF-level practices/within industry	- Plans, programs, budgets and executes (PPBE) and formulates annual Program Objective Memorandum (POM) projections for funding enterprise vehicle requirements across the future years defense program (FYDP) - Develops and interprets financial guidance, redefines, and reorganizes mission requirements to ensure funds are utilized according to policy - Advise doctrine and policy for future concepts, long-term planning, and sustainment
Sub-Competency	<i>Advanced</i> Impact on Management decisions	- Identifies and resolves funding shortfalls by projecting future budget requirements - Advocates for funding to meet mission requirements - Manages and allocates funds across multiple fund sites to prevent misuse and over execution - Engages with local contracting squadron and comptrollers for funds management and disbursement
Financial Management		
Description	<i>Intermediate</i> Impact on Specific workplace projects	- Analyzes resource utilization to validate, prioritize, and deconflict project requirements - Collaborates with unit resource advisor to secure funding for operations to address and prevent mission degradation - Executes approval authority for work center utilization and distribution - Identifies and requests funding for unfunded requirements and unfunded innovation initiatives
Planning, advocating, and practicing fiscal responsibility to economically sustain Air Force vehicles and fleet requirements		
Supporting Competencies	<i>Basic</i> Impact on Specific workplace tasks	- Utilizes resources appropriately and efficiently to accomplish assigned roles and tasks - Analyzes and reports spending trends and patterns to track allocated resources - Input vehicle management expenditures in system of records to capture and justify future funding requirements
Analytical Thinking Decision Making Precision Resource Management		

Figure 3. 2T3X7, Fleet Management & Analysis Competency model for Resource Management

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

Competency	←	The competency section states the competency group.
Resource Management		
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.
Financial Management		
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.
Planning, advocating, and practicing fiscal responsibility to economically sustain Air Force vehicles and fleet requirements.		
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 attribute to higher successful performance within the sub-competency.
Analytical Thinking Decision Making Precision Resource Management		

Figure 4a. Competency Rubric Section 1.

Proficiency Levels	←	<p>The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert.</p> <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> <p>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.</p> <p>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).</p>
<i>Expert</i> Impact on AF-level practices/within industry		
<i>Advanced</i> Impact on management decisions		
<i>Intermediate</i> Impact on specific workplace projects		
<i>Basic</i> Impact on specific workplace tasks		

Figure 4b. Competency Rubric Section 2.

Observable Behaviors	←	<p>The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.</p> <p>They provide objective evidence that the individual possesses the competency level, and shows what effective performance looks like.</p> <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"> - Plans, programs, budgets and executes (PPBE) and formulates annual Program Objective Memorandum (POM) projections for funding enterprise vehicle requirements across the future years defense program (FYDP) - Develops and interprets financial guidance, redefines, and reorganizes mission requirements to ensure funds are utilized according to policy - Advise doctrine and policy for future concepts, long-term planning, and sustainment 		
<ul style="list-style-type: none"> - Identifies and resolves funding shortfalls by projecting future budget requirements - Advocates for funding to meet mission requirements - Manages and allocates funds across multiple fund sites to prevent misuse and over execution - Engages with local contracting squadron and comptrollers for funds management and disbursement 		
<ul style="list-style-type: none"> - Analyzes resource utilization to validate, prioritize, and deconflict project requirements - Collaborates with unit resource advisor to secure funding for operations to address and prevent mission degradation - Executes approval authority for work center utilization and distribution - Identifies and requests funding for unfunded requirements and unfunded innovation initiatives 		
<ul style="list-style-type: none"> - Utilizes resources appropriately and efficiently to accomplish assigned roles and tasks - Analyzes and reports spending trends and patterns to track allocated resources - Input vehicle management expenditures in system of records to capture and justify future funding requirements 		

Figure 4c. Competency Section 3.

3.1.8.5. Another key component within the rubric is the supporting competencies section at the bottom left-hand corner. These are the top four supporting competencies that can help members excel and be successful in that particular sub-competency. Some of these supporting competencies are tied directly to the Airmen’s Foundational Competencies, while others may be unique to the career field. Having these supporting competencies identified and linked to a career field’s competency model can cultivate those underlying characteristics needed to succeed on the job. Leaders, supervisors, trainers, instructors, or mentors can now set members up for greater success by building these supporting competencies and placing their Airmen in situations where they can apply those strategies. All of 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.

3.1.8.6. Competency Development. The intent of moving towards a competency-based system is to sharpen our Airmen’s tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of USAF missions. This occurs not in a classroom but on the job by combining education, training, and experiences to provide Airmen with a better developmental pathway as they move along their careers. Airmen are still required to complete specific training courses, core tasks, and other training requirements in order to attain a 3-, 5-, and 7-skill levels. Competency development allows Airmen to move beyond the minimum career field requirements and begin addressing developmental gaps and strengthening their capabilities. The information included within the competency model will allow members within the Fleet Management & Analysis community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

3.1.8.7. Below are the competency rubrics for the 2T3X7, Fleet Management & Analysis, career field.

Competency	Proficiency Levels	Observable Behaviors
Resource Management	Expert Reach of Influence: MAJCOM/AF-Level/Industry	<ul style="list-style-type: none"> - Identifies mission requirements and allocates resources to support rapid global mobilization based on analysis of unit readiness reporting - Plans and establishes UTC requirements for current and future mission requirements - Coordinates UTC requirements across separate MAJCOMs to meet operational objectives
Sub-Competency	Advanced	<ul style="list-style-type: none"> - Manages equipment and personnel mobilization process to ensure all tasking requirements are met while maintaining home station capabilities - Scrutinizes equipment and personnel selection criteria and identifies all capabilities to fulfill operational requirements - Interprets and executes strategic direction from leadership to make informed decisions
Readiness	Reach of Influence: Unit/Groups	
Description	Intermediate	<ul style="list-style-type: none"> - Utilizes all required information systems to provide equipment and personnel status for accurate readiness reporting (e.g., LOGMOD, DRRS) - Ensures personnel are equipped and prepared to deploy in support of mission requirements - Oversees equipment mobilization process by selecting assets that best meet operational requirements based on established criteria
Preparing and equipping personnel, vehicles and other resources to achieve optimal operational readiness and mission effectiveness	Reach of Influence: Team/Flight	
Supporting Competencies	Basic	<ul style="list-style-type: none"> - Prepares equipment for mobilization within an assigned tasking while meeting established timelines - Maintains world-wide deployable status by maintaining all aspects of personal readiness to meet mission requirements - Establishes personal contingency plan for both short- and long-term absences that ensures family and individual readiness
Accountability Flexibility Precision Strategic Thinking	Reach of Influence: Individuals	

Competency	Proficiency Levels	Observable Behaviors
Resource Management	<i>Expert</i> Impact on AF-level practices/within industry	<ul style="list-style-type: none"> - Plans, programs, budgets and executes (PPBE) and formulates annual Program Objective Memorandum (POM) projections for funding enterprise vehicle requirements across the future years defense program (FYDP) - Develops and interprets financial guidance, redefines, and reorganizes mission requirements to ensure funds are utilized according to policy - Advise doctrine and policy for future concepts, long-term planning, and sustainment
Sub-Competency	<i>Advanced</i> Impact on Management decisions	<ul style="list-style-type: none"> - Identifies and resolves funding shortfalls by projecting future budget requirements - Advocates for funding to meet mission requirements - Manages and allocates funds across multiple fund sites to prevent misuse and over execution - Engages with local contracting squadron and comptrollers for funds management and disbursement
Financial Management		
Description	<i>Intermediate</i> Impact on Specific workplace projects	<ul style="list-style-type: none"> - Analyzes resource utilization to validate, prioritize, and deconflict project requirements - Collaborates with unit resource advisor to secure funding for operations to address and prevent mission degradation - Executes approval authority for work center utilization and distribution - Identifies and requests funding for unfunded requirements and unfunded innovation initiatives
Planning, advocating, and practicing fiscal responsibility to economically sustain Air Force vehicles and fleet requirements		
Supporting Competencies	<i>Basic</i> Impact on Specific workplace tasks	<ul style="list-style-type: none"> - Utilizes resources appropriately and efficiently to accomplish assigned roles and tasks - Analyzes and reports spending trends and patterns to track allocated resources - Input vehicle management expenditures in system of records to capture and justify future funding requirements
Analytical Thinking Decision Making Precision Resource Management		

Competency	Proficiency Levels	Observable Behaviors
Management Systems	<i>Expert</i> Scope: Integration with AF-level/within industry: MAJCOM	<ul style="list-style-type: none"> - Programs for command resources (e.g., manpower, funding, equipment, etc.) to support mission objectives - Monitors performance metrics (e.g., METWEB, Capability and Capacity, Management Reviews, etc.) for assigned PMELs - Coordinates and provides data between MAJCOM and Air Force Metrology and Calibration for Laboratory Evaluations
Sub-Competency	<i>Advanced</i> Scope: Integration with organizational strategies: Flight	<ul style="list-style-type: none"> - Establishes maintenance activities to produce safe, accurate, reliable, and traceable Test Measurement & Diagnostic Equipment - Develops local policies in accordance with governing directives (DAFMAN 21-113, Technical Order 00-20-14, etc.) - Advocates for resources to support mission objectives - Implements risk management to support mission and repair network management (DAFMAN 21-113, Technical Order 00-20-14 etc.)
Supervision		
Description	<i>Intermediate</i> Scope: Integration with concerned areas: Element	<ul style="list-style-type: none"> - Enforces maintenance discipline and policy compliance for responsible activities - Manages maintenance activities to produce safe, accurate, reliable, and traceable Test Measurement & Diagnostic Equipment - Monitors Key Performance Indicators to assess and improve element functions (DAFMAN 21-113, Technical Order 00-20-14 etc.)
Individuals or teams lead to ensure efficient and effective operations and adherence to regulations that achieve organizational goals.		
Supporting Competencies	<i>Basic</i> Scope: Specific Area: Individual	<ul style="list-style-type: none"> - Utilizes resources in assigned duty position to enhance mission accomplishments - Manages mission support functions to ensure resource availability - Executes maintenance activities (e.g., Quality Assurance, Operational Risk Management, production, logistics etc.) to produce safe, accurate, reliable, and traceable Test Measurement and Diagnostic Equipment
Communication Decision Making Leadership Accountability		

Competency	Proficiency Levels	Observable Behaviors
Management System	<i>Expert</i> Reach of Influence: HAF/MAJCOM	<ul style="list-style-type: none"> - Establishes training requirements to ensure implementation of training programs for assigned DAF specialties - Monitors AFSC evaluation activities to ensure Airmen meet qualification requirements - Advocates for resources to support AFSC training and development
Sub-Competency	<i>Advanced</i>	<ul style="list-style-type: none"> - Forecasts training priorities to ensure an agile qualified workforce to meet mission requirements - Secures training resources (e.g., coordinates Mobile Training Team, acquires equipment etc.) to enhance proficiency across the command
Training	Reach of Influence: MAJCOM	
Description	<i>Intermediate</i>	<ul style="list-style-type: none"> - Develops training strategies to enhance proficiency in assigned measurement area disciplines - Maximizes external training resources (e.g., Mobile Training Teams, engineering assistance visit, Original Equipment Manufacturer training, etc.) - Evaluates the trainer's knowledge, skills, abilities, and other characteristics to meet job performance standards
The process of providing a structural foundation of skills, methods, and characteristics to develop a qualified workforce.	Reach of Influence: Flight	
Supporting Competencies	<i>Basic</i>	<ul style="list-style-type: none"> - Implements training strategies (e.g., CFETP, Technical Orders, AFIs, Training Plans etc.) to develop qualified Airmen - Identifies training constraints within the assigned element to ensure a qualified workforce
Communication Develops People Leadership Accountability	Reach of Influence: Element	

Competency	Proficiency Levels	Observable Behaviors
Resource Management	<i>Expert</i> Reach of Influence:MAJCOM/AF-Level/Industry	<ul style="list-style-type: none"> - Coordinates with Air Force manpower office to initiate and complete manpower studies addressing concerns and shortfalls - Validates manpower requirements with Air Force end strength (e.g., retraining quotas, promotion quotas, retirements, separations and deployments) to balance manning across the enterprise - Analyzes enterprise manning requirements and articulates needs to assignment authority to facilitate the assignment program
Sub-Competency	<i>Advanced</i>	<ul style="list-style-type: none"> - Utilizes UMD/UPMR to assign available personnel and articulate staffing shortages to key stakeholders - Advocates for personnel during award selection and Enlisted Forced Distribution Panel (EFDP) - Reviews and selects individuals for developmental opportunities and positional requirements - Develops personnel to meet current and emerging operational requirements while simultaneously assisting Airmen in reaching personal goals
Personnel Management	Reach of Influence: Unit/Groups	
Description	<i>Intermediate</i>	<ul style="list-style-type: none"> - Negotiates manpower rotations and solutions with other work centers to enhance members breadth of experience and execute mission requirements - Identifies and recommends eligible personnel for special and developmental opportunities - Mitigates personnel operational concerns (e.g., qualification shortfalls, coverages, and staffing imbalances) to prevent mission degradation
Planning, allocating and advocating for manpower; developing and retaining Airmen through career-long talent management and career-broadening opportunities	Reach of Influence: Team/Flight	
Supporting Competencies	<i>Basic</i>	<ul style="list-style-type: none"> - Sets supervisor expectations to align with commander's intent and all governing policies and enforces accountability - Utilizes evaluation systems to accomplish appraisals and performance feedbacks for personal and personnel development - Identifies and recommends candidates deserving of recognition by submissions of superior performance awards - Proactively mitigates personnel issues and concerns (e.g., medical, financial, good order and conduct, quality of life issues) to ensure mission effectiveness
Accountability Communication Develops People Leadership	Reach of Influence: Individuals	

Competency	Proficiency Levels	Observable Behaviors
Resource Management	<i>Expert</i> Reach of Influence: MAJCOM/AF-Level/Industry	<ul style="list-style-type: none"> - Analyzes training shortfalls to develop and implement strategies to ensure career field personnel are ready to meet strategic objectives - Validates training requirements to establish enlisted developmental criteria and formal training requirements and opportunities - Represents Air Force equities on joint and service training working groups and panels to maintain relevance of formal training schools - Lobbies DoD and national agencies to advocate for traditional and non-traditional training to increase realism, maximize repetitions, and improve mission readiness across multiple services and domains
Sub-Competency	<i>Advanced</i>	<ul style="list-style-type: none"> - Advocates and acquires training resources by leveraging traditional and/or non-traditional (e.g., industry, sister-service, inter-agency) training to ensure Airmen have sufficient knowledge and skills to execute the mission - Collaborates across the organization to identify trends and resolve education and training shortfalls - Establishes and tracks training requirements and reports progress to senior leaders - Develops and coaches new instructors/trainers by providing feedback on instructional methodologies
Training	Reach of Influence: Unit/Group/Wing	
Description	<i>Intermediate</i>	<ul style="list-style-type: none"> - Trains members to comprehensive standards of mission relevance (explain big picture/the 'why') to enhance individual readiness - Analyzes performance gaps, barriers and concerns to improve training and develop Multi-Capable Airmen - Establishes and documents training requirements to achieve short- and long-term mission objectives and reports progress to stakeholders - Evaluates performance, identifies errors, and provides feedback to improve individuals' KSA (knowledge, skills, and abilities)
Developing, establishing, implementing and completing deliberate training to enhance performance and cultivate a culture of continuous relevant learning and improvement	Reach of Influence: Team/Flight/Work-center	
Supporting Competencies	<i>Basic</i>	<ul style="list-style-type: none"> - Applies and utilizes training resources to increase development of operational competencies - Reviews personal training records and completes required courses/training to achieve training milestones
Accountability Communication Develops People Information Seeking	Reach of Influence: Individual	

