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AFSC 3G0X1 TALENT ACQUISITION



CAREER FIELD EDUCATION AND TRAINING PLAN

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OPR: NGB/RR
 Certified by: ANGR/CC (Brig Gen Barbra S. Buls)
 Pages: 20

PART I

Preface

1. This Career Field Education and Training Plan (CFETP), directed by DAFMAN 36-2689, *Training Program*, paragraph 3.1.2.3.5, is a comprehensive education and training document that identified life-cycle education and training requirements, training support resources, and minimum core task requirements for 3G0X1, Talent Acquisitions specialty. The CFETP will provide personnel with a clear career path to success and will instill rigor in all aspects of the career field training. The official CFETP can be found at the Air Force E-Publishing website: <http://www.e-publishing.af.mil/>.
2. The CFETP consists of two parts. ANG Recruiting & Retention personnel will use both parts to plan, manage, and control training within the career field.
 - 2.1. Part I provides information necessary for overall management of the specialty. Section A explains how to 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). Section D indicates resource constraints (i.e., funds, manpower, equipment, facilities).
 - 2.2. Part II is utilized to identify, plan, and conduct training commensurate with the overall goals of this plan. Section A identifies the Specialty Training Standard (STS) and includes duties, tasks, and technical references to support training, Air Education and Training Command (AETC) conducted training, core task, and correspondence course requirements. Section B identifies the course objective list. Section C identifies available support materials. Section D identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses. At unit level, supervisors and trainers will use Part II to identify, plan, and conduct training commensurate with the overall goals of this plan.
 - 2.3. Using the guidance provided in the CFETP will ensure individuals in this specialty receive effective and efficient training at the appropriate points in their career.

REFERENCES AND SUPPORTING INFORMATION

References

DAFMAN 36-2689, *Training Program*, March 31, 2023

Abbreviations and Acronyms

AFCDA - Air Force Career Development Academy

AETC - Air Education and Training Command

FC - Flight Chief

ITP - Individual Training Plan

JQS - Job Qualification Standard

SME - Subject Matter Expert

TENCO - Training and Evaluations NCO

Office Symbols

NGB/RRM – Nation Guard Bureau Recruiting & Retention Marketing and Training, Standards, & Evaluations

Terms

AFRISS-TF - The Air Force Recruiting Information Support System – Total Force (AFRISS-TF) is the official system used for tracking applicant data, managing leads, and recording training records for all R&R personnel. It is a central tool for maintaining standardized records across the enterprise.

Department of the Air Force Enlisted Classification Directory (DAFECD) – The Official directory for all military enlisted classification descriptions, codes, and identifiers. The specialty descriptions and codes will be used to identify each Air Force job (valid requirements) and describe the minimum mandatory qualifications of personnel to fill these jobs. The updated DAFECD is available at myFSS website, search DAFECD in the search menu

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

Career Field Manager (CFM) – The AF focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy

and guidance. Must be appointed by the FM and hold the grade of Colonel/GS-15/PB-03 (or equivalent) for officer and DAF civilian specialties, and the grade of CMSgt for enlisted Airmen.

Master Training Plan (MTP) – Employs a strategy for ensuring the completion of all work center job requirements by using a master task listing and provides milestones for task, Career Development Course completion, and prioritizes deployment/unit type code, home station training tasks, upgrade, and qualification tasks.

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

Specialty Training Requirements Team (STRT) – Air Force career field managers use this forum and quality control tool to determine and manage career field education and training requirements.

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

3. Section A – General Information

3.1. Purpose: This Career Field Education and Training Plan provides the information necessary for the Air National Guard Career Field Manager, commanders, Training and Evaluations NCOs (TENCOs), supervisors and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. The plan outlines the training individuals in this Air Force Specialty should receive to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced and proficiency training. The CFETP also serves the following purposes:

- 3.1.1** 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.
- 3.1.2.** Identifies task and knowledge training requirements for each skill level in the specialty and recommends education and training throughout each phase of an individual's career.
- 3.1.3.** Lists training courses available in the specialty, identifies sources of training, and the training delivery method.
- 3.1.4.** Identifies major resource constraints that impact full implementation of the desired career field training process.

3.2. Use: The plan is used by the Career Field Manager, supervisors at all levels, and TENCOs to ensure comprehensive and cohesive training programs are available for everyone in the 3G0X1 specialty.

3.2.1. AETC and Nation Guard Bureau Recruiting & Retention Marketing and Training, Standards, & Evaluations (NGB/RRM) training personnel develop or revise formal resident, nonresident, field, and exportable training based upon requirements established by the users and documented in Part 2 of the CFETP. They also work with the Air National Guard Career Field Manager (ANG CFM) to develop acquisition strategies for obtaining resources needed to provide the identified training.

3.2.1.1. The Air National Guard Career Field Manager will ensure training programs complement the CFETP's initial, upgrade, and proficiency requirements. On-the-job Training (OJT), resident training, and contract training or exportable courses can satisfy identified requirements. The ANG CFM will ensure ANG R&R-developed training to support this Air Force Specialty Code is identified for inclusion into the plan.

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

3.2.2. Coordination and Approval: The ANG CFM is the approval authority for the CFETP. Also, the ANG CFM will initiate an annual review of the CFETP to ensure currency and accuracy. Representatives and AETC training personnel will identify and coordinate on the career field training requirements. The ANG CFM can implement out-of-cycle changes whenever necessary to support the Career Field.

4. Section B – Career Progression and Information

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

4.2. Duties and Responsibilities.

4.2.1. Conducts and manages recruiting programs. Responsible for interviewing, screening, testing, and evaluating applicants from various sources to achieve recruiting goals. Develops information sources such as employment agencies, driver’s license and job market lists, high school and college student lists, and separation reports, in securing names of potential prospects for enlistment and commissioning. Make oral and film presentations to high school and college classes to establish contact with prospects. Maintains informational records to enable follow-up contacts with prospective applicants. Prepares enlistment and commissioning case files on personnel who are enlisting or applying for a commission in the Air National Guard. Informs interested persons of military obligations, officer and airman career structure, educational and training opportunities and other military benefits and entitlements.

4.2.2. Provides marketing support to assigned recruiters. Develops marketing information sources such as employment agencies, driver’s license and job advertisement lists, high school and college student lists and separation reports, in securing names of potential prospects for ANG enlistment and commissioning. Plans and conducts recruiter training to include specialty marketing equipment and hands-on television and radio station spots. Conducts training and evaluates recruiters’ oral and film presentations to target audiences at high school and college campuses. Assists the ANG R&R Commander/OIC in the management of the advertising and community relations budget.

4.2.3. Develop and oversee publicity programs. Plans, directs, and evaluates sales promotional projects using media such as direct mail, press, radio, and

television presentations. Writes, copy, and edits simple news stories and photograph captions. Prepares and monitors Production Recruiters and Retainers presentations of Air Force orientations to civic, social, educational and student organizations.

- 4.2.4. Develop and oversee community relations programs. Plans, organizes, and provides support for recruiting special events such as state and municipal ceremonies, exhibits, fairs, parades, centennials, and sporting events. Develops Air Force media products to maintain liaison with media outlets, civic groups, and local organizations in support of recruiting objectives.
- 4.2.5. Performs MEPS liaison and production management duties. Ensures proper coordination between the Air Force and MEPS commander and proper scheduling of Air Force applicants to the MEPS is accomplished. Assists in obtaining the initial classification for Air Force applicants. Coordinates on recruiting operational matters and interprets recruiting directives for assigned units. Runs reports, conducts data analytics, and reports key production indicators to leadership.

4.3. **Skill/Career Progression.** Adequate training and timely progression from the apprentice to the superintendent level play an important role in the Air Force's ability to accomplish its mission. It is essential that everyone involved in training do their part to plan, 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.

4.3.1. **Apprentice (3-Skill Level).** Individuals are awarded their 3-skill level upon completion of Initial Certification Training. At their first duty station, a trainee will work with a trainer to enhance their knowledge and skills.

4.3.1.1. Wear of the Basic Recruiting and Retention Badge is authorized upon award of the 3-skill level.

4.3.2. **Journeyman (5-Skill Level).** Following Initial Certification Training, individuals will be in upgrade training and must complete formal 5-level OJT training requirements as defined in this CFETP, DAFMAN 36-2689, the DAFECD, ANGMAN 36-2602, or work-center-identified upgrade tasks. Once upgraded to the 5-skill level, the journeyman will enter Continuation Training to ensure all R&R personnel maintain core proficiency, adopt new skills as needed, and remain aligned with updated systems, tools, and policy. This includes qualifications on duty specific tasks identified by the ANG R&R state supervision or the TENCO. Available proficiency and/or supplementary training should be completed as early as duty permits.

4.3.2.1. Minimum time in upgrade training: 9 months.

4.3.2.2. Maximum time in upgrade training: 24 months.

4.3.3. **Craftsman (7-Skill Level)** Once promoted to Staff Sergeant, individuals begin formal 7-skill level OJT training requirements as defined in this CFETP, DAFMAN 36-2689, the DAFECD, the ANGMAN 36-2602 or work-center-identified upgrade tasks. Once upgraded to the 7-skill level, the craftsman will also train on any qualification or duty-specific tasks identified by ANG R&R state supervision or the TENCO. Available proficiency and/or supplementary training should be completed as early as duty permits.