Competency	Proficiency Levels	Observable Behaviors
Mission Execution	<i>Expert</i> Scope: Integration with AF-level/within industry	<ul style="list-style-type: none"> - Reviews programs and coordinates with agencies to assess impact to mission requirements - Creates and publishes program guidance and directives to meet strategic enterprise needs and align with Executive Orders and DoD guidelines - Advocates for and/or directs change to improve program management across the enterprise
Sub-Competency	<i>Advanced</i>	<ul style="list-style-type: none"> - Establishes objectives and milestones to mitigate program shortfalls - Analyzes trends and implements courses of action to resolve challenges or discrepancies within a program - Shapes future program requirements and standards in response to evolving mission requirements - Develops and evaluates local program policy and guidance to ensure alignment with mission requirements
Program Management	Scope: Integration with organizational strategies	
Description	<i>Intermediate</i>	<ul style="list-style-type: none"> - Evaluates and implements program policy and guidance to ensure alignment with mission requirements - Develops local checklists and guidance to streamline program implementation - Executes responsibilities and coordinates with key players of programs to ensure effective program management - Recommends policy and guidance waivers or changes for evolving requirements by identifying trends and/or discrepancies within the program
Establishing, executing and managing programs while utilizing time phased milestones and action items to monitor and achieve program efficiency	Scope: Integration with concerned areas	
Supporting Competencies	<i>Basic</i>	<ul style="list-style-type: none"> - Tracks, updates, distributes, and documents program inputs and outputs to ensure compliance in support of mission needs - Follows established procedures, policy, and guidance to execute program functions - Informs stakeholders of project status, shortfalls, timeline, and resource requirements to guide decision-making
Accountability Change Management Communication Digital Literacy	Scope: Specific Area	

Competency	Proficiency Levels	Observable Behaviors
Mission Execution	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Authors and establishes Air Force Vehicle Management policies, guidance and business rules to meet strategic objectives - Conducts strategic planning with Headquarters Air Force, joint and/or industry partners to maximize future mission success
Sub-Competency	Advanced	- Develops and/or enforces local fleet policies to achieve short-and long-term mission objectives - Identifies emerging trends to mitigate future challenges associated with evolving fleet practices
Fleet Management	Consistency of Application: Sustained application of competency over time in complex situations	
Description	Intermediate	- Monitors, validates and reinforces proper utilization of Fleet Management Information Systems (FMIS) to manage life-cycle and optimization of the Air Force vehicle fleet. - Monitors key performance indicators to recommend life-cycle determination and other mission support requirements
Managing and executing fleet practices, procedures and continuous processes associated with the life-cycle management and optimization of the Air Force vehicles to meet the warfighter's current and emerging mission requirements	Consistency of Application: Sustained application of competency over time in a variety of situations	
Supporting Competencies	Basic	- Identifies key concepts and principles associated with the life-cycle management to optimize the Air Force vehicle fleet - Utilizes Fleet Management Information Systems (FMIS) to manage the life-cycle and optimization of the Air Force vehicle fleet - Performs basic tasks to comply with technical data, guidelines and policies - Identifies internal and external stakeholders' roles and responsibilities to foster communications
Analytical Thinking Communication Resource Management Strategic Thinking	Consistency of Application: Sustained application of competency over time	

Competency	Proficiency Levels	Observable Behaviors
Mission Execution	Expert Scope: Integration with AF-level/within industry	- Pursues relationships with industry partners for materiel acquisition to enhance mission readiness - Establishes and authorizes enterprise level programs to accelerate the use of innovative and affordable capabilities - Advises and implements supply chain best practices to adhere with all policies and laws
Sub-Competency	Advanced	- Establishes inventories and approves authorizations to meet projected mission changes - Coordinates with applicable agencies to ensure availability and funding requirements to support strategic and operational needs - Leverages the use of modern innovative technologies to reduce cost and enhance vehicle capabilities to posture for future requirements
Materiel Management	Scope: Integration with organizational strategies	
Description	Intermediate	- Oversees fleet management information systems to maintain accountability, approved sourcing, and supporting documentation to achieve operational effectiveness - Identifies and develops vehicle maintenance materiel inventory to communicate availability and accomplish mission requirements
Establishing, acquiring, managing and accounting for maintenance resources, tools and equipment, required to achieve optimal operational readiness and mission effectiveness	Scope: Integration with concerned areas	
Supporting Competencies	Basic	- Facilitates and conducts materiel issuance and return processes, inventory quantities, and inspection criteria for accountability and serviceability - Sources parts and equipment resources in the most economical and sustainable way to achieve mission success - Identifies materials, equipment, and assets needed to execute mission requirements
Accountability Precision Resource Management Teamwork	Scope: Specific Area	

Competency	Proficiency Levels	Observable Behaviors
Mission Execution	<i>Expert</i> Impact on AF-level practices/within industry	<ul style="list-style-type: none"> - Analyzes production and interfaces with agencies to assess impacts to mission requirements - Identifies production shortfalls and reports trends to HAF to shape strategic level decision making
Sub-Competency	<i>Advanced</i>	<ul style="list-style-type: none"> - Determines maintenance priorities and directs work flow to achieve optimal mission readiness - Analyzes production results to extend vehicle service life and justify future vehicle replacement
Production Control	Impact on Management decisions	
Description	<i>Intermediate</i>	<ul style="list-style-type: none"> - Verifies operations and maintenance data entered into the fleet management information system to capture production materiel - Forecasts intermediate maintenance (e.g., preventative, routine, service bulletins, etc.) to meet local guidance, policies and technical data - Applies fleet management methodologies to perform tasks and correct fleet and maintenance data discrepancies - Composes reports to inform key stakeholders of operational capabilities and mission effectiveness
Planning, directing, and controlling tasks and continuous processes associated with maintenance operations to effectively and economically sustain a safe, secure and reliable Air Force vehicle fleet	Impact on Specific workplace projects	
Supporting Competencies	<i>Basic</i>	<ul style="list-style-type: none"> - Controls and maintains proper accountability of assets, and records to sustain a safe, secure, and reliable Air Force vehicle fleet - Navigates and inputs production data into the fleet management information systems to influence future maintenance operations and capabilities - Utilizes multiple technology platforms to ensure workflow efficiencies and effectiveness
Change Management Precision Results Focused Strategic Thinking	Impact on Specific workplace tasks	

Competency	Proficiency Levels	Observable Behaviors
Mission Execution	<i>Expert</i> Impact on AF-level practices/within industry	<ul style="list-style-type: none"> - Conceptualizes enterprise data from across multiple sources to convey operational requirements to applicable governing entities - Monitors data industry evolution with partners and develops future tools to mitigate technological and knowledge gaps - Review and reconciles data to ensure integrity in preparation for Financial Improvement and Audit Remediation (FIAR) compliance
Sub-Competency	<i>Advanced</i>	<ul style="list-style-type: none"> - Analyzes and reports deficiencies extracted from inquiries to ensure accurate data representation - Utilizes multiple data sets to identify trends and recommend corrective actions to mitigate deficiencies - Interprets data using analytic capabilities to enhance mission effectiveness - Integrates emerging data technology capabilities across a variety of mission areas for analyzing and synthesizing diverse data sets
Data Management	Impact on Management decisions	
Description	<i>Intermediate</i>	<ul style="list-style-type: none"> - Validates and interprets data for relevance and accuracy to properly manage and report vehicle readiness to key leaders and customers - Analyzes and conducts research, executes queries to provide information to facilitate decision making - Develops and utilizes innovative solutions to enhance data collection, automation and modernization
Collecting, processing, accessing, organizing and securing relevant, clean data utilized for strategic decision-making to enhance operational capabilities and mission effectiveness	Impact on Specific workplace projects	
Supporting Competencies	<i>Basic</i>	<ul style="list-style-type: none"> - Collects, consolidates and inputs clean data into approved systems of record to establish and maintain accountability - Organizes data in accordance with developed standards to ensure ease of access and retrieval - Utilizes programs and tools for data manipulation - Executes basic queries for data and automated intelligence production
Analytical Thinking Change Management Digital Literacy Precision	Impact on Specific workplace tasks	

Competency	Proficiency Levels	Observable Behaviors
Mission Execution	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Generates correspondence to answer congressional or executive-level inquiries - Communicates strategic planning to Headquarters Air Force, joint and/or partnered entities to maximize future mission success - Collaborates with agencies and outside entities to develop enterprise level guidelines and practices
Sub-Competency	Advanced	- Mentors others on effective communication techniques to improve message receipt - Articulates strategic-level objectives and translate into actionable processes to support mission execution
Engagement	Consistency of Application: Sustained application of competency over time in complex situations	- Provides ad hoc explanations on issues of significant depth or breadth of content to advise planning and decision making - Leverages subject-matter expertise with partners to identify and solve cross-functional challenges
Description	Intermediate	
Coordinating, communicating, and partnering with stakeholders within and outside the organization through sharing of information, resources and expertise to achieve optimal operational readiness and mission effectiveness	Consistency of Application: Sustained application of competency over time in a variety of situations	- Communicates Vehicle Management methodologies and guidelines to internal and external stakeholders to execute full-spectrum management of the Air Force vehicle fleet - Adjusts message and determines the best means of sharing complex or technical concepts to meet target audience to ensure comprehension - Fosters cross-functional relationships to identify requirements and offer solutions to meet mission objectives
Supporting Competencies	Basic	
Communication Fosters Inclusion Relationship Building Teamwork	Consistency of Application: Sustained application of competency over time	- Uses a variety of communication techniques (e.g., verbal/non-verbal, interprets/responds to social-cues) to build rapport with audiences and improve message receipt - Utilizes appropriate visual aids to facilitate message delivery - Develops peer relationships to foster collaboration

Competency	Proficiency Levels	Observable Behaviors
Leadership	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	- Establishes leadership framework and vision to influence organizational culture - Directs diverse teams (e.g. cross-functional, cultural, joint) to accomplish organizational goals - Motivates and unifies teams to own decisions and outcomes with a shared mental model - Develops future leaders to achieve strategic objectives
Sub-Competency	Advanced	- Navigates ambiguous situations to find and implement constructive solutions to organizational problems
Leadership	Consistency of Application: Sustained application of competency over time in complex situations	- Leverages personal experience and knowledge to effectively accomplish and advance the mission by fostering enduring team readiness, resiliency and cohesion - Communicates mission, vision, and priorities to foster unity of effort across multiple units, teams, or groups - Promotes a culture of innovation, diversity, and inclusion to achieve strategic objectives
Description	Intermediate	
Developing, enhancing and improving Airman Leadership Qualities (ALQs) focused on the key performance characteristics and emphasizing character and competence across all enlisted grades	Consistency of Application: Sustained application of competency over time in a variety of situations	- Models professional and respectful behavior to promote a healthy climate while supporting, guiding, and mentoring personnel by facilitating followership - Guides team(s) by providing appropriate feedback, training, and opportunities for professional development - Demonstrates transparency, emotional intelligence, and objectivity to build trust - Displays resiliency through adversity to maintain team cohesion
Supporting Competencies	Basic	
Develops People Fosters Inclusion Influence Leadership	Consistency of Application: Sustained application of competency over time	- Maintains individual accountability and encourages peer accountability to successfully execute all duties, instructions, and responsibilities - Makes decisions at lowest level and elevates issues through appropriate chain of command - Demonstrates followership by supporting leaders in executing mission, vision, and priorities to contribute to a professional climate and culture - Proactively seeks feedback and opportunities for self-improvement

4.0 Training Decisions. The CFETP has undergone a considerable revision towards building a competency-based training and development platform for the Fleet Management & Analysis career field. A significant change has been to shift the focus from task-based training to one that is more centered on outcomes-based learning. A task is a unit of work activity or operation which forms a significant part of a duty. These are singular in nature and are usually accomplished in one continuous action, which also can occur independently of other tasks. Conversely, outcomes are learning goals that typically consist of a multitude of tasks. These outcomes are actions and performances that embody and reflect the learner's competence in using content, information, ideas, and tools successfully. Focusing on learning outcomes allow organizations, leaders, supervisors, and trainers to incorporate foundational competencies and underlying characteristics (values, traits, attitudes) into learning, which is necessary for developing Airmen with the competencies needed for future challenges. The following decisions were made as a result of close coordination between HQ AETC, 2AF Technical Training, school house instructors and staff, field SMEs, functional managers and the AFCFM. The final training requirements are then approved by the Career Field Manager.

4.1.1. Specialty Training Requirements Team (STRT) was held 12-14 Apr 2024 at Hickam AFB, HI. Members of the STRT sought to develop the learning outcomes. This was accomplished by reverse engineering the behaviors found in the Fleet Management & Analysis occupational competency model and then by asking what does an Airman need to be able to know and do in order to master a specific behavior. The intent of the learning outcomes is to identify all factors needed to succeed in attaining the behavior. Formal training will be codified by using the behavioral statement coding system for the STS as opposed to the proficiency code key. 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).

4.1.2. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the Fleet Management & Analysis 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 a career field STRT held at location to be determined.

4.1.3. The CFETP Part II identifies twelve (12) sub-competencies. Each competency is further broken down into the following proficiency levels; basic, intermediate, advanced, and expert. The proficiency levels are not tied to a specific rank or position. Additionally, each occupational competency has supporting competencies tied to them. The supporting competencies can allow Airmen to intentionally develop those transferrable underlying characteristics that will translate to mission capabilities, mission readiness, and mission success for the agile, future thinking Airman. Airmen, supervisors, trainers, mentors, and leaders should look for opportunities to integrate the supporting competencies into every facet of an Airman's development as they seek to gain and increase proficiency within the Fleet Management & Analysis competencies.

4.2.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 must do their part to plan, manage and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career. The following narrative and AFSC 2T3X7 Career Development Flow Charts identify career skill progression.