4.3.3.1. Minimum time in upgrade training: 6 months.

4.3.3.2. Recommended maximum time in upgrade training: 24 months.

4.3.3.3. Selection or promotion into managerial position requires completion of the corresponding ANG/RRM course at Joint Base Andrews.

4.3.3.4. Wear of the Master Recruiting and Retention Badge is authorized upon award of the 7-skill level.

4.3.4. **Superintendent (9-Skill Level).** The 9-skill level is awarded upon promotion to Senior Master Sergeant. When necessary, unit OJT is used for training. In addition to full 7-skill level qualifications, an individual must possess advanced skills and knowledge of concepts and principles in the management and execution of Recruiting and Retention. The 9-skill level requires the individual to be an effective leader. They must be able to forecast, budget, and manage funds and resources, to include marketing, training, and other resources, and they must be knowledgeable on federal and local incentive programs.

4.3.4.1. Unless waived by the ANG CFM, selection into RRSEL position requires completion of one ANG/RRM course unless previously completed.

4.3.4.1. Wear of the Senior Recruiting and Retention Badge is authorized upon award of the 9-skill level.

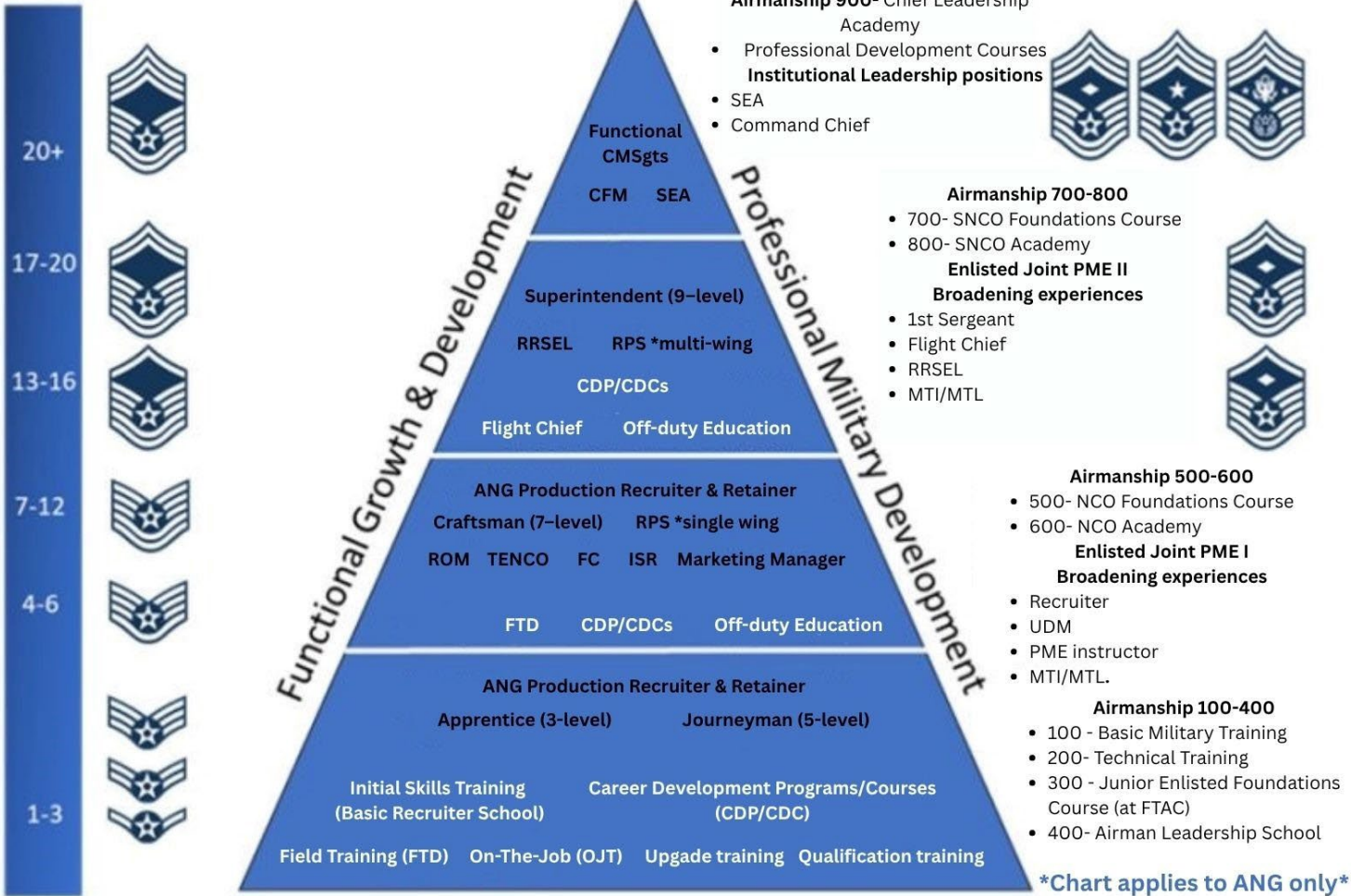
4.4. **Training Decisions.** The CFETP uses a building block approach from simple to complex to encompass the spectrum of training requirements for the Talent Acquisitions career field. The following training decisions were made by the Specialty Training Requirements Team (STRT), which consists of the ANG R&R CFM and Subject Matter Experts (SME) in the 3G0X1 career field. The STRT was tasked with reviewing the entire 3G0X1 STS. Each STS line item was evaluated based on capability and method of training, redundancy of documentation, and applicability.

- 4.4.1. **3-Skill Level Training.** Initial certification training is provided by AETC through the Basic Recruiting course.
- 4.4.2. **5-Skill Level Upgrade Training.** Upgrade requirements include completion of core tasks and identified work center requirements as necessary based on assignment.
- 4.4.3. **7-Skill Level Upgrade Training.** Upgrade requirements include completion of core tasks and identified work center requirements as necessary based on assignment.
- 4.4.4. **Community College of the Air Force.** Enrollment in CCAF occurs automatically upon completion of Basic Recruiting School. CCAF provides the opportunity to obtain an Associate of Human Resources Degree.

4.5. Career Field Path.

Table 4.1 identifies career milestones for the 3G0X1 Air Force Specialty.

Table 4.1 Enlisted Career Path		
Milestone	Minimum Grade Requirements	
	Rank	Earliest sew-on
Apprentice Technical School (3-Skill Level)	SrA	-36 months TIS & 20 months TIG -28 months TIG
Upgrade to Journeyman (5-Skill Level) -Complete core/duty position requirements -Meet time in training requirements as identified by the ANG CFM	SrA	-36 months TIS & 20 months TIG -28 months TIG
Airman Leadership School -Must be a SrA with 36 months time in service	Trainer (Train the Trainer) -Must attend the AF Training Course (AFTC) -Qualified to perform tasks to be trained -Recommendation by supervisor	
Upgrade to Craftsman (7-Skill Level) -Minimum rank of SSgt -Complete core/duty position requirements -Meet time in training requirements as identified by the ANG CFM	SSgt	3 years
Noncommissioned Officer Academy (NCOA) -Complete NCOA: Required for promotion to MSgt	TSgt MSgt	5 years 8 years
USAF Senior NCO Academy (SNCOA) -Must be MSgt	SMSgt	11 years
Upgrade to Superintendent (9-Skill Level) -Minimum rank of SMSgt -Mandatory requirements in DAFECD	SMSgt	11 years
Chief Leadership Course -Minimum rank of CMSgt	CMSgt	14 years



5. Section C – Skill Level Training Requirements

- 5.1. Purpose.** Skill level training requirements in this specialty 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 Specialty Training Standard of this CFETP.
- 5.2. Specialty Qualification Requirements**
- 5.2.1. Knowledge, Education, Training, and Experience.** Refer to the Department of the Air Force Enlisted Classification Directory (DAFECD), accessible via myFSS at <https://myfss.af.mil> search for “Air Force Enlisted Classification Directory.”
- 5.2.2. Apprentice, Journeyman, Craftsman.** Refer to “AFSC 3G071*, Craftsman / AFSC 3G051* Journeyman / AFSC 3G031*, Apprentice /AFSC 3G031” titled “Talent Acquisition” in DAFECD Section II, for specialty qualification information for 1-, 3-, 5-, and 7-skill level personnel.
- 5.2.3. CEM and Superintendent.** Refer to “CEM Code 3G000/AFSC 3G091, “Superintendent” titled “Talent Acquisition” in DAFECD Section II, for specialty qualification information for 9-skill level and CEM personnel.
- 5.3. Training Sources and Implementation**
- 5.3.1. Apprentice Level Training.** The initial skills course (L3ALR8R000) will provide the required basic knowledge the trainee needs in their new role in ANG R&R. This training includes time and stress management, sales presentations, sales telephone techniques, persuasive presentation, eligibility requirements for prior and non-prior service, prior service programs, applicant processing procedures, Air Force Recruiting Information Support System Total Force (AFRISS-TS), Investigate, Meet, Probe, Apply, Convince, and Tie it Up (IMPACT) selling skills, and management of recruiter services. Unless waived by the ANG CFM, the initial skills course is a requirement upon entry into the career field. Trainees are awarded a 3-skill level upon completion of the Basic Recruiting Course.

- 5.3.2. Journeyman Level Training.** Trainees enter 5-skill level upgrade training (UGT) upon return from the Basic Recruiting Course. Core and work center tasks in the trainee's Job Qualification Standard (JQS) are trained via OJT and, when mandated, specific courses.
- 5.3.3. Craftsman Level Training.** Trainees enter 7-skill level UGT when promoted to Staff Sergeant. Core and work center tasks in the trainee's Job Qualification Standard (JQS) are trained via OJT and, when mandated, specific courses.
- 5.3.4. Superintendent Level Training.** The 9-skill level is awarded upon promotion to Senior Master Sergeant. When necessary, unit OJT is used for training. In addition to full 7-skill level qualifications, an individual must possess advanced skills and knowledge of concepts and principles in the management of Recruiting and Retention. The 9-skill level requires the individual to be an effective leader. They must be able to forecast, budget, and manage marketing funds and they must be knowledgeable of federal and local incentive programs.

6. Section D – Resource Constraints

- 6.1. Purpose.** This section identifies resource constraints that prevent training from being developed or conducted. For each resource constraint, a narrative explanation is provided, along with an impact statement detailing how it affects the training process. At a minimum, review and update resource constraints annually.
- 6.2. Apprentice Level Training.** No resource constraints identified.
- 6.3. Journeyman Level Training.** No resource constraints identified.
- 6.4. Craftsman Level Training.** No resource constraints identified.
- 6.5. Superintendent Level Training.** No resource constraints identified.

7. Section E – Transitional Training Guide

- 7.1.** There are currently no additional transitional training requirements.

PART II

1. Section A – Specialty Training Standard (STS)

- 1.1. **Implementation.** The STS will be used for technical training provided by AETC for the 3-skill level. The STS is organized in attachment 2.
- 1.2. **Documentation.** Training will be documented as prescribed in DAFMAN 36-2689, *Training Program*, or in AFRISS-TF.
- 1.3. **Column 1 (Task, Knowledge, and Technical References).** This consists of the most common tasks, knowledge, and technical references necessary for Airmen to perform duties in the 3-, 5-, and 7-skill level. Not all tasks apply to every work center. It is the work center supervisor and/or TENCO's job to identify work center requirements, and the TENCO's responsibility to build a Master Training Plan (MTP) to train assigned trainees to specific work center requirements. For OJT, the tasks in column 1 are trained and qualified to the go/no go level. "Go" means the individual can perform the task without assistance and meets local requirements for accuracy, timeliness, and correct procedures. Unless mandated by another source, there is no career field standard for proficiency. Once a trainee is qualified on a task, they remain qualified unless de-certified IAW DAFMAN 36-2689.
- 1.4. **Decertification and Recertification.** When a supervisor or TENCO determines an Airman is unqualified on a task previously certified for their duty position, the supervisor or TENCO will recommend to the R&R Commander/OIC that the previous certification be removed or deleted using AFRISS-TF. The R&R Commander/OIC is the only personnel authorized to decertify or recertify an individual. Appropriate remarks pertaining to the reason for decertification are entered in AFRISS-TF under the AFJQS tab or via the DAF Form 623a. The supervisor or TENCO will initiate retraining on the task by entering a new training start date. Once the retraining is complete, enter a new training complete date and both the trainee, trainer, and certifier must enter their initials.
- 1.5. **Column 2 (Core/Certification Tasks).** Tasks identified with the corresponding skill level (5/7) are specialty-wide training requirements. Certification on all core tasks must be completed for skill level upgrade. Core tasks that are not applicable to base assigned are not required for upgrade.
- 1.6. **Column 3 (Certification for OJT):** Used to record completion of tasks and knowledge training requirements. Use AFRISS-TF to document recruiter qualifications. Task certification must show a certification/completion date.

- 1.7. Column 4 (Proficiency Codes Used to Indicate Training/Information Provided).** Identifies the proficiency a trainee should be able to demonstrate on the job after completing formal training. Attachment 1 contains the Proficiency Code Key.
- 1.8. Job Qualification Standard (JQS).** The STS becomes a JQS for OJT when placed in AFRISS-TF, DAF Form 623a, or OJT record, and used according to DAFMAN 36-2689. When used as a JQS, the following requirements apply:
- 1.8.1.** Document and certify completion of training IAW DAFMAN 36-2689. Load the tasks into AFRISS-TF as a JQS and add them to the applicable Individual Training Plan (ITP). AFRISS-TF is the current ANG R&R training system of record. All JQSs are replaced by this CFETP; therefore, transcribing all training records to this CFETP STS is mandatory. Use the CFETP STS (or automated STS) to identify and certify all past and current qualifications. Document and certify all previous and current training IAW DAFMAN 36-2689.

2. Section B – Course Objective List

- 2.1.** Initial skills training (technical school) is not designed to produce a mission ready recruiter & retainer. Initial skills training is designed to provide fundamental, general recruiting and retention knowledge, and some hands-on skills. When evaluating course graduates, supervisors should use column 4A of the STS as a guide. Review column 4A to determine the proficiency level of a particular task or knowledge item. Review Attachment 1 of this CFETP for an explanation of the proficiency codes. Then compare the proficiency of the trainee to the proficiency expected upon completion of the course.
- 2.2.** Recommendations: Comments and recommendations are invited concerning the quality of training AETC graduates received. The ANG CFM is available for supervisors to identify training concerns on tasks/knowledge items listed in this STS. Please reference specific STS line items and address your comments to: CMSgt AutumnRose C. Johnson.

3. Section C – Support Material

- 3.1.** There are currently no support material requirements.

4. Section D – Training Course Index

- 4.1.** Purpose. This index lists formal training including Air Force in-residence, field, Air Force Career Development Academy (AFCDA), and exportable courses used to support training for this specialty.
- 4.2.** Training Acquisitions Follow-on Courses:

 - L3ALR8R000 Basic Recruiter Course

BY ORDER OF:

DUKE A. PIRAK, Major General, USAF
Director, Air National Guard

Attachments:

1. Proficiency Code Key
2. Talent Acquisitions STS

Attachment 1

QUALITATIVE REQUIREMENTS		
Proficiency Code Key		
	Scale Value	Definition: The individual
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely Limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially Proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly Proficient)
*Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step by step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating Principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced Theory)
**Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)
<p><i>Explanations</i></p> <p>* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: b and 1b)</p> <p>** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.</p> <p>- This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.</p> <p>X This mark is used alone in the course columns to show that training is required but not given due to limitations in resources.</p> <p>* This symbol in the deployment/SEI column indicates that the task is a deployment task.</p> <p>+ This symbol in the deployment/SEI column indicates that the task is a Special Experience Identifier.</p> <p>~ This symbol in the deployment/SEI/TQT column indicates that the task is CBRN Qualification Task (TQT)</p> <p>NOTE: All tasks and knowledge items shown with a proficiency code are trained during war time.</p>		

AIR NATIONAL GUARD TALENT ACQUISITION JQS										
1. Tasks, Knowledge, and Technical References	2. Tasks	3. Certification or OJT					4. Proficiency Codes used to Indicate Training/Information Provided via ICW and/or Course			
	Core	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	3-lvl	5-lvl	7-lvl	9-lvl
PRODUCTION RECRUITER AND RETAINER AREA REQUIREMENTS										
1. CAREER PROGRESSION										
1.1. Purpose of CFETP TF: CFETP Talent Acquisition AFSC 3G0X1	5						-	-	-	-
1.2. AFSC Duties and Responsibilities										
1.2.1. Apprentice							-	-	-	-
1.2.2. Journeyman							-	-	-	-
1.2.3. Craftsman							-	-	-	-
1.2.4. Senior Enlisted Leader							-	-	-	-
1.2.5. Officer in Charge							-	-	-	-
2. TRAINING AND PROFESSIONAL DEVELOPMENT										
2.1. General										
2.1.1. Trainee/Trainer Responsibilities							-	-	-	-
2.1.2. Develop a Work Center Training Plan/Master Training Plan (MTP)	7						-	-	-	-
2.1.3. Evaluation Criteria and Responsibilities/Recognition Program	7						-	-	-	-
3. PUBLICATIONS/PROGRAMS										
3.1. Recruiting Publications										
3.1.1. Military Recruiting and Accessions TR: DAFMAN 36-2032	5						-	-	-	-
3.1.2. Medical Standards for Appointment, Enlistment and Induction in the Military Service TR: DoDI 6130.03	5						-	-	-	-
3.1.3. Reenlistment and Extension of Enlistment TR: DAFI 36-2606	5						-	-	-	-
3.2. Recruiting Programs										
3.2.1. Roles and Responsibilities TR: DAFMAN 36-2032	7						-	-	-	-
3.2.2. Professional Conduct TR: DAFMAN 36-2032	7						-	-	-	-
3.2.3. Recruiting Operations TR: DAFMAN 36-2032	7						-	-	-	-
3.2.4. Recruiting Programs TR: DAFMAN 36-2032	7						-	-	-	-
3.2.5. Manpower and Personnel TR: DAFMAN 36-2032	7						-	-	-	-
3.2.6. Resources TR: DAFMAN 36-2032	7						-	-	-	-
3.2.7. Marketing and Advertising TR: DAFMAN 36-2032	7						-	-	-	-