4.2.1. **Apprentice** (3-skill level): Upon completion of initial skills training, trainees work with a trainer to enhance their knowledge and skills. Individuals will use a combination OJT and advanced courses to progress in the career field. Education toward a CCAF degree should continue. Must have a minimum of 12 months of OJT for Journeyman consideration.

4.2.2. **Journeyman** (5-skill level): Once upgraded to the 5-level, journeymen will enter into continuation training to broaden their experience base. Typical job positions for 5-levels include positions requiring supervisory skills such as OJT trainer, quality assurance inspector and materiel control or section supervisor. 5-levels will complete required available advanced courses, and MAJCOM specific training. Individuals will attend the Airman Leadership School (ALS) after completing 48 months in the Air Force, or upon selection for promotion to Staff Sergeant. Individuals will use appropriate reference materials to prepare for testing under the Weighted Airman's Promotions System (WAPS). Education toward a CCAF degree should continue.

4.2.3. **Craftsman** (7-skill level): Craftsmen can expect to fill various supervisory and management positions and may be assigned to higher headquarters staff positions and 2T3X7 formal schools. Personnel are encouraged to take courses to obtain added knowledge on management of resources and personnel. Continue academic education through CCAF and higher degree programs. In addition, eligible individuals will complete Enlisted PME developmental courses.

4.2.4. **Superintendent** (9-skill level): A 9-level is expected to fill leadership, supervisory and management positions such as vehicle fleet manager or vehicle management superintendent and may be assigned to headquarters staff positions. Additional training in the areas of budget, manpower, resource, and personnel management are necessary, and can be provided through continuing education. The 9-skill level is awarded upon sew-on of Senior Master Sergeant and when recommended by their supervisor and approved by their commander. Additional higher education and completion of courses and certifications outside the career AFSC are also highly recommended.

4.3. **Training Decisions.** The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the vehicle management career field. The spectrum includes a strategy for when, where and how to meet the training requirements. Strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. The Utilization & Training Workshop (U&TW) determines what, when and how training material is taught.

4.3.1. **Initial Skills Training.** All proficiency codes were reviewed and updated to validate training in the apprentice course and placed at the correct proficiency level as well as material written in the CDCs. Also, the initial skills courses were revised to provide the training needed to better prepare graduates for the tasks they will be facing in the field.

4.3.2. **Upgrade Training.** Completion of required core tasks is required for personnel progressing to AFSC 2T357.

4.4. **Community College of the Air Force (CCAF).** Enrollment in CCAF occurs upon completion of basic military training. CCAF provides the opportunity to obtain an Associate in Applied Sciences Degree. In addition to its associate’s degree program.

4.4.1. **CCAF Instructor Certification.** Upon completion of instructor qualification training, consisting of the instructor methods course and supervised practice teaching, CCAF instructors who possess an associate degree or higher may be nominated by their school commander and commandant for the CCAF Instructor Certification.

4.4.2. **Applicability.** The Maintenance Production Management program applies to occupational specialties: 2T3X7.

4.4.3. **Degree Requirements.** All Airmen are automatically entered into the CCAF program. Upon completion of basic military training and assignment to an Air Force specialty field, active duty, ANG, and AFRC enlisted members may be placed in the degree program designed for their career field. Prior to completing an associate degree, the 5-skill level must be awarded, and the following requirements must be met:

Degree Requirements	Semester Hours
Technical Education	24
Leadership, Management, and Military Studies	6
General Education	15
Program Elective: Technical Education; Leadership, Management, and Military Studies; General Education	15
<i>Total Semester Hours for Degree</i>	60

4.4.4. Technical Education (24 Semester Hours): A minimum of 12 semester hours of Technical Core subjects/courses must be applied and the remaining semester hours applied from Technical Core/Technical Elective courses. Requests to substitute subjects/courses must be approved in advance by the Services Branch. Refer to the CCAF General Catalog for Application of Courses to the Technical Education area.

4.4.5. Technical Core:

Technical Core Area	Max Semester Hours
CCAF Internship	16
Human and Resource Management	3
Management Information Systems	12
Production Management	6
Scheduling and Production Control	15
Statistics	3
Systems Management	6
Vehicle Interactive Management Systems	9

4.4.6. Technical Electives:

Technical Electives Area	Max Semester Hours
Computer Science	6
Enlisted Professional Military Education	6
Environmental Compliance	3
Industrial Safety	3
Principles of Accounting	3
Quality Assurance	3
Technical Writing	3

4.4.7. Leadership, Management, and Military Studies (6 Semester Hours). The leadership, management, and military studies requirement may be satisfied by applying Professional Military Education (PME), civilian courses accepted in transfer and/or testing credit. However, the preferred method of completing leadership, management, and military studies is by attending Airman Leadership School, the NCO Academy, and/or SNCO Academy.

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

General Education Subject/Course	Max Semester Hours
Oral Communication (Speech)	3
Written Communication (English Composition)	3
Mathematics (Intermediate algebra or a college-level mathematics)	3
Social Science (Anthropology, Archaeology, Economics, Geography, -Government, History, Political Science, Psychology, and Sociology)	3
Humanities (Courses in Fine Arts: Criticism, Appreciation and Historical Significance; Foreign Language, Literature, Philosophy, and Religion)	3

4.4.9. Additional off-duty education is encouraged for all. Certification through organizations such as the ASE is also encouraged. Individuals desiring to become an AETC instructor should be actively pursuing an associate’s degree. A degreed faculty is necessary to maintain accreditation through the Southern Association of Colleges and Schools. Instructors are nominated via the Developmental Special Duty process.

Figure 5. Vehicle Management Human Resource Strategic Path



VEHICLE MANAGEMENT (2T3X0, 2T3X7)
HUMAN RESOURCE STRATEGIC PATH

Goal: To forecast requirements and deliberately develop Airmen to meet Joint, Total Force Integration, and Combatant Commander mission requirements while simultaneously providing meaningful career navigation for members to value



Strategic Operational	<p>CMSgt SEL Code SMSgt 9-Skill level</p>	<p>Duty Title: Career Field Manager, MAJCOM/AFFOR Functional Manager, Senior Enlisted Leader, Vehicle Management Flight Chief, Vehicle Management Superintendent</p> <p>Key Developmental Positions: HAF, VSCOS, AFPC, AFIMSC, AFFOR, VM Training Centers</p>	<p>Senior Developmental Education: Chief Leadership Course (CLC), Chief Orientation, SNCO Academy (In-Residence), EJPME Course II, Professional Manager's Certification, Continued education enhancing leadership/job performance, Project Management Professional, Black Belt Certification</p> <p>VM Professional Education: Contingency Wartime Planning Course, ASE Certification(s), National Fleet Manager Certification, Enlisted to AFIT, LOG 99 Fundamentals of Logistics, LOG 199 Introduction to Logistics, LOG 299 Combat Logistics, SNCO LogR Course, Vehicle Management Superintendent Symposium</p>
	<p>SMSgt MSgt 9-skill level 7-skill level</p>	<p>Duty Title: Flight Chief, Vehicle Management Superintendent, Section Chief, NCOIC, Supervisor, Craftsman Function: Maintenance Operations, Fleet Management Functions, Customer Service, Training & Flight Support, LRS QA, VM Training Centers</p> <p>Key Developmental Positions: AFIMSC, VSCOS, AFFOR, CDC Writer, MAJCOM IG AF Special Duty: Military Training Instructor/Leader, First Sergeant, Recruiter, PME Instructor, JCSE,</p>	<p>Developmental Education: SNCOA Correspondence Course, EJPME Course I, AF Credentialing Opportunities (AFCOOL), Continued education enhancing leadership/job performance, Green Belt Certification</p>
Tactical	<p>TSgt SSgt 7-skill level 5-skill level</p>	<p>Duty Title: NCOIC, Maintenance Supervisor, Fleet Management Supervisor, Production Control & Analysis Supervisor, Craftsman, Journeyman</p> <p>Function: Fire Truck & Refueling Maintenance, Customer Service, Material Handling Equipment, Main Shop, Fleet Management, Production Control & Analysis, Materiel Control</p> <p>AF Special Duty: Military Training Instructor/Leader, Recruiter, PME Instructor, Honor Guard</p>	<p>VM Professional Education: Skill-level Career Development Course, Contracting Officer Representative (COR) Course, Enlisted to AFIT, LOG 143 LRS Quality Assurance Evaluator Course, ASE Certification(s), General Services Administration Fleet Certification</p>
	<p>SrA 5-skill level</p>	<p>Duty Title: Journeyman, Apprentice Function: Gain proficiency in AFSC</p>	<p>Developmental Education: NCO Academy, Professional Development Seminars, Airman Leadership School, Community College of the Air Force or equivalent Associate Degree, Microsoft Office Fundamentals, Yellow Belt Certification</p>
	<p>A1C/Amn/AB 3-skill level</p>	<p>Duty Title: Journeyman, Apprentice Function: Gain proficiency in AFSC</p>	<p>VM Professional Education: Skill-level Career Development Course, Internal Shop Rotations, Advanced Courses (in-house & formal)</p>

4.4.10. **Vehicle Management Education and Training Path.** Outlines training requirements for each skill level to include Professional Military Education and the functional training requirements within the Vehicle Management specialty.

Education & Training Requirements	GRADE REQUIREMENTS			
	Rank	Earliest Sew-On	2T3XX Promotion Averages *	High Year of Tenure (HYT) **
Basic Military Training School	AB			8 years
Apprentice Technical School (3-Skill Level)	Amn A1C	6 months 10 months		8 years
Upgrade to Journeyman (5-Skill Level) <input type="checkbox"/> Minimum 12 months on-the-job <input type="checkbox"/> Minimum 9 months on-the-job for retrainees <input type="checkbox"/> Complete CDCs <input type="checkbox"/> DPAS Course 1, Leadership Metrics <input type="checkbox"/> DPAS Course 2, Scheduled Maintenance Analytics <input type="checkbox"/> DPAS Warehouse Course Over and Under <input type="checkbox"/> Qualified on 5-level core tasks	A1C SrA	16 months 28 months	3 years	8 years 10 years
Airman Leadership School (ALS) <input type="checkbox"/> Must be SrA with 48 months' time in service or be SSgt Select to attend <input type="checkbox"/> Must be SrA with 42 months' time in service to accomplish ALS by correspondence (ARC only) <input type="checkbox"/> Resident graduation is prerequisite for SSgt sew-on (Active Duty only)	SrA	28 months	3 years	10 years
Upgrade to Craftsman (7-Skill Level) <input type="checkbox"/> Minimum rank of SSgt <input type="checkbox"/> Complete 7-level CDCs <input type="checkbox"/> Qualified on 7-level core tasks <input type="checkbox"/> 12 months OJT <input type="checkbox"/> 6 months OJT for retrainees <input type="checkbox"/> Shop Supervisor course (Staff Select)	SSgt	3 years	4.6 years (X1) 4.7 years (A) 4.6 years (C) 4.9 years (X7)	20 years
Noncommissioned Officer Academy <input type="checkbox"/> Must be TSgt or TSgt selectee to attend <input type="checkbox"/> Resident graduation is prerequisite for MSgt sew-on (Active Duty only) <input type="checkbox"/> Resident or correspondence graduation is a prerequisite for MSgt sew-on (ARC only)	TSgt	5 years	10.2 years (X1) 9.3 years (X7)	22 years
Senior NCO Academy <input type="checkbox"/> Must be MSgt or SMSgt selectee to attend <input type="checkbox"/> Resident graduation is prerequisite for SMSgt sew-on (Active Duty only) <input type="checkbox"/> Resident or correspondence graduation is a prerequisite for SMSgt sew-on (ARC only) <input type="checkbox"/> Flight Leadership course (Master select)	MSgt	8 years	14.6 years (X1) 14.8 years (X7)	24 years
Upgrade to Superintendent (9-Skill Level) <input type="checkbox"/> Minimum rank of SMSgt	SMSgt	11 years	19.5 years	26 years
Chief Enlisted Manager (CEM) <input type="checkbox"/> Minimum rank of CMSgt	CMSgt	14 years	22.6 years	30 years

SECTION C: SKILL LEVEL TRAINING REQUIREMENTS

5.0 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 task and knowledge training requirements are identified in the STS at Part II, Sections A and B of this CFETP.

5.1. Specialty Qualification:

5.2. Apprentice (3-Level).

5.2.1. Qualifications and Knowledge.

5.2.2. AFSC 2T337. An individual must understand basic functions of the control board, have the ability to obtain requested reports and be able to control workflow with minimum supervision.

5.2.3. Training Sources. The initial skills courses will provide the required knowledge and qualifications.

5.2.4. Implementation. Upon graduation from Basic Military Training, Airmen are assigned to the training center for completion of technical training courses.

5.2.5. Journeyman (5-Level).

5.2.6. Qualification and Knowledge.

5.2.7. AFSC 2T357. In addition to the 3-level qualifications, an individual must possess the knowledge and skills to perform basic analysis and be able to interpret and present data.

5.2.8. Training Sources. Qualification training and OJT provides training and qualification on the core tasks identified in the STS.

5.2.9. Implementation. Training to the 5-level is performed at unit-level using STS line items. Upgrade to the 5-level requires completion of all core tasks and minimum 12 months in upgrade training.

5.2.10. Craftsman (7-Level).

5.2.11. Qualification and Knowledge.

5.2.12. AFSC 2T377. In addition to the 5-skill level qualifications, individuals must possess advanced skills and knowledge of analysis, data interpretation/presentation and management of the vehicle fleet. To be awarded a 7-skill level, individuals must be able to supervise and train personnel in all aspects of vehicle management and analysis.

5.2.13. Training Sources. Training for 7-skill level upgrade will be conducted by qualified trainers using the STS and unit/MAJCOM specific courses if/when available. Develop and provide exportable courses to field units to help standardize OJT and enhance training.

5.2.14. Implementation. Upgrade to the 7-skill level will require completion of all core tasks.

5.2.15. Superintendent (9-Level). AFSCs 2T371 and 2T377 merge at the 9-skill level.

5.2.16. Qualification and Knowledge. In addition to 7-skill level qualifications, individuals must possess advanced skills and knowledge of concepts and principles in management. Personnel at the 9-skill level are considered to be effective leaders who are able to forecast, budget and manage funding and other assigned resources.

5.2.17. Training Sources. None.

5.2.18. Implementation. Upgrade to the 9-skill level will require completion of all core tasks and upon sew-on of Senior Master Sergeant.

SECTION D: RESOURCE CONSTRAINTS

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

6.1. 3-Level Training:

6.1.1. Constraints. None.

6.1.2. Resources Required. N/A

6.1.3. Action Required. N/A

6.1.4. Note: CFETP 3-skill level training requirements can be accommodated at this time. If additional training is needed, such as wartime surge training, the VMTC will require additional resources.

6.1.5. OPR and Target Completion Date. VMTC. TCD: 14 Apr 2025.

6.2. 5-Level Training:

6.2.1. Constraints. N/A.

6.2.2. Resources Required. N/A

6.2.3. Action Required. CFM select agency and medium platform to deliver STS learning outcomes.

6.2.4. OPR and Target Completion Date. CFM. TCD: CFETP Change -- October 2025.

6.3. 7-Level Training:

6.3.1. Constraints. N/A

6.3.2. Resources Required. N/A

6.3.3. Action Required. CFM select agency and medium platform to deliver STS learning outcomes.

6.3.4. OPR and Target Completion Date. CFM. TCD: CFETP Change -- October 2025.

SECTION E: TRANSITION TRAINING GUIDE

7.0 AFSCs 2T370 and 2T377 merge at the 9-skill level (2T390). No additional upgrade training is required.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

JEFFREY R. KING, Maj Gen, USAF
Director of Logistics
DCS/Logistics, Engineering & Force Protection

Part II

SECTION A: SPECIALTY TRAINING STANDARDS

2T3X7, FLEET MANAGEMENT & ANALYSIS APPRENTICE, JOURNEYMAN, AND CRAFTSMAN

8.0 Implementation. This STS for technical training provided by AETC applies to all classes entering after 8 January 2025. CDC customer need is 30-days after first apprentice class graduation. STS for technical training applies to all classes to be determined when identified resources constraints are no longer.

8.1.Purpose. As prescribed in this STS:

8.1.1. Lists the mandatory and general tasks, knowledge and Technical References (TRs) necessary for Airmen to perform duties at the 3-, 5- and 7-skill level AFSC 2T3X7 ladders of the Airman Vehicle Management Career Field.

8.1.2. Becomes an AFJQS for OJT when placed in an OJT record and used according DAFI 36-2689. Provides OJT certification columns in Part 2, Section A to record completion of task and knowledge training requirements.

8.1.3. Qualitative Requirements. Part II, Section A contains the proficiency code key used to indicate the level of training and knowledge provided by resident training and career development courses.

8.1.4. Shows formal training requirements. The 3- and 7-level course columns show the proficiency to be demonstrated on the job by the graduate as a result of training in skill-level ascension courses. It is a guide for development of promotion tests used in the WAPP. Individual responsibilities are in DAFI 36-2502, Airman Promotion/Demotion Programs. WAPS is only applicable to active-duty personnel.

8.2.Documentation. Supervisors, trainers and trainees must ensure all training documentation is contained within an Airman's Individual Training Plan (ITP) in system of record IAW DAFI 36-2689 and the current system of record Application User's Guide.

8.2.1. The 2T3X0 AFCFM has not identified any core tasks requiring third-party certification. However, AFIMSC may establish policy concerning third-party certification. Note: Required upgrade training "core task(s)" identified by local unit, as "not available for training" must be annotated in MyTraining. The 5- or 7- skill level can then be awarded when all other training and core tasks are complete.

8.2.2. Converting External Task into MyTraining (Transcription Procedures). This action allows supervisors to convert tasks from an external source (AF Form 623) into system of record. When this action is initiated, the tasks that are converted into system of record go into the Airman's archived task lists. At that point, the supervisor with authority over the Airman's record can then select which tasks should be un- archived and moved to an active status IAW the system of record Application User's Guide.

8.2.3. Documenting Career Knowledge. When a CDC is not available: The supervisor identifies CDC training references that the trainee requires for career knowledge and ensures, as a minimum, that the trainee covers the mandatory items in the AFECD. For two-time CDC course exams failures: Supervisors identify all STS items corresponding to the areas covered by the CDC. The trainee completes a study of CDC references, undergoes evaluation by the supervisor and receives ITP task completion in system of record. Note: Career knowledge must be documented prior to pursuing a CDC waiver.

8.3.Decertification and Recertification of ITP Task. When an Airman is found to be unqualified on an ITP task previously completed for their duty position in MyTraining, the supervisor will take action to decertify the task and complete Journal Entry IAW the system of record Application User's Guide, Decertify ITP Task instructions.

8.4.Training Standard. Tasks are trained and qualified to the "Go" level. "Go" means the individual can perform the task without assistance and meets local demands for accuracy, timeliness, and correct use of procedures ("Go" level equates to 3c in the Specialty Training Standard proficiency code key) IAW AFI 36-2689.

8.5. Comments and Recommendations: Are invited concerning quality of AETC training. Reference specific STS paragraphs and address correspondence regarding changes to 37 TRG/DOS, 1220 Truemper Street, Suite 1, JBSA Lackland, TX 78236-5568. Report inadequacies of this STS through command channels to HQ USAF/A4LR, referencing specific STS paragraphs. A 24-hour customer service information line (CSIL) has been installed for supervisors to conveniently identify over or under training of performance/knowledge items listed in the training standard. For a quick response to any training concern, call CSIL, DSN 473-2917 anytime (day or night) or contact us via email at 37TRG.DOS@us.af.mil.

Notes: Users are responsible for updating training references pending revision of this STS. Required upgrade training “core task(s)” identified by local unit, as “not available for training” must be annotated in system of record. Comments regarding training availability may also be annotated in system of record. The 5- or 7-skill level can then be awarded when all other training and core tasks are complete.

8.6. STS Coding:

8.6.1. Numbers in Core/Cert^ column indicate skill (5,7 or 9) level core training requirements.

8.6.2. ^ is not used. There is no certification requirement or program.

8.6.3. # with behavior proficiency code in 3-level column indicate wartime tasks.

8.6.4. * Identifies deployment required training.

8.6.5. + Identifies special experience indicator course requirements.

8.6.6. ~ Identifies CBRN training requirements.

8.7. Qualitative requirements: Table 1 identifies behavior statement STS coding system.

Behavioral Statement STS Coding System	
Definition	
K	Subject Knowledge Training - The verb selection identifies the individual's ability to identify facts, state principles, analyze or evaluate the subject.
P	Performance Training - Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the field requirements for speed and accuracy.
pk	Performance Knowledge Training - The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles, and operational theory for the task.

SECTION B: OPTIONAL

This section is reserved.

SECTION C: SUPPORT MATERIAL

There are currently no support material requirements. This section is reserved.

SECTION D: TRAINING COURSE INDEX

See the following list of available courses for broadening and expanding career field knowledge. Refer to Education and Training Course Announcements (ETCA) at website <https://etca.randolph.af.mil/> for information on all courses listed in this index.

AIR FORCE IN-RESIDENCE COURSES

Course Number	Course Title	Location
LCABR2T337 00AA	Fleet Management & Analysis Apprentice	Port Hueneme CA

MAJCOM COURSES: As determined by the MAJCOMs.

Course Number	Course Title	Location
3C5AFE2T3X7-021	Vehicle Maintenance Production Control	*AFFOR TTC-E
3C5AFE2T3X7-022	Fleet Management	*AFFOR TTC-E
365PAC2T35X 015	Vehicle Management Supervisor	PTTC

*Air Force Transportation Training Center-Europe

SECTION E: MAJCOM UNIQUE REQUIREMENTS.

See the following list “AFIMSC Courses” of available courses for broadening and expanding career field knowledge within the specified AFIMSCs. Also, there are two additional lists classes below.

Other General Courses:	
Course Number	Course Title
L6AAW2XXXX 00AA	Log-R Senior NCO Course
Learn to Win	DPAS Beginner Course M& U Guidebook
Learn to Win	DPAS Course 1 Leadership Metrics
Learn to Win	DPAS Course 2 Scheduled Maintenance Analytics
Learn to Win	DPAS Warehouse Course Over and Under

LPT2T357 is an ANG unit funded organic course which piggybacks on AETC and PTTC scheduled courses. Please contact Career Field/Vehicle Maintenance Manager ANGRC Andrews AFB MD for information.

Air National Guard (ANG) Bureau Courses:	
Course Number	Course Title
LPT2T357	ANG Logistics Proficiency Training Fleet Management and Analysis

SPECIALTY TRAINING STANDARD LEARNING OUTCOMES

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
1. RESOURCE MANAGEMENT												
1.1. READINESS Description: Preparing and equipping personnel, vehicles and other resources to achieve optimal operational readiness and mission effectiveness. Supporting Competencies: <i>Accountability, Flexibility, Precision, Strategic Thinking</i>												
1.1.1. Readiness (Basic) Required Behaviors: 1. Prepares equipment for mobilization within an assigned tasking while meeting established timelines. 2. Maintains world-wide deployable status by maintaining all aspects of personal readiness to meet mission requirements. 3. Establishes personal contingency plan for both short- and long-term absences that ensures family and individual readiness. Criteria: <i>Reach of Influence: Individuals</i>												
1.1.1.1. Identifies vehicles and equipment mobilization requirements based on tasking orders	1								-	K	-	-
1.1.1.2. Prepares vehicles and equipment in accordance with established timelines and shipment requirements (ie. Surface/air movements, Air Transportability Test Loading Activity (ATTLA) certifications)	1								-	pk	-	-
1.1.1.3. Completes and maintains institutional and functional readiness (i.e.. Total Force Awareness Training (TFAT), job proficiency, UGT/OJT)	2								-		-	-
1.1.1.4. Completes and maintains individual readiness (i.e.. vRED, personal wills, family care plans, financial plan, POA)	2								-		-	-
1.1.1.5. Practices Comprehensive Airman Fitness (CAF) to reinforce and strengthen resilience	3								-		-	-
1.1.1.6. Identifies and seeks applicable resources to build support network for self and family	3								-		-	-

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1.1.2. Readiness (Intermediate) Required Behaviors: 1. Utilizes all required information systems to provide equipment and personnel status for accurate readiness reporting (e.g., LOGMOD, DRRS). 2. Ensures personnel are equipped and prepared to deploy in support of mission requirements. 3. Oversees equipment mobilization process by selecting assets that best meet operational requirements based on established criteria. Criteria: Reach of Influence: Team/Flight												
1.1.2.1. Extracts and consolidates data from systems of record to report accurate personnel and vehicle/equipment readiness	1								-	P	-	-
1.1.2.2. Disseminates relevant data within time constraints to communicate readiness status	1								-	-	-	-
1.1.2.3. Prepares applicable documents to deploy readiness assets	2	5	*						-	pk	-	-
1.1.2.4. Adjudicates personnel readiness training requirements	2								-		-	-
1.1.2.5. Reviews mobilization orders to determine equipment requirements; pairing and tailoring as needed	3	5							-	pk	-	-
1.1.2.6. Collaborates with stakeholders and shop leads to determine most suitable assets for mobilization	3	5							-	pk	-	-
1.1.3. Readiness (Advanced) Required Behaviors: 1. Manages equipment and personnel mobilization process to ensure all tasking requirements are met while maintaining home station capabilities. 2. Scrutinizes equipment and personnel selection criteria and identifies all capabilities to fulfill operational requirements. 3. Interprets and executes strategic direction from leadership to make informed decisions. Criteria: Reach of Influence: Unit/Groups												
1.1.3.1. Validates all home station and wartime tasking requirements are met	1	7							-	-	pk	-
1.1.3.2. Manages vehicle/equipment maintenance and utilization to ensure all home station and wartime tasking requirements are met	1								-	pk	P	-
1.1.3.3. Reports readiness statuses for vehicle/equipment and personnel packages/unit type codes to appropriate control centers (i.e., DCC, UCC, EOC)	1		~						-	P	-	-

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1.1.3.4. Reports personnel and vehicle/equipment shortfalls, and initiates corrective actions to mitigate deficiencies	2		*						-	P	-	-
1.1.3.5. Develops contingency plans to address emerging challenges and delays to support home station and/or mobility requirements	2								-	-	P	-
1.1.3.6. Translates senior leadership intent into actionable and effective mission execution plans	3								-	-	-	-
1.1.3.7. Communicates and directs team to execute plans to ensure wartime readiness while maintaining home station requirements	3								-	-	-	-
1.1.4. Readiness (Expert) Required Behaviors: 1. Identifies mission requirements and allocates resources to support rapid global mobilization based on analysis of unit readiness reporting. 2. Plans and establishes UTC requirements for current and future mission requirements. 3. Coordinates UTC requirements across separate MAJCOMs to meet operational objectives. Criteria: Reach of Influence: MAJCOM/AF-Level/Industry												
1.1.4.1. Reviews and drafts request for forces to support emergent operations	1								-	-	-	pk
1.1.4.2. Executes contingency plans to fulfill shortfall requirements	1								-	-	-	pk
1.1.4.3. Manages functional Time Phased Force Deployment Data (TPFDD) requirements	1								-	-	-	-
1.1.4.4. Certifies command Unit Type Availability (UTA) to ensure capabilities	2								-	-	-	-
1.1.4.5. Creates unit type code (UTC) changes for HAF review/approval	2								-	-	-	pk
1.1.4.6. Performs capability validation to support theater requirements in the Deliberate and Crisis Action Planning and Execution Segments (DCAPES)	2								-	-	-	-
1.1.4.7. Aligns functional capabilities to meet strategic objectives (e.g. NDS, NMS, NMSS)	3								-	-	-	pk
1.1.4.8. Utilizes Defense Readiness Reporting Systems (DRRS) to review and validate MAJCOM capabilities	3								-	-	-	-

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1.2. FINANCIAL MANAGEMENT Description: Planning, advocating, and practicing fiscal responsibility to economically sustain Air Force vehicles and fleet requirements. Supporting Competencies: <i>Analytical Thinking, Decision Making, Precision, Resource</i>												
1.2.1. Financial Management (Basic) Required Behaviors: 1. Utilizes resources appropriately and efficiently to accomplish assigned roles and tasks. 2. Analyzes and reports spending trends and patterns to track allocated resources. 3. Input vehicle management expenditures in system of records to capture and justify future funding requirements. Criteria: <i>Impact on: Specific workplace tasks</i>												
1.2.1.1. Utilizes work center resources appropriately (e.g. funding & supplies)	1								P	P	-	-
1.2.1.2. Identifies, prevents and reports fraud, waste and abuse	1	5							P	pk	-	-
1.2.1.3. Identifies roles and responsibilities of key unit resourcing personnel (e.g.; GPC cardholder, resource advisor)	1								-	K	-	-
1.2.1.4. Reports spending trends and patterns to appropriate functions	2								-	pk	-	-
1.2.1.5. Analyzes spending data to identify trends and patterns	2								-	pk	-	-
1.2.1.6. Identifies appropriate accounting system of record for Vehicle Management expenditures	3								K	-	-	-
1.2.1.7. Tracks allocation of funds and resources in the accounting system of record	3	5							P	-	-	-
1.2.1.8. Utilizes appropriate systems of record to input and track expenditures	3	5							P	-	-	-
1.2.2. Financial Management (Intermediate) Required Behaviors: 1. Analyzes resource utilization to validate, prioritize, and deconflict project requirements 2. Collaborates with unit resource advisor to secure funding for operations to address and prevent mission degradation 3. Executes approval authority for work center utilization and distribution 4. Identifies and requests funding for unfunded requirements and unfunded innovation initiatives Criteria: <i>Impact on: Specific workplace projects</i>												