3.2.8. Training TR: DAFMAN 36-2032	7						-	-	-	-
3.2.9. In-Service Recruiting TR: DAFI 36-3211	7						-	-	-	-
3.3. Enlisted Accessions										
3.3.1. Enlistment Authority TR: DAFMAN 36-2032	5						-	-	-	-
3.3.2. Roles and Responsibilities TR: DAFMAN 36-2032	5						-	-	-	-
3.3.3. Enlistment Waiver Authority TR: DAFMAN 36-2032	5						-	-	-	-
3.3.4. Eligibility Determination Authority TR: DAFMAN 36-2032	5						-	-	-	-
3.3.5. Eligibility Standards TR: DAFMAN 36-2032	5						-	-	-	-
3.3.6. Service Eligibility Determination, Waivers and Expectations to Policy TR: DAFMAN 36-2032	5						-	-	-	-
3.3.7. Enlistment Policy TR: DAFMAN 36-2032	5						-	-	-	-
3.3.8. Enlistment Documents TR: DAFMAN 36-2032	5						-	-	-	-
4. SEVEN MISSION CRITICAL TASKS										
4.1. Planning										
4.1.1. Explain basic principles associated with planning/time management							2b	-	-	-
4.1.2. Demonstrate the ability to establish a yearly/monthly/weekly/daily plan using Air Force Recruiting Information Support System- Total Forces (AFRISS-TF)							2b	-	-	-
4.1.3. Demonstrate the ability to prioritize tasks (i.e.1, 2, 3) for effective time management and mission accomplishment							2b	-	-	-
4.1.4. Demonstrate the ability to schedule, achieve, and document all planned activities							-	-	-	-
4.1.5. Demonstrate the ability to reschedule uncompleted planned activities/tasks							-	-	-	-
4.1.6. Execute comprehensive planning and time management strategies	5						-	-	-	-
4.2. Marketing										
4.2.1. Identify available local and national assets and explain how to request							-	-	-	-
4.2.2. Identify basic facts and principles of media relations	7						-	-	-	-
4.2.3. Explain the process for ordering Public Service Announcements (PSA)							-	-	-	-
4.2.3. Explain basic facts of marketing and how they apply to a recruiter	7						-	-	-	-

4.2.4. Explain how to seek out opportunities to engage, partner with vendors, and influencers to maximize the Air Force and Space Force brand during events	7							-	-	-	-
4.2.5. Explain how to obtain approval for local media advertising, marketing purchases, and paid event attendance	7							-	-	-	-
4.2.6. Explain how to identify potential marketing opportunities								-	-	-	-
4.2.7. Execute comprehensive marketing strategies	5							-	-	-	-
4.2.8. Demonstrate how to establish, maintain, and track productive media visits in AFRISS-TF	7							-	-	-	-
4.2.9. Demonstrate how to build and maintain social media page								-	-	-	-
4.2.10. Demonstrate and apply the IMPACT concept for generating a marketing strategy, meeting mission objectives, planning, coordinating and documenting zone prospecting and awareness programs								-	-	-	-
4.3. Media (Social/Radio/TV/Newspapers)											
4.3.1. Identify basic facts and principles of the Home Town News Release Program								-	-	-	-
4.3.2. Identify basic facts and principles of social media platforms (i.e. Facebook, Instagram etc.)								-	-	-	-
4.3.3. Demonstrate the ability to obtain radio/TV public service announcements								-	-	-	-
4.3.4. Demonstrate the ability to order radio/TV spots or approved newspaper advertising slicks from NGB Advertising/Creative								-	-	-	-
4.3.5. Demonstrate the ability to conduct radio/TV station and local newspaper visits								-	-	-	-
4.3.6. Execute comprehensive media strategies	5							-	-	-	-
5. LEAD GENERATION											
5.1. School Programs											
5.1.1. Identify Air Force responsible schools and how to coordinate/proctor ASVAB testing								-	-	-	-
5.1.2. Explain principles of the school program and how to gain access to various types of schools								-	-	-	-
5.1.3. Explain how to diversify school visits and plan student centered events								-	-	-	-

5.1.4. Explain recruiter responsibilities for Junior Reserve Officers' Training Corps (JROTC) visits							-	-	-	-
5.1.5. Create an annual game plan and establish priorities and frequency of visits (i.e. high schools, athletic programs, colleges/universities, residency programs)							-	-	-	-
5.1.6. Establish contacts and develop rapport with program influencers (i.e. registrar office, veteran's affairs, admissions, financial aid, student groups, etc.)							-	-	-	-
5.1.7. Conduct and document student centered program visits to include career day, job fairs & conventions							-	-	-	-
5.1.8. Obtain program lead list							-	-	-	-
5.1.9. Analyze facts and principles of an ASVAB interpretation							-	-	-	-
5.1.10. Demonstrate how to complete school visit checklist	5						-	-	-	-
5.1.11. Demonstrate how to obtain a school list	5						-	-	-	-
5.1.12. Demonstrate how to maintain and document activities in the AFRISS-TF school profile (i.e. RGM/eRGM, visits, refinement, influencers, and etc.)	5						-	-	-	-
5.1.13. Demonstrate how to build and present a persuasive presentation	5						-	-	-	-
5.2. Program Presentations										
5.2.1. Demonstrate and document effective persuasive presentation/speech tailored to a specific audience (i.e. applicant and influencer presentations)	5						-	-	-	-
5.3. Perpetuation										
5.3.1. Explain principles relating to perpetuation as a lead generating activity							-	-	-	-
5.3.2. Demonstrate the ability to perpetuate from all external sources (especially current applicants/center of influences) and document all perpetuation in AFRISS-TF	5						-	-	-	-
5.4. Center of Influence (COI) Events										
5.4.1. Explain requirements for Center of Influence (COI)/After Action Report (AAR), routing, and identify different types of COIs	5						-	-	-	-
5.4.2. Demonstrate the ability to plan, coordinate and conduct an influencer COI (including all after action requirements)							-	-	-	-
5.4.3. Demonstrate the ability to plan, coordinate and conduct a prospective							-	-	-	-

applicant COI (including all after action requirements)											
5.5. Managing Leads											
5.5.1. Identify lead sources and document refinement efforts								-	-	-	-
5.5.2. Identify basic facts and principles of gathering basic lead information from various types of Lead Generating Activities (LGA)								-	-	-	-
5.5.3. Identify leads for suspension and demonstrates appropriate follow-up actions								-	-	-	-
5.5.4. Explain the definition of a lead								-	-	-	-
5.5.5. Explain basic facts related to telephone prospecting and how to determine the highest priority lead								-	-	-	-
5.5.6. Explain principles relating to perpetuation as an LGA								-	-	-	-
5.5.7. Explain how and when it's appropriate to re-assign leads to another recruiter or refer to other component/agency (USAFA, AFPC, AFRC, AFRS, AFROTC)								-	-	-	-
5.5.8. Create, maintain, reroute, request suspension and request closure on leads in AFRISS-TF								-	-	-	-
5.5.9. Demonstrate the ability to refine leads	5							-	-	-	-
5.5.10. Demonstrate the basic functions of the Aim High Application (AHA) and how to utilize it in the field								-	-	-	-
5.5.11. Demonstrate how to identify yourself, state purpose of call, give a Direct Value Statement (DVS)								-	-	-	-
5.5.12. Demonstrate how to review, suspend, and closed leads	5							-	-	-	-
5.6. Recruiter Generated Mail/E-Recruiter Generated Mail											
5.6.1. Identify basic facts related to Air Force and postal regulations								-	-	-	-
5.6.2. Plan, target and document an effective RGM/eRGM program (i.e. high school, grad market, college & universities, residency programs, etc.)								-	-	-	-
5.6.3. Explain basic facts related to refining mailing lists from undeliverable mail								-	-	-	-
6. LEAD PROSPECTING											
6.1. Telephone Prospecting											
6.1.1. Demonstrate proper techniques for planning, conducting and documenting telephone prospecting (i.e. appropriate time of the day/week to call)								-	-	-	-
6.1.2. Demonstrate the ability to call highest priority of leads (most qualified)								-	-	-	-