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1.2.2.1. Analyzes funding availability to validate, prioritize, and deconflict project requirements	1								-	-	-	-
1.2.2.2. Executes Commander's spend plan to utilize resources	1								-	P		-
1.2.2.3. Coordinates resource requirements (i.e., BPA, Form 9)	2	7							-	pk	pk	-
1.2.2.4. Collaborates with resource advisor, budget analysts and outside agencies to manage assigned resources	2								-	-	-	-
1.2.2.5. Tracks and processes refundable and reimbursable expenditures	2	5							-	pk	-	-
1.2.2.6. Executes financial management procedures	3	5							-	P	-	-
1.2.2.7. Approves funding requests	3	7							-	-	-	-
1.2.2.8. Develops and manages unfunded requests to meet mission requirements	4								-	-	-	-
1.2.2.9. Identifies and validates financial shortfalls	4								-	-	-	-
1.2.3. Financial Management (Advanced) Required Behaviors: 1. Identifies and resolves funding shortfalls by projecting future budget requirements. 2. Advocates for funding to meet mission requirements. 3. Manages and allocates funds across multiple fund sites to prevent misuse and over execution. 4. Engages with local contracting squadron and comptrollers for funds management and disbursement. Criteria: Impact on: Management decisions												
1.2.3.1. Forecasts financial needs and aligns plans with organizational objectives	1								-	-	-	-
1.2.3.2. Develops and manages budgets to execute mission requirements	1	7							-	-	-	-
1.2.3.3. Establishes financial prioritization plan	1								-	-	-	-
1.2.3.4. Prioritizes and vectors funded and unfunded requirements	2								-	-	-	-
1.2.3.5. Promotes opportunities and advocates for innovative and technological advances to enhance mission success	2								-	-	-	-
1.2.3.6. Leverages other funding streams and partner agencies to fund emerging requirements (i.e., Resale funds, Wing and higher-level Innovation programs, Spark Tank)	2	7							-	-	-	-
1.2.3.7. Cultivates a culture of financial responsibility and stewardship across teams	3								-	-	-	-
1.2.3.8. Manages MOU/MOAs to ensure financial reimbursement	3								-	-	-	-

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1.2.3.9. Collaborates with local contracting squadron and comptrollers for funds allocations and expenditures	4	7							-	-	-	-
1.2.3.10. Oversees contracted services and ensures fulfillment of documented agreements (i.e.. CISP, Coverall service, Contract and warranty repairs, "must pay bills")	4								-	-	-	-
1.2.4. Financial Management (Expert) Required Behaviors: 1. Plans, programs, budgets and executes (PPBE) and formulates annual Program Objective Memorandum (POM) projections for funding enterprise vehicle requirements across the future years defense program (FYDP). 2. Develops and interprets financial guidance, redefines, and reorganizes mission requirements to ensure funds are utilized according to policy. 3. Advise doctrine and policy for future concepts, long-term planning, and sustainment. Criteria: Impact on: AF-level practices/within industry												
1.2.4.1. Develops Programmed Objective Memorandum (POM) proposals, integrating technology and analytics to align with mission objectives	1								-	-	-	-
1.2.4.2. Advocates for resources outside of normal POM cycle (e.g. unfunded, fallout, and innovation)	1								-	-	-	-
1.2.4.3. Articulates challenges and offer solutions in the Planning, Programming, Budgeting, and Execution (PPBE) process with resource advisors	2								-	-	-	-
1.2.4.4. Facilitates the development of innovative systems to determine efficient use of resources	2								-	-	-	-
1.2.4.5. Recapitalizes mission requirements to ensure funds are utilized according to policy	2								-	-	-	-
1.2.4.6. Mitigates resource constraints to meet current and future demands	3								-	-	-	-
1.2.4.7. Advises planners on doctrine and policy for long-term planning and sustainment	3								-	-	-	-
1.3. PERSONNEL MANAGEMENT Description: Planning, allocating and advocating for manpower; developing and retaining Airmen through career-long talent management and career-broadening opportunities. Supporting Competencies: Accountability, Communication, Develops People, Leadership												

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1.3.1. Personnel Management (Basic) Required Behaviors: 1. Sets supervisor expectations to align with commander's intent and all governing policies and enforces accountability. 2. Utilizes evaluation systems to accomplish appraisals and performance feedbacks for personal and personnel development. 3. Identifies and recommends candidates deserving of recognition by submissions of superior performance awards. 4. Proactively mitigates personnel issues and concerns (e.g., medical, financial, good order and conduct, quality of life issues) to ensure mission effectiveness. Criteria: Reach of Influence: Individuals												
1.3.1.1. Provides subordinates with clear expectations to meet goals and objectives	1								-	-	-	-
1.3.1.2. Explains the Air Force Foundational Resources to subordinates (i.e.. Brown Book, Blue Book, Purple Book, AFDP-1)	1								-	-	-	-
1.3.1.3. Builds sustainable supervisor-subordinate relationships that motivates and inspires members	1								-	-	-	-
1.3.1.4. Provides clear and concise feedback that promotes personal and professional development (i.e.. EFDP feedback, initial/midterm formal feedback, EPB closeout)	2								-	-	-	-
1.3.1.5. Maintains emotional intelligence to receive constructive criticism and feedback	2								-	-	-	-
1.3.1.6. Utilizes recognition programs to reward superior performance	3								-	-	-	-
1.3.1.7. Recommends subordinates for promotion (i.e.. EFDP, BTZ)	3								-	-	-	-
1.3.1.8. Provides tools and resources to members on how to mitigate personal concerns and personnel (i.e.. medical, financial, good order and conduct, and quality of life)	4								-	-	-	-
1.3.1.9. Resolves issues at the lowest level to meet mission requirements	4								-	-	-	-
1.3.1.10. Applies appropriate progressive discipline	4								-	-	-	-

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1.3.2. Personnel Management (Intermediate) Required Behaviors: 1. Negotiates manpower rotations and solutions with other work centers to enhance members breadth of experience and execute mission requirements. 2. Identifies and recommends eligible personnel for special and developmental opportunities. 3. Mitigates personnel operational concerns (e.g., qualification shortfalls, coverages, and staffing imbalances) to prevent mission degradation. Criteria: Reach of Influence: Team/Flight												
1.3.2.1. Evaluates subordinate behavior with given expectations to measure compliance with goals and objectives	1								-	-	-	-
1.3.2.2. Develops rapport and collaboration with work center supervisors to rotate and advance personnel growth	1								-	-	-	-
1.3.2.3. Reviews personnel and training records to determine eligibility for special and developmental opportunities	2								-	-	-	-
1.3.2.4. Communicates member's career goals and eligibility for special and developmental opportunities to leadership and decision makers	2								-	-	-	-
1.3.2.5. Facilitates cross-talk with applicable functions and activities to prevent mission degradation	3								-	-	-	-
1.3.2.6. Evaluates subordinate job qualifications continuously for progression to prevent mission shortfalls or imbalances	3								-	-	-	-
1.3.3. Personnel Management (Advanced) Required Behaviors: 1. Utilizes UMD/UPMR to assign available personnel and articulate staffing shortages to key stakeholders. 2. Advocates for personnel during award selection and Enlisted Forced Distribution Panel (EFDP). 3. Reviews and selects individuals for developmental opportunities and positional requirements. 4. Develops personnel to meet current and emerging operational requirements while simultaneously assisting Airmen in reaching personal goals. Criteria: Reach of Influence: Unit/Groups												
1.3.3.1. Reviews manning documents to identify assigned manning requirements	1								-	-	-	-
1.3.3.2. Advocates and communicates with key stakeholders to prevent manning shortfalls	1								-	-	-	-

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1.3.3.3. Validates manning requirements through unit leadership and servicing Manpower Office	1								-	-	-	-
1.3.3.4. Highlights member accomplishments and advocates for award selections	2								-	-	-	-
1.3.3.5. Guides, reviews and edits evaluation performance briefs	2								-	-	-	-
1.3.3.6. Advocates for members during stratification and Enlisted Forced Distribution Panels	2								-	-	-	-
1.3.3.7. Vectors member submissions for developmental opportunities	3								-	-	-	-
1.3.3.8. Mentors and nominates members for local developmental positions	3								-	-	-	-
1.3.3.9. Recommends and vectors members during Enlisted Development Team (EDT) panels, as appropriate	3								-	-	-	-
1.3.3.10. Leverages emerging Air force guidance to develop members for future operational requirements	4								-	-	-	-
1.3.3.11. Guides members towards opportunities to participate in professional organizations to compliment growth	4								-	-	-	-
1.3.3.12. Considers Airmen's' personal goals while developing them for career progression	4								-	-	-	-
1.3.4. Personnel Management (Expert) Required Behaviors: 1. Coordinates with Air Force manpower office to initiate and complete manpower studies addressing concerns and shortfalls. 2. Validates manpower requirements with Air Force end strength (e.g., retraining quotas, promotion quotas, retirements, separations and deployments) to balance manning across the enterprise. 3. Analyzes enterprise manning requirements and articulates needs to assignment authority to facilitate the assignment program. Criteria: Reach of Influence: MAJCOM/AF-Level/Industry												
1.3.4.1. Evaluates shortfalls and elevates any manning constraints affecting the career field	1								-	-	-	-
1.3.4.2. Provides career field expertise to Air Force manpower office during manpower study processes	1								-	-	-	-
1.3.4.3. Collaborates with Air Force manpower office and AFIMSC to initiate manpower studies across the career field balancing the force	1								-	-	-	-
1.3.4.4. Reviews and validates periodically manning documents to maintain resource requirements	2								-	-	-	-

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1.3.4.5. Stabilizes manpower to support the warfighting mission across the enterprise	2								-	-	-	-
1.3.4.6. Justifies manning requirements to meet mission needs	3								-	-	-	-
1.3.4.7. Articulates manning requirements to assignment authority	3								-	-	-	-
1.4. TRAINING Description: Developing, establishing, implementing and completing deliberate training to enhance performance and cultivate a culture of continuous relevant learning and improvement. Supporting Competencies: <i>Accountability, Communication, Develops People, Information Seeking</i>												
1.4.1. Training (Basic) Required Behaviors: 1. Applies and utilizes training resources to increase development of operational competencies. 2. Reviews personal training records and completes required courses/training to achieve training milestones. Criteria: <i>Reach of Influence: Individual</i>												
1.4.1.1. Applies 2T3XX CFETP to navigate career progression	1								-	-	-	-
1.4.1.2. Utilizes training concepts to enhance mission effectiveness	1								-	-	-	-
1.4.1.3. Researches DAF and organizational policies and instructions	1								-	-	-	-
1.4.1.4. Utilizes training resources to complete on-the-job training	2								-	-	-	-
1.4.1.5. Monitors individual training progress in training systems	2								-	-	-	-
1.4.1.6. Monitors individual training requirements and records	2								-	-	-	-
1.4.1.7. Seeks opportunities for professional and personal growth	2								-	-	-	-
1.4.1.8. Inputs training requirements to appropriate system of record	2								-	-	-	-
1.4.1.9. Adheres to specific job safety standards	2	5							P	-	-	-

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1.4.2. Training (Intermediate) Required Behaviors: 1. Trains members to comprehensive standards of mission relevance (explain big picture/the 'why') to enhance individual readiness. 2. Analyzes performance gaps, barriers and concerns to improve training and develop Multi-Capable Airmen. 3. Establishes and documents training requirements to achieve short- and long-term mission objectives and reports progress to stakeholders. 4. Evaluates performance, identifies errors, and provides feedback to improve individuals' KSA (knowledge, skills, and abilities). Criteria: Reach of Influence: Team/Flight/Work-center												
1.4.2.1. Identifies developmental training requirements and establish plan to meet standards within 2T3XX CFETP and local directives	1								-	-	-	-
1.4.2.2. Seeks continuous education for self and team to maintain comprehensive knowledge to enhance readiness	1								-	-	-	-
1.4.2.3. Educates personnel on DAF and organizational policies and instructions	1								-	-	-	-
1.4.2.4. Develops actionable items appropriate for team execution	1								-	-	-	-
1.4.2.5. Evaluates personnel on task proficiency to identify performance gaps and concerns	2								-	-	-	-
1.4.2.6. Analyzes barriers which limit training capabilities	2								-	-	-	-
1.4.2.7. Advocates for training opportunities for self and team to develop into Mission Ready Airmen	2								-	-	-	-
1.4.2.8. Conducts initial work center orientation and review of ratee's training records IAW required timelines	3								-	-	-	-
1.4.2.9. Establishes job qualification standards specific to individual's position and assigned work center	3								-	-	-	-
1.4.2.10. Manages task proficiency and required specialty training IAW applicable guidance	4								-	-	-	-
1.4.2.11. Develops and provides feedback on areas of improvement and strengths	4								-	-	-	-
1.4.2.12. Observe and enforce safety standards	4								-	-	-	-

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1.4.3. Training (Advanced) Required Behaviors: 1. Applies and utilizes training resources to increase development of operational competencies. 2. Reviews personal training records and completes required courses/training to achieve training milestones. 3. Establishes and tracks training requirements and reports progress to senior leaders 4. Develops and coaches new instructors/trainers by providing feedback on instructional methodologies Criteria: Reach of Influence: Unit/Group/Wing												
1.4.3.1. Pursues relevant and viable resources for training (e.g., equipment, materials, funding)	1								-	-	-	-
1.4.3.2. Collaborates with industry, intra/inter-agencies to increase traditional and non-traditional training opportunities	1								-	-	-	-
1.4.3.3. Resolves training deficiencies by identifying relevant trends and shortfalls	2								-	-	-	-
1.4.3.4. Networks with peers across organizations to increase training capabilities and efficiency	2								-	-	-	-
1.4.3.5. Participates in training improvement and development working groups	2								-	-	-	-
1.4.3.6. Communicates status of training to leadership	3								-	-	-	-
1.4.3.7. Reviews training to assess program effectiveness	3								-	-	-	-
1.4.3.8. Oversees work center training qualifications and provides guidance to meet objectives	3								-	-	-	-
1.4.3.9. Identifies and develops new instructors/trainers through deliberate development	4								-	-	-	-
1.4.3.10. Provides feedback on instructional methodologies and effectiveness	4								-	-	-	-