6.1.3. Demonstrate the ability to identify themselves and state purpose of call							-	-	-	-
6.1.4. Deliver a Direct Value Statement that relates to the applicant							-	-	-	-
6.1.5. Demonstrates the ability to obtain pre-qualifying information							-	-	-	-
6.1.6. Use probing questions to uncover needs and wants							-	-	-	-
6.1.7. Demonstrate the ability to obtain an appointment (confirm date, time, location and transportation arrangements)	5						-	-	-	-
6.2. Zone Prospecting/Posting										
6.2.1. Demonstrate the ability to develop contacts in the local community							-	-	-	-
6.2.2. Demonstrate the ability to effectively post in zone	5						-	-	-	-
6.2.3. Demonstrate the ability to plan, coordinate and document a zone prospecting/awareness program	7						-	-	-	-
7. LEAD REFINEMENT										
7.1. Investigate										
7.1.1. Identify all local TF program recruiters and Civil Service							-	-	-	-
7.1.2. Identify and locate current tattoo policies and regulations	5						-	-	-	-
7.1.3. Explain the different education tier levels and associated requirements for each	5						-	-	-	-
7.1.4. Explain disqualification factors and demonstrate how to dismiss a disqualified applicant	5						-	-	-	-
7.1.5. Explain principles associated with enlisted grade determination	5						-	-	-	-
7.1.6. Explain facts and principles of Lead Refinement							-	-	-	-
7.1.7. Explain the importance of documenting quantifiable next steps in AFRISS-TF throughout the accession process							-	-	-	-
7.1.8. Explain all current body composition standards and documentation							-	-	-	-
7.1.9. Explain the requirements for processing a non-U.S. citizen							-	-	-	-
7.1.10. Explain waiver processes Morals Waiver, Morals Eligibility Determination, Exception To Policy (MW, MED, ETP etc.) and how to route when necessary	5						-	-	-	-
7.1.11. Demonstrate how to assign a lead's program interest as Enlisted Accessions (EA) or Officer Accessions (OA), followed by the appropriate subprogram in AFRISS-TF	5						-	-	-	-

7.1.12. Demonstrate the use of open and closed probing techniques for pre-qualifications and how to uncover needs and wants							-	-	-	-
7.1.13. Demonstrate how to obtain an appointment and how to confirm next steps with the applicant							-	-	-	-
7.1.14. Demonstrate how to close, suspend, and reroute lead in AFRISS-TF	5						-	-	-	-
7.1.15. Demonstrate how to properly identify lead priority							-	-	-	-
7.1.16. Demonstrate how and when to refer an applicant to TF partners							-	-	-	-
7.1.17. Demonstrate how to administer an AFQT Predictor Test (APT) and Pre-screening, internet-delivered Computer Adaptive Test (PiCAT)							-	-	-	-
8. IMPACT SALES PRESENTATION TECHNIQUES										
8.1. Investigate										
8.1.1. Describe the importance of positioning within the recruiting zone							2b	-	-	-
8.1.2. Determine lead quality and applicant eligibility for accession using probing questions and questioning techniques							2b	-	-	-
8.1.3. Demonstrate the ability to advise unqualified applicants							2b	-	-	-
8.1.4. Demonstrate the ability to qualify applicants for the highest program and refer individuals to (BA, LO, ROTC, AFA, HP, Civ AF)							2b	-	-	-
8.2. Meet										
8.2.1. Demonstrate the ability to properly engage with the applicant (approach in neutral)							2b	-	-	-
8.2.2. Demonstrate the ability to properly develop rapport with the applicant							2b	-	-	-
8.2.3. Demonstrate the ability to properly build trust with the applicant (SOI/PBS)							2b	-	-	-
8.3. Probe										
8.3.1. Explain the goal of probing							2b	-	-	-
8.3.2. Demonstrate recognition of the types of customer concerns							2b	-	-	-
8.3.3. Demonstrate the ability to probe to understand the concern							2b	-	-	-
8.4. Apply										
8.4.1. Explain the difference between applicants needs and wants							2b	-	-	-
8.4.2. Describe how to gain a clear, complete and mutual understanding of the customers' needs and wants							2b	-	-	-

8.4.3. Demonstrate the ability to use open and closed probes to explore the customer’s needs and wants							2b	-	-	-
8.5. Convince										
8.5.1. Describe the goal of proving claims							2b	-	-	-
8.5.2. Describe when to prove claims							2b	-	-	-
8.5.3. Demonstrate the ability to prove claims							2b	-	-	-
8.5.4. Demonstrate the ability to use sales aids to support and enhance the sale							2b	-	-	-
8.6. Tie-It-Up										
8.6.1. Describe the goal of Tie-it Up							2b	-	-	-
8.6.2. Describe when to close							2b	-	-	-
8.6.3. Demonstrate the ability to Tie-It-Up (finalizing the transaction, asking for the commitment, cementing and reinforcing the sale)							2b	-	-	-
9. APPLICANT PROCESSING										
9.1. Documentation										
9.1.1. Explain basic facts and principles related to documents required for validating personal information provided by applicants								-	-	-
9.1.2. Explain how to obtain birth verification, social security verification, and education credential verification	5							-	-	-
9.1.3. Explain basic facts and principles related to documents, applicant rights/responsibilities card and videos required for ID2A prior to processing								-	-	-
9.1.4. Explain how to process a prior service applicant and where to find current program availability	5							-	-	-
9.1.5. Explain the purpose of an Initial Appointment								-	-	-
9.1.6. Explain facts and principles associated with obtaining required source documents and conditional release (DD Form 368) to process prior service applicants								-	-	-
9.1.7. Explain applicant processing timeline and what it means to have a sense of urgency								-	-	-
9.1.8. Demonstrate the ability to complete basic recruiting forms during initial interview and initiate applicant’s record in AFRISS- TF	5							-	-	-
9.1.9. Demonstrate the ability to complete an applicant personnel information record (PIR)	5							-	-	-
9.1.10. Demonstrate how to assist citizens with registering to vote								-	-	-

IAW National Voter Registration Act (NVRA)										
9.1.11. Demonstrate how to use the “Click to Sign” method to complete all applicant forms							-	-	-	-
9.1.12. Demonstrate explaining digital signatures to applicants							-	-	-	-
9.2. Process Knowledge										
9.2.1. Explain the concept "sense of urgency" when scheduling processing							-	-	-	-
9.2.2. Explain facts and principles related to eligibility determinations and waivers (i.e., the process, documentation & waiting periods)							-	-	-	-
9.2.3. Explain how to schedule applicants for special testing (EDPT, DLAB, PAST, AFOQT, etc.)	5						-	-	-	-
9.2.4. Demonstrate the ability to obtain and interpret college transcripts converting GPA quarter hours to semester hours from each school attended (if applicable)	5						-	-	-	-
9.2.5. Demonstrate the ability to counsel applicants on ANG service commitments and Military Service Obligation (MSO)							-	-	-	-
9.2.6. Demonstrates the ability to qualify an individual for eligible program (i.e. education, awards, etc.)							-	-	-	-
9.2.7. Demonstrate the ability to access and administer PiCAT/APT							-	-	-	-
9.2.8. Schedule applicants for ASVAB testing (MET Site and MEPS)							-	-	-	-
9.2.9. Demonstrate the ability to request ASVAB scores (i.e., SPF conversions & SSAN pulls) from MEPS	5						-	-	-	-
9.2.10. Demonstrate the ability to schedule applicants for all stages of MEPS processing							-	-	-	-
9.2.11. Conduct a MEPS processing briefing (to include TAPAS testing, directions, transportation and hotel/motel conduct, etc.)	5						-	-	-	-
10. AFRISS-TF										
10.1. General Knowledge										
10.1.1. Explain how systems administrators and the help desk can provide assistance							-	-	-	-
10.1.2. Demonstrate ability to access and create a Help Desk Ticket within AFRISS- TF HELPDESK	5						-	-	-	-
10.1.3. Demonstrate ability to react to “network errors” which cause AFRISS-TF to cease functioning							-	-	-	-

11. RETENTION											
11.1 Retention Programs											
11.1.1. Explain how helping retain members affects end strength and overall recruiting efforts								-	-	-	-
11.1.2. Explain the steps needed to take for cross-training on base	5							-	-	-	-
11.1.3. Explain the local States education benefits and how members can utilize it	5							-	-	-	-
11.1.4. Explain the service obligation to members when they transfer their Post 9/11 GI Bill benefits	5							-	-	-	-
11.1.5. Describe the difference between incentive list and stripes for skills list								-	-	-	-
11.1.6. Explain the difference between a "C" Code & "K" Code, and how it affects what positions you can recruit to	7							-	-	-	-
11.1.7. Demonstrate ability to conduct Career Motivation Program Interviews											
12. SPECIALITY RELATED DUTIES AND RESPONSIBILITIES											
12.1. ANG Specific Training Items											
12.1.1. Explain importance of building relationships and perpetuating from internal zones, assigned wings, and units								-	-	-	-
12.1.2. Explain importance of building relationships with Air Force Reserves and Air Force Recruiting personnel withing assigned AOR								-	-	-	-
12.1.3. Explain the process of referring applicants and completing Recruiting assigned duties for SF86 to unit Security Manager								-	-	-	-
12.1.4. Complete required Social Media Training from assigned wing Public Affairs Office or Social Media representative								-	-	-	-
12.1.5. Describe process of coordinating and proctoring a Student ASVAB test with MEPCOM								-	-	-	-
12.1.6. Describe the difference between overall/effective manning, the importance	7							-	-	-	-
12.1.7. Describe how to target a recruit to the unit mission needs	7							-	-	-	-
12.1.8. Describe the importance of Unit Member Referrals (UMR) and demonstrate tactics to maximize these results								-	-	-	-
12.1.9. Complete quality check prior to forward for accession	5							-	-	-	-
12.1.10. Show required informational films to applicants... (provide access to								-	-	-	-

all required current films if/and when available)										
12.1.11. Conduct a MEPS Orientation Course ... (contact NGB OPS for/if problems with transportation with applicants to MEPS)	5						-	-	-	-
12.1.12. Demonstrate the ability to view production goals in AFRISS- TF							-	-	-	-
12.1.13. Demonstrate an understanding of the Force Management program and its effect on personnel at the state strategic level							-	-	-	-
12.1.14. Demonstrates the ability to identify unit strength requirements, critical AFSC's excesses, and losses	7						-	-	-	-
13. STRESS MANAGEMENT AND RECRUITER SAFETY										
13.1. General Knowledge										
13.1.1. Explain facts and principles related to stress management							-	-	-	-
13.1.2. Relate Anti-Terrorism policies and procedures							-	-	-	-
13.1.3. Perform required vehicle inspections/coordinate maintenance							-	-	-	-
14. ADMINISTRATIVE FUNCTIONS										
14.1. General Knowledge										
14.1.1. Explain facts and principles associated with obtaining domicile to duty authorization							-	-	-	-
14.1.2. Explain how to safeguard and account for stamps and MEPS transport accountability							-	-	-	-
14.1.3. Explain principles associated with the RAP and discuss the routing procedures							-	-	-	-
14.1.4. Maintain files and file correspondence (including email and electronic correspondence)							-	-	-	-
14.1.5. Maintain required forms and publications							-	-	-	-
14.1.6. Identify Fraud, Waste and Abuse involving usage of the Internet, government credit card, phone/computer usage, stamps and bus/shuttle tickets for safeguard and audit							-	-	-	-
14.1.7. Safeguard stamps and bus/shuttle tickets for safeguard and audit							-	-	-	-
14.1.8. Describe the State/Wing's goal formula and factors used	7						-	-	-	-
14.1.9. Describe the Key Performance Indicators (KPI)/quarterly flow and trend analysis and what they are used for							-	-	-	-
14.1.10. Interpret the Key Performance Indicators (KPI)/quarterly flow and trend analysis	7						-	-	-	-

15. SPECIAL WAREFARE										
15.1. General Knowledge										
15.1.1. Explain the mission of each Special Warfare AFSC							-	-	-	-
15.1.2. Explain the qualifications of each Special Warfare AFSC							-	-	-	-
15.1.3. Explain developmental qualifications and process							-	-	-	-
15.1.4. Explain entry level qualifications and general mission sets of Pararescue (PJ) Airman							-	-	-	-
15.1.5. Explain entry level qualifications and general mission sets of Combat Control Team Airman							-	-	-	-
15.1.6. Explain entry level qualifications and general mission sets of Tactical Air Control Party (TACP) Airman							-	-	-	-
15.1.7. Explain entry level qualifications and general mission sets of Survival Evasion Resistance and Escape (SERE) Airman							-	-	-	-
15.1.8. Explain entry level qualifications and general mission sets of Explosive Ordnance Disposal (EOD) Airman							-	-	-	-
15.1.9. Explain entry level qualifications and general mission sets of Combat Rescue Officer Airman							-	-	-	-
15.1.10. Explain entry level qualifications and general mission sets of Special Tactics Officer (STO) Airman							-	-	-	-
15.1.11. Explain entry level qualifications and general mission sets of Air Liaison Officer							-	-	-	-
15.1.12. Explain entry level qualifications and general mission sets of Tactical Air Control Party (TACP) Officer							-	-	-	-
15.1.13. Explain the candidate development program (pre-accession, BMT, SW Prep, and Assessment and Selection (A&S) course as applicable)							-	-	-	-
15.1.14. Explain the Course of Initial Entry (COIE)							-	-	-	-
15.1.15. Explain the PS application process (application guidelines, obtaining documents, and validating qualifications)							-	-	-	-
15.1.16. Demonstrate the ability to access specific program guidance Standard Operating Procedural Guide (SOPG), Special Warfare Airman Program (SWAP), and Prior Service (PS)							-	-	-	-

15.1.17. Demonstrate the ability to utilize the Combat Calling Dashboard							-	-	-	-
15.2. Initial Fitness Test										
15.2.1. Explain the roles and responsibilities of the SWR, developer and candidate							-	-	-	-
15.2.2. Explain the authorized gear and instructions of the Underwater Swim							-	-	-	-
15.2.3. Explain the authorized gear and instructions of the Surface Swim							-	-	-	-
15.2.4. Explain the course, required equipment, and timing requirements of the 1.5-mile or 3-mile run							-	-	-	-
15.2.5. Explain the proper pull-up technique required							-	-	-	-
15.2.6. Explain the proper sit-up technique required							-	-	-	-
15.2.7. Explain the proper push-up technique required										
16. IN-SERVICE RECRUITING										
16.1. Demonstrate the ability to:										
16.1.1. Build zone, schedule and observe briefings, schedule, and maintain leads							-	-	-	-
16.1.2. Give ANG briefings and speeches to diverse audiences							-	-	-	-
16.1.3. Plan, coordinate, and conduct a Center of Influence event							-	-	-	-
16.1.4. Lead sources, refinement, and how to obtain separations list from PSM							-	-	-	-
16.1.5. Conduct P1/P2 leads contact processes, utilization of AFRISS-TF vacancy tool and RAW system for lead refinement							-	-	-	-
16.1.6. Obtain guidance from R&R regs, PSDG's, ISR SOP's, and ANG Incentive Operational Guidance FY & initiatives							-	-	-	-
16.1.7. Source AFRISS-TF reports for quarterly flow/trend analysis							-	-	-	-
16.1.8. Build files and file plans for correspondence maintenance along with updating one drive, signature blocks, and email greetings							-	-	-	-
16.1.9. Plan, coordinate, and conduct perpetuation for continued lead generation							-	-	-	-
16.1.10. Request systems for performance of ISR duties: VOP, AFRISS-TF, PSM, and IT equipment support							-	-	-	-
16.1.11. Request travel projections and to plan travel for AOR, DTS submission, and GTC use policies							-	-	-	-

16.1.12. Locate the responsibilities of a VCO for GOV use, maintenance, and base agency POC'S							-	-	-	-
16.1.13. Demonstrate how to identify and assign an ISR to an applicant	5						-	-	-	-
16.1.14. Demonstrate how to properly complete and route AF Form 1288	7						-	-	-	-
16.1.15. Demonstrate how to determine Palace Chase or Palace Front program eligibility							-	-	-	-
16.1.16. Demonstrate how to properly complete and route medical page to NGB/SG							-	-	-	-
16.1.17. Demonstrate how to properly complete and quality check Palace Chase application							-	-	-	-
16.1.18. Demonstrate how to properly request Palace Chase final approval through AFPC							-	-	-	-
16.1.19. Demonstrate how to properly complete and quality check Palace Front application							-	-	-	-
16.1.20. Demonstrate how to properly request Palace Front final approval through AFPC							-	-	-	-
17. FLIGHT CHIEF/RECRUITING PRODUCTION SUPERINTENDENT										
17.1. General Knowledge										
17.1.1. Demonstrate the ability to access, navigate, and annotate 3G MICT Checklist							-	-	-	-
17.1.2. Demonstrate the ability to establish acceptable levels of performance through a Standards and Expectations letter							-	-	-	-
17.1.3. Demonstrate the ability to access, navigate, and analyze AFRISS-TF production management reports	7						-	-	-	-
17.1.4. Demonstrate the ability to promote developed levels of 3G knowledge, skills, and abilities through training program implementation							-	-	-	-
17.1.5 Demonstrate the ability to manage certification, decertification, annual training, and production evaluations for the 3G field							-	-	-	-
17.1.6. Demonstrate the ability to access, navigate, and annotate training documentation in AFRISS-TF							-	-	-	-
17.1.7. Demonstrate the ability to implement 3G operational plans	7						-	-	-	-
17.1.8. Demonstrate the ability to deliver an informative operational plan for leadership briefing							-	-	-	-

17.1.9. Demonstrate the ability to manage 3G manpower and resource allocations							-	-	-	-
17.2. Mission Critical Tasks										
17.2.1. Explain school prioritization and visitation schedule							-	-	-	-
17.2.2. Explain steps to mitigate issues regarding access to schools							-	-	-	-
17.2.3. Explain the requirements for market survey completion							-	-	-	-
17.2.4. Explain the purpose of aligning the squadron's marketing efforts with AFRS' advertising campaign and partnerships							-	-	-	-
17.2.5. Explain when to contact local and AFRS Public Affairs (PA) for media support/relations							-	-	-	-
17.2.6. Explain recruiter resources/policies related to social media							-	-	-	-
17.2.7. Describe the operational use of national-level support websites, including RICKy, Defense Visual Information Distribution Service (DVIDS) and the ANG Creative Program Manager, and identify how they support recruiting and retention activities							-	-	-	-
17.2.8. Explain the facts, principles and purpose associated with training recruiters on utilization of local business listings utilizing (Google My Business, Yelp, etc.)							-	-	-	-
17.2.9. Explain local MEPS procedures							-	-	-	-
17.2.10. Demonstrate ability to coach 7 Mission Critical Tasks	7						-	-	-	-
17.2.11. Demonstrate ability to train recruiters on how to establish an effective plan	7						-	-	-	-
17.2.12. Demonstrate how to validate all planned and achieved activities	7						-	-	-	-
17.2.13. Demonstrate knowledge using AFRISS-TF to manage recruiter marketing activities	7						-	-	-	-
17.2.14. Demonstrate ability to effectively train on Center of Influence (COI) Procedures	7						-	-	-	-
17.2.15. Demonstrate the ability to utilize Air Force Ads website to obtain additional marketing resources							-	-	-	-
17.2.16. Demonstrate knowledge of civilian award/certificate program							-	-	-	-
17.2.17. Demonstrate an effective school visit							-	-	-	-