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1.4.4. Training (Expert) Required Behaviors: 1. Analyzes training shortfalls to develop and implement strategies to ensure career field personnel are ready to meet strategic objectives. 2. Validates training requirements to establish enlisted developmental criteria and formal training requirements and opportunities. 3. Represents Air Force equities on joint and service training working groups and panels to maintain relevance of formal training schools. 4. Lobbies DoD and national agencies to advocate for traditional and non-traditional training to increase realism, maximize repetitions, and improve mission readiness across multiple services and domains. Criteria: Reach of Influence: MAJCOM/AF-Level/Industry												
1.4.4.1. Utilizes data to evolve and advocate for future relevant training to meet strategic objectives	1								-	-	-	-
1.4.4.2. Validates and implements enterprise best practices to enhance training effectiveness	1								-	-	-	-
1.4.4.3. Coordinates and validates developmental opportunities for the 2T3XX community	2								-	-	-	-
1.4.4.4. Reviews and provides feedback on career field training and qualifications	2								-	-	-	-
1.4.4.5. Coordinates with external agencies to address training needs (e.g., industry training, supplemental training)	3								-	-	-	-
1.4.4.6. Promotes partnerships with industry, intra/inter-agencies to increase traditional and non-traditional training opportunities	3								-	-	-	-
1.4.4.7. Creates opportunities for 2T3 Airmen to garner industry experience to optimize mission success	4								-	-	-	-
1.4.4.8. Leverages DoD execution plans to modernize and shape training for evolving vehicle technologies	4								-	-	-	-

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									lvl	lvl	lvl	lvl

2. MISSION EXECUTION

<p>2.1. PROGRAM MANAGEMENT Description: Establishing, executing and managing programs to ensure compliance with all regulations and standards while utilizing time phased milestones and action items to monitor and achieve program efficiency.</p> <p>Supporting Competencies: <i>Accountability, Change Management, Communication, Digital Literacy</i></p>												
<p>2.1.1. Program Management (Basic) Required Behaviors: 1. Tracks, updates, distributes, and documents program inputs and outputs to ensure compliance in support of mission needs. 2. Follows established procedures, policy, and guidance to execute program functions. 3. Informs stakeholders of project status, shortfalls, timeline, and resource requirements to guide decision-making.</p> <p>Criteria: <i>Scope: Specific area</i></p>												
2.1.1.1. Identifies purpose, roles, and responsibilities for safety programs	1								K	K	-	-
2.1.1.2. Identifies purpose, roles, and responsibilities for environmental programs	1								K	K	-	-
2.1.1.3. Identifies purpose, roles, and responsibilities for Vehicle Lifecycle Management programs per DAFI & TO guidelines (DAFI 24-302, TO 36-1-191 etc.)	1								K	K	-	-
2.1.1.4. Identifies Nuclear Certified Equipment (NCE) based on the Master Nuclear Certification Listing (MNCL)	1								K	K	-	-
2.1.1.5. Perform Nuclear Certified Equipment (NCE)/Master Nuclear Certified Listing (MNCL) processes	1	5							P	-	-	-
2.1.1.6. Validate vehicle data plate information to determine nuclear certification status.	1	5							P	-	-	-
2.1.1.7. Performs follow up actions	1								-	-	-	-
2.1.1.8. Applies appropriate program policies	2	5							-	P	-	-
2.1.1.9. Adhere to timelines and milestones to meet objectives	2	5							-	-	-	-
2.1.1.10. Identifies and explains program management systems	2								-	-	-	-
2.1.1.11. Adheres to program standardization process to ensure compliance	2	5							-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.1.1.12. Prepare and deliver program statuses to stakeholders	3		*						-	-	-	-
2.1.1.13. Identifies program shortfalls, limiting factors and deficiencies	3								-	-	-	-
2.1.2. Program Management (Intermediate) Required Behaviors: 1. Evaluates and implements program policy and guidance to ensure alignment with mission requirements. 2. Develops local checklists and guidance to streamline program implementation. 3. Executes responsibilities and coordinates with key players of programs to ensure effective program management. 4. Recommends policy and guidance waivers or changes for evolving requirements by identifying trends and/or discrepancies within the program. Criteria: Scope: Integration with concerned areas												
2.1.2.1. Evaluate and implement policy and guidance to assist with program establishment and execution	1	7							-	-	-	-
2.1.2.2. Provide feedback for quality control measures	1								-	-	-	-
2.1.2.3. Reconciles Nuclear Certified Equipment (NCE) data within Fleet Management Information Systems (FMIS)	1	5							-	pk	-	-
2.1.2.4. Executes potential "Dull Sword" reporting procedures	1								-	pk	-	-
2.1.2.5. Establish and maintain standards for the work center IAW local procedures	1								-	-	-	-
2.1.2.6. Develops, establishes and implements checklists and local guidance to effectively manage programs	2								-	-	-	-
2.1.2.7. Analyzes and interprets program data and reports	2	7							-	-	-	-
2.1.2.8. Correct program issues using established procedures	3	5							-	-	-	-
2.1.2.9. Develops timelines and milestones to meet program objectives	3								-	-	-	-
2.1.2.10. Recommend program improvements to approving official/office	4								-	-	-	-
2.1.2.11. Identifies appropriate waiver authority for policies and guidance	4	7							-	-	-	-
2.1.2.12. Interpret/recommend policy and guidance to assist with program establishment and execution	4								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.1.3. Program Management (Advanced) Required Behaviors: 1. Establishes objectives and milestones to mitigate program shortfalls. 2. Analyzes trends and implements courses of action to resolve challenges or discrepancies within a program. 3. Shapes future program requirements and standards in response to evolving mission requirements. 4. Develops and evaluates local program policy and guidance to ensure alignment with mission requirement. Criteria: <i>Scope: Integration with organizational strategies</i>												
2.1.3.1. Establishes Corrective Action Plans to mitigate program shortfalls	1	7							-	-	-	-
2.1.3.2. Establishes local process and procedures to solidify program execution	1								-	-	-	-
2.1.3.3. Analyze and interpret data and metrics to mitigate deficiencies and recommend improvements	2	7							-	-	-	-
2.1.3.4. Advises senior leaders and stakeholders of recommended program improvements and Corrective Action Plans	2								-	-	-	-
2.1.3.5. Collaborates with peers and stakeholders to establish future program requirements standards to enhance mission requirements	3								-	-	-	-
2.1.3.6. Identifies and shares "best practices" for enterprise implementation	3								-	-	-	-
2.1.3.7. Develops local policy and guidance to enforce program requirements	4	7							-	-	-	-
2.1.3.8. Evaluates program and policy compliance	4	7							-	-	-	-
2.1.4. Program Management (Expert) Required Behaviors: 1. Reviews programs and coordinates with agencies to assess impact to mission requirements. 2. Creates and publishes program guidance and directives to meet strategic enterprise needs and align with Executive Orders and DoD guidelines. 3. Advocates for and/or directs change to improve program management across the enterprise. Criteria: <i>Scope: Integration with AF-level/within industry</i>												
2.1.4.1. Collaborates with inter/intra-service and multi-national SMEs and partners to establish program and policies	1								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.1.4.2. Implements and tailors programs to accommodate inter/intra-service and multi-national entities	1								-	-	-	-
2.1.4.3. Aligns programs that meets AF and higher-level strategies	2								-	-	-	-
2.1.4.4. Developing DAFI policies to align with federal, state, host nation regulations	2								-	-	pk	-
2.1.4.5. Collaborates with cross functional SMEs to benchmark best practices and future projects	3								-	-	-	-
2.1.4.6. Researches and advocates for industry technologies applicable to career field programs	3								-	-	-	-
2.1.4.7. Translate future mission needs to meet long-term enterprise mission objectives	3								-	-	-	-
2.2. FLEET MANAGEMENT Description: Managing and executing fleet practices, procedures and continuous processes associated with the life-cycle management and optimization of the Air Force vehicles to meet the warfighter's current and emerging mission requirements. Supporting Competencies: <i>Analytical Thinking, Communication, Resource Management, Strategic Thinking</i>												
2.2.1. Fleet Management (Basic) Required Behaviors: 1. Identifies key concepts and principles associated with the life-cycle management to optimize the Air Force vehicle fleet. 2. Utilizes Fleet Management Information Systems (FMIS) to manage the life-cycle and optimization of the Air Force vehicle fleet. 3. Performs basic tasks to comply with technical data, guidelines and policies. 4. Identifies internal and external stakeholders' roles and responsibilities to foster communications. Criteria: <i>Consistency of Application: Sustained application of competency over time</i>												
2.2.1.1. Identifies phases and performs functions of Life Cycle Management Programs	1								P	pk	-	-
2.2.1.2. Identifies and performs steps in vehicle and equipment Life Cycle Management Program	1								P	pk	-	-
2.2.1.3. Identifies the roles, responsibilities and mission of Vehicle Management	1								K	K	-	-
2.2.1.4. Utilizes guidance to extract data from Fleet Management Information Systems (FMIS)	2	5							P		-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.2.1.5. Identifies Fleet Management Information Systems	2								K	K	-	-
2.2.1.6. Identifies correct use of applicable forms and publications	3								K	K	-	-
2.2.1.7. Follow applicable guidance IAW workplace requirements (i.e.. VMOPS)	3	5							-		-	-
2.2.1.8. Identifies organizational responsibilities at squadron, group, wing and beyond levels (i.e.. NAF, MAJCOMs, AFIMSC, VSCOS)	4								-	K	-	-
2.2.1.9. Provides appropriate information to customers and stakeholders	4								P		-	-
2.2.2. Fleet Management (Intermediate) Required Behaviors: 1. Monitors, validates and reinforces proper utilization of Fleet Management Information Systems (FMIS) to manage life-cycle and optimization of the Air Force vehicle fleet. 2. Monitors key performance indicators to recommend life-cycle determination and other mission support requirements. Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>												
2.2.2.1. Validates accuracy of vehicle and equipment life-cycle management processes	1	5							-	-	-	-
2.2.2.2. Validates accuracy of data in the Fleet Management Information Systems (FMIS)	1	5	~*						-	-	-	-
2.2.2.3. Scrutinizes fleet health indicators and recommends life-cycle action (i.e.. ACR, DLA-DS, RDO, Return to Service)	2	5							-	-	-	-
2.2.2.4. Reviews and validates vehicle or equipment determinations	2	5							-	pk	-	-
2.2.2.5. Interprets fleet life-cycle data for trend analysis	2								-		-	-
2.2.3. Fleet Management (Advanced) Required Behaviors: 1. Develops and/or enforces local fleet policies to achieve short-and long-term mission objectives. 2. Identifies emerging trends to mitigate future challenges associated with evolving fleet practices. Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>												
2.2.3.1. Develops and implements local fleet management procedures and guidelines	1								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.2.3.2. Performs assessments and utilizes metrics to enforce local fleet policies and guidelines (i.e.. Installation Idling, Accident/Abuse Policy)	1								-	-	-	-
2.2.3.3. Analyzes data to identify emerging trends within fleet management practices	2								-	-	-	-
2.2.3.4. Develops and implements corrective actions to correct deficient areas (i.e.. Manpower, MC rates, budget)	2								-	-	-	-
2.2.4. Fleet Management (Expert) Required Behaviors: 1. Authors and establishes Air Force Vehicle Management policies, guidance and business rules to meet strategic objectives. 2. Conducts strategic planning with Headquarters Air Force, joint and/or industry partners to maximize future mission success. Criteria: <i>Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency</i>												
2.2.4.1. Collaborates with functional communities to establish requirements and business rules to meet strategic objectives	1								-	-	-	-
2.2.4.2. Communicates and staff policy updates and changes to meet strategic mission objectives	1								-	-	-	-
2.2.4.3. Implements and aligns Vehicle Management activities with industry best practices	2								-	-	-	-
2.2.4.4. Leads Integrated Project Teams (IPT), Operational Planning Teams (OPT) and working groups to shape future mission objectives	2								-	-	-	-
2.2.4.5. Researches and advocates for emerging industry technologies for future enterprise implementation	2								-	-	-	-
2.3. MATERIEL MANAGEMENT Description: Establishing, acquiring, managing and accounting for maintenance resources, tools and equipment, required to achieve optimal operational readiness and mission effectiveness. Supporting Competencies: <i>Accountability, Precision, Resource Management, Teamwork</i>												

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.3.1. Materiel Management (Basic) Required Behaviors: 1. Facilitates and conducts materiel issuance and return processes, inventory quantities, and inspection criteria for accountability and serviceability. 2. Sources parts and equipment resources in the most economical and sustainable way to achieve mission success. 3. Identifies materials, equipment, and assets needed to execute mission requirements. Criteria: Scope: Specific Area												
2.3.1.1. Performs tasks in local, enterprise supply management systems and fleet management information systems (i.e.. DPAS-Warehouse, ILS-S, NEI, local SharePoint, IMDS)	1	5	*						P	-	-	-
2.3.1.2. Identifies roles and responsibilities of Material Control Section	1								K	K	-	-
2.3.1.3. Conducts physical inventories on assigned materiel (i.e.. parts, tools, equipment, supplies)	1	5							P	P	-	-
2.3.1.4. Maintains positive control (security) of materiel inventories (i.e.. parts, tools, equipment, supplies)	1	5							-	-	-	-
2.3.1.5. Performs or coordinates required inspections and service of materiel (i.e.. parts, tools, equipment, supplies)	1	5							-	pk	-	-
2.3.1.6. Researches vendors for parts and tool/equipment procurement	2								-	-	-	-
2.3.1.7. Procures parts and equipment resources from most economical and sustainable vendors	2	5							-	P	-	-
2.3.1.8. Identifies required inventory items based on mission requirements and applicable technical data	3								K	K	-	-
2.3.1.9. Identifies inventory shortfalls	3								K	-	-	-
2.3.2. Materiel Management (Intermediate) Required Behaviors: 1. Oversees fleet management information systems to maintain accountability, approved sourcing, and supporting documentation to achieve operational effectiveness. 2. Identifies and develops vehicle maintenance materiel inventory to communicate availability and accomplish mission requirements. Criteria: Scope: Integration with concerned areas												
2.3.2.1. Validates tasks performed in enterprise and local supply management systems and Fleet Management Information System (FMIS)	1	5							-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.3.2.2. Establishes methods and practices to enforce supply chain discipline	1								-	-	-	-
2.3.2.3. Validates utilized vendors are approved IAW federal and state acquisition policies	1	5							-	pk	-	-
2.3.2.4. Maximizes utilization of on-hand inventory	2								-	-	-	-
2.3.2.5. Communicates resource constraints to leadership	2	5							-	-	-	-
2.3.2.6. Collaborates with maintenance work centers an prepares documents to justify inventory requirements	2	5							-	-	-	-
2.3.3. Materiel Management (Advanced) Required Behaviors: 1. Establishes inventories and approves authorizations to meet projected mission changes. 2. Coordinates with applicable agencies to ensure availability and funding requirements to support strategic and operational needs. 3. Leverages the use of modern innovative technologies to reduce cost and enhance vehicle capabilities to posture for future requirements. Criteria: Scope: Integration with organizational strategies												
2.3.3.1. Applies audit methodologies to ensure proper management of materiel inventories	1	7							-	-	-	-
2.3.3.2. Scrutinizes inventories to ensure required stock for projected mission requirements	1	7							-	-	-	-
2.3.3.3. Establishes required inventories IAW applicable guidance	1	7							-	-	-	-
2.3.3.4. Evaluates and develops corrective action plans	2								-	-	-	-
2.3.3.5. Communicates mission impacts due to resource constraints to leadership	2								-	-	-	-
2.3.3.6. Researches and advocates for innovative technologies to reduce operational and maintenance costs	3								-	-	-	-
2.3.3.7. Implements "best practices" to mitigate and overcome budget constraints	3								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.3.4. Material Management (Expert) Required Behaviors: 1. Pursues relationships with industry partners for materiel acquisition to enhance mission readiness. 2. Establishes and authorizes enterprise level programs to accelerate the use of innovative and affordable capabilities. 3. Advises and implements supply chain best practices to adhere with all policies and laws. Criteria: <i>Scope: Integration with AF-level/within industry</i>												
2.3.4.1. Leverages partnerships to acquire required materiel to achieve optimum mission readiness	1								-	-	-	-
2.3.4.2. Cultivates relationships that fosters innovative practices that supports economical materiel acquisition	1								-	-	-	-
2.3.4.3. Evaluates relationships to maintain relevancy and competitive advantage	1								-	-	-	-
2.3.4.4. Authors programs and policies which accelerate the use of innovation	2								-	-	-	-
2.3.4.5. Collaborates with inter/intra-service and multi-national SMEs and partners to accelerate use of innovative technologies	2								-	-	-	-
2.3.4.6. Establishes enterprise guidelines and procedures to comply with federal, state, host-nation acquisition policies and laws	3								-	-	-	-
2.3.4.7. Applies proper risk management to ensure supply chain practices comply with federal, state, host-nation acquisition policies and laws	3								-	-	-	-
2.4. PRODUCTION CONTROL Description: Planning, directing, and controlling tasks and continuous processes associated with maintenance operations to effectively and economically sustain a safe, secure and reliable Air Force vehicle fleet. Supporting Competencies: <i>Change Management, Precision, Results Focused, Strategic Thinking</i>												