17.2.18. Demonstrates knowledge on processes for lead refinement							-	-	-	-
17.2.19. Coach 6 Steps of IMPACT	7						-	-	-	-
17.2.20. Coach 3 Rules of IMPACT	7						-	-	-	-
17.2.21. Demonstrate how to counsel an applicant on all enlistment options							-	-	-	-
17.2.22. Demonstrate ability to conduct Recruit and Entering/Extended Active Duty (EAD) validation							-	-	-	-
17.2.23. Demonstrate ability to effectively submit a request for Operational funds through the AFRISS-TF platform	7									
17.2.24. Demonstrate the ability to effectively submit a request for Marketing funds through the AFRISS-TF platform										
17.2.25. Demonstrate ability to effectively submit a request for Training allocation funds through the AFRISS-TF platform	7									
17.2.26. Demonstrate and explain correct procedures for holding DEP, cancellation, and DEP discharge procedures IAW SOPG	5						-	-	-	-
17.2.27 Build effective marketing-spend plan for each FY	7									
17.2.28. Coach the features in the Service Benefits Package MATTERSSS	7						-	-	-	-
17.3. Guidance Letter										
17.3.1. Demonstrate how to create flight guidance letter							-	-	-	-
17.4. Expectations										
17.4.1. Demonstrate ability to analyze production indicators and set written expectations							-	-	-	-
17.4.2. Demonstrate how to set weekly expectations							-	-	-	-
17.4.3. Demonstrate ability to provide written feedback							-	-	-	-
17.5. Office Visits										
17.5.1. Demonstrate ability to complete Office Visits							-	-	-	-
17.5.2. Coach Joint Call Audit (JCA)	7						-	-	-	-
17.6. KPI/Flow and Trend										
17.6.1. Demonstrate the ability to analyze KPI and identify potential coaching needs							-	-	-	-
17.7. Training Documentation										
17.7.1. Demonstrate the ability to document training, evaluations, and corrective measures	7						-	-	-	-

17.7.2. Demonstrate ability to accomplish a PE and take corrective actions							-	-	-	-
17.8. New Recruiter										
17.8.1. Explain Inspire, Deter, Detect, and Accountability (ID2A)							-	-	-	-
17.8.2. Direct completion and review Brooks Talent Index (BTI) survey for recruiters							-	-	-	-
17.9. Administrative										
17.9.1. Demonstrate knowledge on processes to manage vacant billets							-	-	-	-
17.10. Leadership/Management										
17.10.1. Identify 4 stages of team building							-	-	-	-
17.10.2. Identify conflict management styles							-	-	-	-
17.10.3. Explain record keeping requirements (including email and electronic correspondence)							-	-	-	-
17.10.4. Explain elements of successful and unsuccessful team dynamics							-	-	-	-
17.10.5. Demonstrate knowledge on Airman's Foundational Competencies							-	-	-	-
17.10.6. Apply conflict management techniques to resolve personnel issues							-	-	-	-
17.10.7. Recognize effective and ineffective approaches to conflict management styles							-	-	-	-
17.10.8. Discuss empowerment, intent, unit pride, etc. as it applies to flight leadership							-	-	-	-
17.10.9. Explain the importance of developing yourself							-	-	-	-
17.10.10. Explain the importance of seeking feedback from all levels							-	-	-	-
17.10.11. Explain the importance of developing others							-	-	-	-
17.10.12. Know the Principles of Ethical Leadership							-	-	-	-
17.11. Special Warfare Recruiting										
17.11.1. Explain the roles and responsibilities of the FC, developer, and candidate							-	-	-	-
17.11.2. Demonstrate recording of IFT/DFT in AFRISS-TF							-	-	-	-
18. OFFICER/HEALTH PROFESSIONAL ASSESSIONS										
18.1. General Knowledge										
18.1.1. Demonstrate the ability to apply additional statements required for application (Pre-service marijuana usage, etc.)							-	-	-	-

18.1.2. Explain special test scheduling (EDPT, DLAB, AFOQT)	5						-	-	-	-
18.1.3. Can explain the structure/functions of Air Force Medical Service							-	-	-	-
18.1.4. Demonstrate knowledge of the applications processing procedures at NGB and ARPC							-	-	-	-
18.1.5. Demonstrate, explain, and complete all pre-board, board, and post board tasks/activities for a rated/non-rated program	7						-	-	-	-
18.1.6. Demonstrate, explain, and complete all activities for TDSP pre-selection and post selection							-	-	-	-
18.1.7. Describe what type of physical is required for each applicant (i.e. commissioning, Flight Class I, IA, II, III ARSMOD and ARATC)	9						-	-	-	-
18.1.8. Demonstrate understanding of (Holm Center for Officer Accessions and Citizen Development) current Total Force Officer Training (TFOT) requirements per Holm Center Website							-	-	-	-
18.1.9. Demonstrate understanding of sister service and civilian health care systems							-	-	-	-
18.2. Process										
18.2.1. Fully Qualified Nurse							-	-	-	-
18.2.2. Fully Qualified Physicians							-	-	-	-
18.2.3. General Duty Dentist (GDD)							-	-	-	-
18.2.4. Dental Specialist							-	-	-	-
18.2.5. Dental HPSP							-	-	-	-
18.2.6. Fully qualified							-	-	-	-
18.2.7. Rated (Pilot/Combat Systems Officer/Air Battle Management)							-	-	-	-
18.2.8. Non-Rated							-	-	-	-
18.3. Line Officer (LO) Programs										
18.3.1. Explain advanced LO short/long term marketing concepts and strategic outreach methods							-	-	-	-
18.3.2. Explain the interview process for applicants							-	-	-	-
18.3.3. Explain Line Officer Entering/Extended Active Duty (EAD) procedures for a successful MEPS departure							-	-	-	-
18.3.4. Describe the physical type required for each applicant: Comm, Flying Class I, IA, III, Air Adaptability Rating Missile Operational Duty (ARSMOD) and Adaptability Rating Air Traffic Controller (ARATC)							-	-	-	-

18.3.5. Demonstrate the ability to establish and execute an advanced annual, monthly, weekly, daily plan to incorporate LO Lead Generating Activities (LGA), board schedule, post board requirements, etc.								-	-	-	-
18.3.6. Demonstrate time management techniques to successfully manage a high flow of applicants								-	-	-	-
18.3.7. Demonstrate the ability to place applicants on timelines								-	-	-	-
18.3.8. Demonstrate the ability to accurately complete the AF Form 56								-	-	-	-
18.4. Rated Programs											
18.4.2. Describe the Pilot position in the Air Force, outline the training pipeline, identify qualifications required to apply, and explain the Active Duty Service Commitment (ADSC) and when payback begins								-	-	-	-
18.4.3. Describe the Combat Systems Officer (CSO) position in the Air Force, outline the training pipeline, identify qualifications required to apply, and explain the ADSC and when payback begins								-	-	-	-
18.4.4. Describe the Air Battle Manager (ABM) position in the Air Force, outline the training pipeline, identify qualifications required to apply, and explain the ADSC and when payback begins								-	-	-	-
18.4.5. Describe the Remotely Piloted Aircraft (RPA) Pilot position in the Air Force, outline the training pipeline, identify qualifications required to apply, and explain the ADSC and when payback begins								-	-	-	-
18.4.6. Describe the Helicopter Training Next (HTN) program in the Air Force, outline the training pipeline, identify qualifications required to apply, and explain the ADSC and when payback begins								-	-	-	-
18.4.7. Identify when MFS is required and complete, submit, and track the physical request for Pilot/RPA selects IAW current guidance								-	-	-	-
18.5. Non-Rated Programs											
18.5.1. Demonstrate ability to research qualifications with AFSC per CIP Codes/Air Force Officer Classification Directory (AFOCD)								-	-	-	-
18.5.2. Describe Non-Technical officer positions and ADSC								-	-	-	-