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.4.1. Production Control (Basic) Required Behaviors: 1. Controls and maintains proper accountability of assets, and records to sustain a safe, secure, and reliable Air Force vehicle fleet. 2. Navigates and inputs production data into the fleet management information systems to influence future maintenance operations and capabilities. 3. Utilizes multiple technology platforms to ensure workflow efficiencies and effectiveness. Criteria: Impact on: Specific workplace tasks												
2.4.1.1. Maintains appropriate records to establish cradle to grave management of resources, equipment and vehicles(i.e., KSD, 1800s, 4355, records jackets)	1	5							-	-	-	-
2.4.1.2. Validates production data for accuracy (i.e., work order accuracy, yard checks, ETICs)	2	5							P	P	-	-
2.4.1.3. Inputs accurate data into Fleet Management Information Systems (FMIS)	2	5							P	pk	-	-
2.4.1.4. Utilizes multiple automated and digital platforms to optimize workflow efficiencies	3								-	-	-	-
2.4.1.5. Coordinates with work centers to assign and prioritize workflow based on mission requirements (i.e.. MEL)	3	5							-	pk	-	-
2.4.2. Production Control (Intermediate) Required Behaviors: 1. Verifies operations and maintenance data entered into the fleet management information system to capture production materiel. 2. Forecasts intermediate maintenance (e.g., preventative, routine, service bulletins, etc.) to meet local guidance, policies and technical data. 3. Applies fleet management methodologies to perform tasks and correct fleet and maintenance data discrepancies. 4. Composes reports to inform key stakeholders of operational capabilities and mission effectiveness. Criteria: Impact on: Specific workplace projects												
2.4.2.1. Validates accuracy and integrity of Operations and Maintenance data inputted into Fleet Management Information System (FMIS)	1	5							-	pk	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.4.2.2. Analyzes data gathered from systems of record to identify trends	1	5							-	-	-	-
2.4.2.3. Develops annual preventative maintenance and inspection plans IAW technical data	2	5							-	pk	-	-
2.4.2.4. Analyzes fleet data to forecast maintenance requirements to meet local guidance, policies and technical data	2	5							-	-	-	-
2.4.2.5. Identifies and corrects fleet and maintenance discrepancies	3	5							-	-	-	-
2.4.2.6. Coordinates and reports data discrepancies to enterprise fleet management (441 VSCOS)	3		*						-	pk	-	-
2.4.2.7. Extracts and analyze fleet information from data management system	4	5							-	pk	-	-
2.4.2.8. Translates raw data into concise and readable information utilizing multiple automated and digital platforms for stakeholders (i.e.. VCOs, leadership)	4								-	-	-	-
2.4.3. Production Control (Advanced) Required Behaviors: 1. Determines maintenance priorities and directs work flow to achieve optimal mission readiness. 2. Analyzes production results to extend vehicle service life and justify future vehicle replacement. Criteria: Impact on: Management decisions												
2.4.3.1. Establishes maintenance priorities and steers production across work centers	1	7							-	-	pk	-
2.4.3.2. Fosters relationships with stakeholders and customers to advance mission objectives and emerging requirements	1								-	-	-	-
2.4.3.3. Analyzes maintenance production results and justify current and new requirements	2								-	-	-	-
2.4.3.4. Leverages maintenance data to implement actions that will extend vehicle service life or recommend vehicle disposition	2	7							-	-	pk	-
2.4.4. Production Control (Expert) Required Behaviors: 1. Analyzes production and interfaces with agencies to assess impacts to mission requirements. 2. Identifies production shortfalls and reports trends to HAF to shape strategic level decision making. Criteria: Impact on: AF-level practices/within industry												
2.4.4.1. Implement and evaluate measurable corrective plans utilizing production data from across vehicle enterprise	1								-	-	-	-
2.4.4.2. Interfaces with agencies and key stakeholders to mediate maintenance limiting	1								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.4.4.3. Identifies production shortfalls and develops corrective action plans (manpower constraints, budget shortfalls)	2								-	-	-	pk
2.4.4.4. Develops solutions utilizing production data to mitigate requirement shortfalls impacting the mission	2								-	-	-	-
2.4.4.5. Reports production shortfalls and trends to HAF to shape strategic level decisions	2								-	-	-	-
2.5. DATA MANAGEMENT Description: Collecting, processing, accessing, organizing and securing relevant, clean data utilized for strategic decision-making to enhance operational capabilities and mission effectiveness. Supporting Competencies: <i>Analytical Thinking, Change Management, Digital Literacy, Precision</i>												
2.5.1. Data Management (Basic) Required Behaviors: 1. Collects, consolidates and inputs clean data into approved systems of record to establish and maintain accountability. 2. Organizes data in accordance with developed standards to ensure ease of access and retrieval. 3. Utilizes programs and tools for data manipulation. 4. Executes basic queries for data and automated intelligence production. Criteria: <i>Impact on: Specific workplace tasks</i>												
2.5.1.1. Collects relevant data from operations and maintenance sources	1	5							P	-	-	-
2.5.1.2. Scrutinizes data for integrity and accuracy	1								-	-	-	-
2.5.1.3. Inspects data and records for completeness	1	5							-	-	-	-
2.5.1.4. Inputs data into approved systems of record	1	5							P	-	-	-
2.5.1.5. Identifies policies and publications which regulate storage and disposition of data (i.e., Records Management)	2								K	K	-	-
2.5.1.6. Organizes data in accordance with applicable guidance	2								-	-	-	-
2.5.1.7. Utilizes available technological platforms to manipulate data	3	5							-	-	-	-
2.5.1.8. Combines data set from multiple systems of record for data trend analysis	3								-	-	-	-
2.5.1.9. Navigates data management systems to query data	4	5							P	-	-	-
2.5.1.10. Utilizing technological platforms to automate data to complete specific workplace tasks	4								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.5.2. Data Management (Intermediate) Required Behaviors: 1. Validates and interprets data for relevance and accuracy to properly manage and report vehicle readiness to key leaders and customers. 2. Analyzes and conducts research, executes queries to provide information to facilitate decision making. 3. Develops and utilizes innovative solutions to enhance data collection, automation and modernization. Criteria: Impact on: Specific workplace projects												
2.5.2.1. Validates and interprets data extracted from Fleet Management Information Systems (FMIS)	1	7							-	-	-	-
2.5.2.2. Transforms data to report personnel and mission readiness	1	7							-	-	-	-
2.5.2.3. Conducts research to identify data relevant to decision making	2								-	-	-	-
2.5.2.4. Analyzes and provides data to key stakeholders to facilitate decision making	2								-	-	-	-
2.5.2.5. Leveraging technological platforms to automate data for increased production and maximized workplace projects as well as stakeholder engagements	3								-	-	-	-
2.5.2.6. Develops innovative solutions to streamline data collection, manipulation and automation	3								-	-	-	-
2.5.3. Data Management (Advanced) Required Behaviors: 1. Analyzes and reports deficiencies extracted from inquiries to ensure accurate data representation. 2. Utilizes multiple data sets to identify trends and recommend corrective actions to mitigate deficiencies. 3. Interprets data using analytic capabilities to enhance mission effectiveness. 4. Integrates emerging data technology capabilities across a variety of mission areas for analyzing and synthesizing diverse data sets. Criteria: Impact on: Management decisions												
2.5.3.1. Analyzes and reports extracted data to identify deficiencies that can degrade mission execution	1								-	-	-	-
2.5.3.2. Reports data deficiencies and inaccuracies to enterprise and Air Force leadership	1								-	pk	-	-
2.5.3.3. Combines data from multiple sources to identify trends and mitigate deficiencies	2								-	-	-	-
2.5.3.4. Utilizes complex data to identify deficiencies, analyze trends to mitigate risks and									-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.5.3.5. Utilizes data to measure success of implemented solutions	2								-	-	-	-
2.5.3.6. Analyzes and translates data into decipherable reports that will drive management decisions	3								-	-	-	-
2.5.3.7. Analyzes and translates data for metrics to measure and enhance mission effectiveness	3								-	-	-	-
2.5.3.8. Collaborates with inter/intra agency partners to identify new and emerging technologies	4								-	-	-	-
2.5.3.9. Integrates emerging data technology to maximize work center capabilities	4								-	-	-	-
2.5.4. Data Management (Expert) Required Behaviors: 1. Conceptualizes enterprise data from across multiple sources to convey operational requirements to applicable governing entities. 2. Monitors data industry evolution with partners and develops future tools to mitigate technological and knowledge gaps. 3. Review and reconciles data to ensure integrity in preparation for Financial Improvement and Audit Remediation (FIAR) compliance. Criteria: Impact on: AF-level practices/within industry												
2.5.4.1. Implements seamless data integration and interoperability across various data sources, systems and platforms	1								-	-	-	-
2.5.4.2. Translates enterprise data from FMIS eco-systems to provide information pertinent to government entities	1								-	-	pk	-
2.5.4.3. Leverages information technology (IT) platforms and partnerships to revolutionize and continue to apply best practices of data management (i.e.. Leidos, BLADE)	2								-	pk	-	-
2.5.4.4. Evaluates current IT platforms and develops future tools to enhance data migration and automation	2								-	-	-	-
2.5.4.5. Formulates comprehensive data-driven solutions to foster effective partnerships	2								-	-	-	-
2.5.4.6. Regulates data integrity to meet FIAR standards	3								-	pk	-	-
2.5.4.7. Ensures enterprise audit readiness	3								-	pk	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.6. ENGAGEMENT Description: Coordinating, communicating, and partnering with stakeholders within and outside the organization through sharing of information, resources and expertise to achieve optimal operational readiness and mission effectiveness. Supporting Competencies: <i>Communication, Relationship Building, Teamwork</i>												
2.6.1. Engagement (Basic) Required Behaviors: 1. Uses a variety of communication techniques (e.g., verbal/non-verbal, interprets/responds to social-cues) to build rapport with audiences and improve message receipt. 2. Utilizes appropriate visual aids to facilitate message delivery. 3. Develops peer relationships to foster collaboration. Criteria: <i>Consistency of Application: Sustained application of competency over time</i>												
2.6.1.1. Utilizes technologies and systems to navigate basic applications (e.g., presentations, email, BBP)	1	5							P	-	-	-
2.6.1.2. Utilizes appropriate verbal/non-verbal cues while communicating as well as recognizing them in their audiences	1								-	-	-	-
2.6.1.3. Applies general principles from DAFH 33-337, The Tongue and Quill	1	5							P	-	-	-
2.6.1.4. Displays proper email and social media etiquette	1								P	-	-	-
2.6.1.5. Communicates with an individual or audience in a clear and professional manner	1								P	-	-	-
2.6.1.6. Practices OPSEC/COMSEC through all forms of communication	1								P	-	-	-
2.6.1.7. Summarizes clear and concise key points (BLUF)	1	5							-	P	-	-
2.6.1.8. Identifies and utilizes proper visual aids	2	5							-	-	-	-
2.6.1.9. Develops clear and concise visual aids which facilitate message delivery (i.e.. PowerPoint, Storyboards)	2	5							-	-	-	-
2.6.1.10. Receives constructive feedback, takes appropriate actions, and displays emotional intelligence	3								-	-	-	-
2.6.1.11. Develops collaborative relationships with peers across organizations	3								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.6.1.12. Provides constructive feedback to peers when necessary	3								-	-	-	-
2.6.2. Engagement (Intermediate) Required Behaviors: 1. Communicates Vehicle Management methodologies and guidelines to internal and external stakeholders to execute full-spectrum management of the Air Force vehicle fleet. 2. Adjusts message and determines the best means of sharing complex or technical concepts to meet target audience to ensure comprehension. 3. Fosters cross-functional relationships to identify requirements and offer solutions to meet mission objectives. Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>												
2.6.2.1. Analyzes and disseminates relevant data to applicable stakeholders	1	7							-	-	-	-
2.6.2.2. Utilizes approved technological systems to engage with and disseminate information	1	5							-	-	-	-
2.6.2.3. Recognizes target audience to effectively develop and deliver messages	2								-	-	-	-
2.6.2.4. Identifies and selects appropriate forms of communication to ensure successful messaging (e.g. oral, visual, and written, etc.)	2	7							-	-	-	-
2.6.2.5. Applies written communication skills to effectively convey intent of message	2								-	-	-	-
2.6.2.6. Communicates with cross-functional personnel to identify requirements	3								-	pk	-	-
2.6.2.7. Collaborates with cross-functional personnel to develop and offer solutions to meet mission objectives	3								-	pk	-	-
2.6.2.8. Practices emotional intelligence to overcome communication barriers (e.g., generational, cultural, socioeconomic)	3								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.6.3. Engagement (Advanced) Required Behaviors: 1. Mentors others on effective communication techniques to improve message receipt. 2. Articulates strategic-level objectives and translate into actionable processes to support mission execution. 3. Provides ad hoc explanations on issues of significant depth or breadth of content to advise planning and decision making. 4. Leverages subject-matter expertise with partners to identify and solve cross-functional challenges. Criteria: Consistency of Application: Sustained application of competency over time in complex situations												
2.6.3.1. Applies tactics to influence others through written, spoken, and visual means	1								-	-	-	-
2.6.3.2. Recognizes differences and similarities in target audience and adjusts delivery to ensure effective communication	1								-	-	-	-
2.6.3.3. Provides feedback to others on overcoming cognitive biases and effective communication	1								-	-	-	-
2.6.3.4. Identifies trends in written correspondence and develops improvement strategies	1								-	-	-	-
2.6.3.5. Reviews and constructively critique communication	1								-	-	-	-
2.6.3.6. Interprets strategic-level objectives into actionable items to support mission execution	2								-	-	pk	-
2.6.3.7. Develops communications to articulate strategic-level objectives to stakeholders	2								-	-	pk	-
2.6.3.8. Tailors complex information in a simplified manner (e.g. < 5 min, elevator speech, mission type orders)	3								-	-	-	-
2.6.3.9. Advises leadership on planning and decision that affect the Vehicle Management Community	3								-	-	pk	-
2.6.3.10. Anticipates and adapts to constraints by creating alternate communication means (i.e.. Budget, technological, COVID)	3								-	-	pk	-
2.6.3.11. Integrates relationship management and interpersonal communication skills	4								-	-	-	-
2.6.3.12. Partners with cross-functional activities to develop strategic solutions that enhances mission effectiveness	4								-	-	pk	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
2.6.4. Engagement (Expert) Required Behaviors: 1. Generates correspondence to answer congressional or executive-level inquiries. 2. Communicates strategic planning to Headquarters Air Force, joint and/or partnered entities to maximize future mission success. 3. Collaborates with agencies and outside entities to develop enterprise level guidelines and practices. Criteria: <i>Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency</i>												
2.6.4.1. Leverages expertise and experience to answer congressional or executive-level inquiries	1								-	-	-	-
2.6.4.2. Develops communications products for coordination to congressional or executive-level inquiries	1								-	-	-	-
2.6.4.3. Presents 2T3 enterprise strategic objectives to advocate for higher leadership approval and support	2								-	-	-	pk
2.6.4.4. Organizes messages to correlate mission objectives with joint and host nation partners	2								-	-	pk	-
2.6.4.5. Collaborates with inter/intra-service partners to optimize DoD fleet capabilities	3								-	-	-	pk
2.6.4.6. Discusses potential challenges and disparities between inter/intra-service mission objectives while collaborating to approach a common goal	3								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-	5-	7-	9-
									lvl	lvl	lvl	lvl