18.5.3. Describe Technical officer positions and ADSC							-	-	-	-
18.6. Health Professions General Knowledge										
18.6.1. Explain commissioning document routing procedures and timelines in AFRISS-TF							-	-	-	-
18.6.2. Explain the applicant’s WINGS access procedures and obtaining the OTS welcome guide on the Holm Center website							-	-	-	-
18.6.3. Explain credentialing routing procedures in AFRISS-TF							-	-	-	-
18.6.4. Describe the Military Treatment Facility (MTF) flight physical process for Flight Surgeons and Flight Nurses.							-	-	-	-
18.6.5. Define Oath of Office and EAD procedures for Health Professionals from the local area							-	-	-	-
18.6.6. Define the timelines for application submission based on board schedule and synopsis							-	-	-	-
18.6.7. Demonstrate the ability to develop and execute an integrated annual, monthly, weekly, and daily plan that incorporates Health Professions (HP) lead generating activities (LGAs), board schedules, synopses, and post-board requirements							-	-	-	-
18.6.8. Demonstrate the accurate completion of the Medical Service Grade and Pay Computation Worksheet for NPS and PS applicants							-	-	-	-
18.6.9. Demonstrate HPSP/FAP commissioning document routing and EAD process with ARPC							-	-	-	-
18.7. Medical Corps (MC)										
18.7.1. Explain the entire training pipeline to become a Doctor of Medicine (MD)/Doctor of Osteopathic Medicine (DO)							-	-	-	-
18.7.2. Explain what fully qualified doctors are and describe all AFSC and shred outs for the Corps							-	-	-	-
18.7.3. Define unique selling strategies and techniques needed to appeal to this group of providers							-	-	-	-
18.8. Dental Corps (DC)										
18.8.1. Explain the entire training pipeline to become a Doctor of Dental Surgery (DDS)							-	-	-	-
18.8.2. Explain what fully qualified dentists are and describe all AFSCs and shred outs for the DC							-	-	-	-

18.8.3. Define unique selling strategies and techniques needed to appeal to this group of providers							-	-	-	-
18.9. Biomedical Science Corps (BSC)										
18.9.1. Explain a basic knowledge of all specialties outlined on the BSC synopsis along with the education level needed and certifications required							-	-	-	-
18.10. Nurse Corps (NC)										
18.10.1. Explain the Nurse Training Program (NTP) and qualifications needed to apply							-	-	-	-
18.10.2. Explain what makes a nurse a fully qualified applicant and describe each AFSC/shred out							-	-	-	-
19. RETENTION OFFICE MANAGER										
19.1. General										
19.1.1. Explain the facts and principles relating to Retention Office Management TR: ANGI 36-2602	5						-	-	-	-
19.1.2. Demonstrate the ability to access, navigate, and apply guidance from ANGI 36-2602	7						-	-	-	-
19.1.3. Explain facts and principles relating to ANG Operational Incentive Programs TR:							-	-	-	-
19.1.4. Demonstrate the ability to delineate, qualify, and counsel members on ANG Incentive Programs	5						-	-	-	-
19.1.5. Explain facts and principles relating to CMP/UCA Programs	5						-	-	-	-
19.1.6. Demonstrate the ability to manage and advise CMP/UCA Programs	7						-	-	-	-
19.1.7. Identify facts and principles of MyFSS actions							-	-	-	-
19.1.8. Demonstrate the ability to access, navigate, and perform member actions in MyFSS							-	-	-	-
19.1.9. Demonstrate AFRISS-TF Retention Management functionality	5						-	-	-	-
19.1.10. Demonstrate the ability to access, navigate, input, and analyze AFRISS-TF data	7						-	-	-	-
19.1.11. Explain factors and principles of the MGIB Programs (CH 30,33, and 1606) TR: DODI 1322.16, DODI 1341.13, DODI 1322.17	5						-	-	-	-
19.1.12. Demonstrate the ability to delineate, qualify, and counsel members on MGIB Programs (CH 30,33, and 1606) TR: DODI 1322.16, DODI 1341.13, DODI 1322.17	7						-	-	-	-

19.1.13. Execute actions steps within MGIB Programs (CH 30,33, and 1606) TR: DODI 1322.16, DODI 1341.13, DODI 1322.17	7						-	-	-	-
19.1.14. Explain factors regarding Transfer of Benefits (TEB) for eligible members							-	-	-	-
19.1.15. Demonstrate the ability to pull reports from Benefits for Education Administrative Services Tool (BEAST)	7						-	-	-	-
19.1.16. Identify facts, principles, and terminology related to operational retention metrics leadership briefings							-	-	-	-
19.1.17. Demonstrate the ability to provide operational retention metrics in a leadership briefing							-	-	-	-
19.1.18. Identify facts and principles related to basic IMPACT use							-	-	-	-
19.1.19. Demonstrate the ability to implement basic IMPACT							-	-	-	-
20. TRAINING AND EVALUATIONS										
20.1. Demonstrate the ability to:										
20.1.1. Access, navigate, and annotate 3G Training MICT Checklist							-	-	-	-
20.1.2. Establish master training plan for each unit the TENCO is assigned to							-	-	-	-
20.1.3. Promote developed levels of 3G knowledge, skills, and abilities through training program implementation							-	-	-	-
20.1.4. Access, navigate, and annotate training documentation in AFRISS-TF	7						-	-	-	-
20.1.5 Implement 3G training plans	7						-	-	-	-
20.1.6. Deliver an informative training plan for leadership briefing							-	-	-	-
20.1.7. Maintain communication with NGB/RRM to keep up-to-date training material							-	-	-	-
20.1.8. Plan, coordinate, and conduct training using AFRISS-TF to request training travel dollars							-	-	-	-
20.1.9. Establish a training tracking system for all recruiting and retention positions in unit							-	-	-	-
21. RECRUITING & RETENTION SENIOR ENLISTED LEADER										
21.1. General										
21.1.1. Roles and Responsibilities TR: DAFMAN 36-2032, TOI							-	-	-	-
21.1.2. Oversee Pre-ICT readiness including state lead on-boarding							-	-	-	-
21.1.3. Monitor training execution i.e. ensure MTP and timeline adherence							-	-	-	-
21.1.4. Review, update, and standardize recruiting/retention Sq/Flt signature blocks IAW DAFI 33-322							-	-	-	-

21.1.5. Prepare and brief recruiting/retention summary to the ATAG/TAG	7						-	-	-	-
21.1.6. Prepare and brief recruiting/retention summary to wing leadership	5						-	-	-	-
21.1.7. Establish rapport with Group/Squadron CCs and SELs in AOR							-	-	-	-
21.1.8. Establish rapport and visit local MEPs & Total Force Partners							-	-	-	-
21.1.9. Initiate Retention Audit with USPFO							-	-	-	-
21.1.10. Create Flight Force Management Plan	9						-	-	-	-
21.2. RRSEL Program Management										
21.2.1. Gain access to applicable RA programs							-	-	-	-
21.2.2. Gain access to the applicable desk in AFRISS-TF							-	-	-	-
21.2.3. Audit/Monitor changes on Wing UMD							-	-	-	-
21.2.4. Manage Recruiting LOAs in DTS and monitor balance reports.							-	-	-	-
21.2.5. Generate GPC 4009s in DEAMS							-	-	-	-
21.2.6. Generate 448s in DEAMS							-	-	-	-
21.2.7. Generate Form 9s in DEAMS							-	-	-	-
21.2.8. Monitor and reconcile Advertising/Marketing GPC charges for R&R Flight	7						-	-	-	-
21.2.9. Demonstrate the ability to add and modify PRR's PICAT site access for Applicant testing							-	-	-	-
21.2.10. Demonstrate the ability to pull REDD Reports on Prior Service members in MRIS							-	-	-	-
21.3. Gain Access										
21.3.1. Applicable RRSEL Teams Channels							-	-	-	-
21.3.2. Air Force Ads							-	-	-	-
21.3.3. AFRS							-	-	-	-
21.3.4. RICKy							-	-	-	-
21.3.5. Popl							-	-	-	-
21.3.6. Aim Hight App							-	-	-	-
21.3.7. Total Force Management Tool (TFMMT)							-	-	-	-
21.3.8. Digital Asset Manager (DAM)							-	-	-	-
21.4. Standards and Expectations										
21.4.1. Establish Standards and Expectations for your team							-	-	-	-
21.4.2. Review recruiter profiles in AFRISS-TF for accuracy							-	-	-	-
21.4.3. Generate 2875s for AFRISS-TF PRR access							-	-	-	-

21.4.4. Demonstrate the ability to complete necessary RIC Code letters							-	-	-	-
21.4.5. Demonstrate the ability to analyze Flow Tend Data	7						-	-	-	-
21.4.6. Review/Set Production Goals for R&R Flight	7						-	-	-	-
21.5. Reports										
21.5.1. Accessions Report	5						-	-	-	-
21.5.2. Report of Losses by Month	5						-	-	-	-
21.5.3. Lead Source Analysis Report	7						-	-	-	-
21.5.4. State Status Card	7						-	-	-	-
21.5.5. Unit Referral Report							-	-	-	-
21.6. State Strategic Plan										
21.6.1. Interpret and articulate TAG/ATAG/Wing Mission, Vision and Values and how it relates to recruiting and retention	7						-	-	-	-
21.6.2. Generate the State Strategic Plan	9						-	-	-	-
21.7. Awards program										
21.7.1. Monitor Sq/Flt decorations							-	-	-	-
21.7.2. Demonstrate the ability to draft 1206s for state/regional/national recruiting & retention awards to recognize top performers							-	-	-	-
21.7.3. Demonstrate the ability to draft Decorations i.e. AFAM, AFCM, MSM							-	-	-	-