3. LEADERSHIP

3.1. LEADERSHIP Description: Developing, enhancing and improving Airman Leadership Qualities (ALQs) focused on the key performance characteristics and emphasizing character and competence across all enlisted grades. Supporting Competencies: <i>Develops People, Influence, Leadership</i>												
3.1.1. Leadership (Basic) Required Behaviors: 1. Maintains individual accountability and encourages peer accountability to successfully execute all duties, instructions, and responsibilities. 2. Makes decisions at lowest level and elevates issues through appropriate chain of command. 3. Demonstrates followership by supporting leaders in executing mission, vision, and priorities to contribute to a professional climate and culture. 4. Proactively seeks feedback and opportunities for self-improvement. Criteria: <i>Consistency of Application: Sustained application of competency over time</i>												
3.1.1.1. Practices emotional intelligence in all aspects of the profession	1								-	-	-	-
3.1.1.2. Utilizes the Air Force foundational resources as a framework to building and cultivating an Airmanship mindset	1								-	-	-	-
3.1.1.3. Demonstrates ownership of one's mistake and applies appropriate corrective behaviors	1								-	-	-	-
3.1.1.4. Acknowledges and accepts constructive criticism for peers and supervisors	1								-	-	-	-
3.1.1.5. Demonstrates sound judgement and communicates decision making to leaders appropriately	2								-	-	-	-
3.1.1.6. Identifies and utilizes the chain-of-command	2								P	pk	-	-
3.1.1.7. Resolves issues at the lowest level possible	2								P	pk	-	-
3.1.1.8. Adjusts actions and decisions based on feedback	3								-	-	-	-
3.1.1.9. Exhibits good order and discipline in both professional and personal settings	3								-	-	-	-
3.1.1.10. Seeks feedback from supervisors and peers to enhance performance	4								-	-	-	-
3.1.1.11. Seeks guidance when needed and demonstrates a willingness to learn from others.	4								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.1.1.12. Seeks appropriate resources and support channels to maintain resilience (e.g. mental health, physical fitness, spiritual wellness, and social health)	4								-	-	-	-
3.1.2. Leadership (Intermediate) Required Behaviors: 1. Models professional and respectful behavior to promote a healthy climate while supporting, guiding, and mentoring personnel by facilitating followership. 2. Guides team(s) by providing appropriate feedback, training, and opportunities for professional development. 3. Demonstrates transparency, emotional intelligence, and objectivity to build trust. 4. Displays resiliency through adversity to maintain team cohesion. Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>												
3.1.2.1. Applies the Air Force Foundational Competencies (FC) to develop and elevate performance of self and team	1								-	-	-	-
3.1.2.2. Communicates organization's mission, vision, priorities, and lines of effort and strategic alignment	1								-	-	-	-
3.1.2.3. Defines and communicates duty roles and responsibilities	2								-	-	-	-
3.1.2.4. Promotes developmental opportunities to cultivate growth	2								-	-	-	-
3.1.2.5. Provides specific and actionable feedback that contributes to measurable performance improvements (e.g. ALQs)	2								-	-	-	-
3.1.2.6. Maintains work center professionalism by applying progressive discipline and recognition when appropriate	3								-	-	-	-
3.1.2.7. Practices emotional intelligence in all aspects of the profession	3								-	-	-	-
3.1.2.8. Seeks and promotes the use of appropriate resources and support channels to maintain resilience (e.g. mental health, physical fitness, spiritual wellness, and social health)	4								-	-	-	-
3.1.2.9. Identifies and addresses subordinates' changes in behaviors and provide helping resources to maintain resilience and readiness	4								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.1.3. Leadership (Advanced) Required Behaviors: 1. Navigates ambiguous situations to find and implement constructive solutions to organizational problems. 2. Leverages personal experience and knowledge to effectively accomplish and advance the mission by fostering enduring team readiness, resiliency and cohesion. 3. Communicates mission, vision, and priorities to foster unity of effort across multiple units, teams, or groups. 4. Promotes a culture of innovation, diversity, and inclusion to achieve strategic objectives. Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>												
3.1.3.1. Leverages knowledge and experience to create corrective action plans for organizational problems	1								-	-	-	-
3.1.3.2. Addresses and corrects toxic behaviors that degrades mission effectiveness and team cohesion	1								-	-	-	-
3.1.3.3. Mentors and guides others in their personal and professional development (i.e.. Servant leader mindset)	2								-	-	-	-
3.1.3.4. Seeks and creates career development opportunities and invests in others	2								-	-	-	-
3.1.3.5. Mentors and prepares leaders to effectively develop and lead teams (i.e.. Diversity and	2								-	-	-	-
3.1.3.6. Ensures that programs are strategically aligned with enterprise mission and goals	3								-	-	-	-
3.1.3.7. Collaborates with relevant agencies to align programs goals and resources	3								-	-	-	-
3.1.3.8. Fosters a culture of continuous learning and innovation	4								-	-	-	-
3.1.3.9. Establishes innovative teams or committees to explore new approaches to programs and processes	4								-	-	-	-
3.1.3.10. Communicates organizational mission and vision to the team	4								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
3.1.4. Leadership (Expert) Required Behaviors: 1. Establishes leadership framework and vision to influence organizational culture. 2. Directs diverse teams (e.g. cross-functional, cultural, joint) to accomplish organizational goals. 3. Motivates and unifies teams to own decisions and outcomes with a shared mental model. 4. Develops future leaders to achieve strategic objectives. Criteria: <i>Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency</i>												
3.1.4.1. Develops talent management strategies and aligns with organizational goals and objectives	1								-	-	-	-
3.1.4.2. Creates measurable improvements in the recruitment, development, and retention of 2T3XX Airmen	1								-	-	-	-
3.1.4.3. Develops 2T3 human capital strategy	1								-	-	-	-
3.1.4.4. Prepares a workforce that is qualified to meet National Defense objectives.	2								-	-	-	-
3.1.4.5. Indoctrinates Airmen in the joint, multi-domain environment	2								-	-	-	-
3.1.4.6. Advocates increased support for personnel development initiatives across the enterprise	3								-	-	-	-
3.1.4.7. Promotes critical thinking and problem-solving to empower teams and leaders	3								-	-	-	-
3.1.4.8. Develops, communicates and executes strategic and enterprise solutions to current challenges and shapes future operations	3								-	-	-	-
3.1.4.9. Fosters a growth mindset that encourages individuals and teams to believe in their abilities and continuously improve to overcome challenges	4								-	-	-	-
3.1.4.10. Charters critical AF and 2T3 positions across the enterprise to deliberately develop Airmen into key roles and positions (i.e.. EDT, DSD, EFDP)	4								-	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-	5-	7-	9-
									lvl	lvl	lvl	lvl

4. COMPLIANCE

4.1. COMPLIANCE Description: Developing, enforcing and adhering to standards, regulations, and policies designed to systematically detect and resolve vulnerabilities to achieve optimal operational readiness and mission effectiveness. Supporting Competencies: <i>Accountability, Analytical Thinking, Precision, Results Focused</i>												
4.1.1. Compliance (Basic) Required Behaviors: 1. Interprets roles and responsibilities to comply with established guidance and procedures (e.g., VMOPS, DAFIs, T.O.s, and directives). 2. Identifies and utilizes resources to guide mission execution. 3. Conducts self-inspections during operations to ensure compliance with guidance. 4. Ensures proper stewardship of all government resources required to execute assigned missions (e.g., FIAR). Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>												
4.1.1.1. Identifies guidance & requirements that align with assigned duties (e.g. DAFIs/AFMANs, DoD, Foreign Policy)	1								K	K	-	-
4.1.1.2. Explains the fundamental roles and responsibilities of key stakeholders in the work center.	1	5							-	-	-	-
4.1.1.3. Identifies appropriate resources for mission execution	2								-	K	-	-
4.1.1.4. Utilizes guidance aligned with work center operations. (e.g. DAFI 24-302, TO 36-1-191)	2								-	K	-	-
4.1.1.5. Identifies appropriate self-inspection assessment tools and programs (i.e.. MICT, LEAP, IGEMS)	3	5							-	-	-	-
4.1.1.6. Performs self-inspection actions in accordance with applicable guidance (e.g. DAFI 24-302, TO 36-1-191)	3	5							-	-	-	-
4.1.1.7. Identifies policies and publications which govern life cycle management of resources (e.g. FIAR, FAR)	4								K	K	-	-
4.1.1.8. Executes required inventory requirements established to meet asset Transaction Request Tool (TRT) accountability (i.e. DOLI, KSDs, PMIs, NCE)	4	5							P	-	-	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
4.1.2. Compliance (Intermediate) Required Behaviors: 1. Conducts inspections to ensure compliance with standards. 2. Documents and elevates inspection results to identify strengths or areas of improvement. 3. Documents and tracks security/oversight requirements and incidents to ensure compliance with organizational policies. Criteria: Depth of Knowledge: Established practices of all workplace elements												
4.1.2.1. Utilizes appropriate regulations to conduct inspections (DAFIS/DAFMANS/DoD/Foreign Policy)	1	7							-	-	-	-
4.1.2.2. Develops work center inspection checklist(s) (DAFIS/DAFMAN/DoD/Foreign Policy)	1								-	-	-	-
4.1.2.3. Identifies and documents inspection findings. (e.g. MICT, LEAP, checklist)	2	7							-	-	-	-
4.1.2.4. Develops course of action plans and/or improvement areas	2								-	-	pk	-
4.1.2.5. Maintains proper levels of storage for resources, equipment and vehicles (i.e.. Security, NMCS, Awaiting Disposition, WRM)	3	5							-	pk	-	-
4.1.2.6. Enforces HAZMAT and Environmental policies to prevent EPA fines	3	5							-	pk	-	-
4.1.3. Compliance (Advanced) Required Behaviors: 1. Audits assigned checklist to ensure compliance (e.g., MICT, etc.). 2. Reviews and analyzes trends and findings to implement corrective and sustainable solutions. 3. Develops and disseminates standardized inspection criterion to enable reliable assessment capabilities. Criteria: Depth of Knowledge: New practices of all workplace elements												
4.1.3.1. Validates assigned checklists to ensure accuracy	1	7							-	-	pk	-
4.1.3.2. Scrutinizes inspection findings and corrective action plans which require external support for corrections	1								-	-	pk	-
4.1.3.3. Analyzes repetitive discrepancies and determines root cause	2								-	-	pk	-

1. Tasks, Knowledge and Technical References	Behavior Match	Core/Cert ^	Deployment * / SEI + CBRN ~	Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
4.1.3.4. Reviews inspection criteria and implements sustainable processes and actions to maintain compliance	2								-	-	-	-
4.1.3.5. Monitors implemented corrective action plans and maintains milestones to keep team on track	3								-	-	-	-
4.1.3.6. Advises key leaders and organization on corrective action plans	3								-	-	-	-
4.1.4. Compliance (Expert) Required Behaviors: 1. Integrates DoD, Department of Transportation, DAF policy into existing compliance-based programs & platforms to achieve optimal operational readiness and mission effectiveness. 2. Develops enterprise inspection criteria to ensure compliance with service and national policy. 3. Authors Vehicle Management policy to standardize enterprise guidance. Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>												
4.1.4.1. Updates/generates self-assessment checklists based on DoD, DoT and DAF policy	1								-	-	pk	-
4.1.4.2. Creates continuous evaluation schedule	1								-	-	-	-
4.1.4.3. Manages enterprise inspection platforms	1								-	-	-	-
4.1.4.4. Interprets and applies DoD, DoT and DAF policy into compliance checklists	2								-	-	-	-
4.1.4.5. Prioritizes inspections and allocates IG augmentees for MAJCOM/IGI	2								-	-	-	-
4.1.4.6. Filters career field feedback & aligns with enterprise policies (e.g. QTP Updates/Best Practices)	3								-	-	-	-
4.1.4.7. Collaborates with career field SMEs to develop relevant Vehicle Management policy (i.e.. VTAC)	3								-	-	-	-