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Inspector General



CAREER FIELD EDUCATION AND TRAINING PLAN

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**CAREER FIELD EDUCATION AND TRAINING PLAN
EDUCATION AND TRAINING SPECIALTY
AFSC 81XXX
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**INSPECTOR GENERAL
8IXXX
CAREER FIELD EDUCATION AND TRAINING PLAN**

Part I

Preface

1. This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for the 8IXXX Inspector General (IG) special duty identifier (SDI), to include: 8I000, 8I100, and 8I200. The CFETP will provide personnel with a clear career path to success and will instill rigor in all aspects of the SDI training.

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

2.1. Part I provides information necessary for overall management of training in the SDI 8IXXX. The sections are arranged as follows: Section A explains how to use the plan. Section B identifies SDI specialty descriptions, career progression information, duties and responsibilities, and selection criteria. Section C and D are not used.

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, The Inspection Agency of the Department of the Air Force (AFIA), and IG Complaints Resolution Directorate (SAF/IGQ) 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. Section E identifies Major Command (MAJCOM)/Field Command (FLDCOM) unique training requirements supervisors can use to determine additional training required for the associated qualification needs.

3. Using guidance provided in the CFETP will ensure individuals in this SDI receive effective and efficient training at the appropriate points in their career.

ABBREVIATIONS/TERMS EXPLAINED

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

Air Force Career Field Manager (AFCFM) – The Air Force 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 career field policy and guidance.

Air Force Job Qualification Standard (AFJQS) – A comprehensive task list common to all persons serving in the duty position, which describes a particular job type or duty position.

Air Force Specialty Code (AFSC) – A five-digit alphanumeric code with potential prefixes and suffixes added to identify each career field within the Air Force.

Air Reserve Component (ARC) – This term is used as an overarching term when referring to both the Air National Guard and Air Force Reserve Component together.

Behavior - An activity performed to achieve objectives of the job. Involves observable (physical) components and unobservable (mental) components. Behaviors consist of the performance of one or more tasks.

Career Field Education and Training Plan (CFETP) – 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. It is the formal training contract between the AFCFM and AETC for formal accession and life-cycle skills training.

Coaching - Relationship where an uncertified or certified professional coach provides technical support focusing on development of mentees based on their identified performance need.

Competencies - Observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform institutional or occupational functions successfully.

Competency Model - A collection of competencies that together define successful performance in a particular work setting. Competency models are the foundation for important human resource functions such as recruitment and hiring, training and development, and retention. Competency models may be developed for specific jobs, job groups, organizations, occupations, or missions. Some competency models include information about the levels of competence, mastery, or proficiency required at different occupational levels.

Computer Based Training (CBT) – The use of computers to aid in the delivery and management of instruction.

Core Task – Tasks identified by the AFCFM as minimum qualification requirements for everyone within an AFSC.

Course Objective List (COL) – A publication derived from initial and advanced skills course training standard, identifying the tasks and knowledge requirements, and respective standards provided to achieve a 3, 5, or 7-skill level in this career field.

Supervisors use the COL to assist in conducting graduate evaluations in accordance with DAFMAN 36-2689, *Training Program*.

Critical Task – A task that requires specific training and certification above and beyond other tasks. Tasks may be defined as critical either through DAFI, Technical Orders, higher headquarters, or at any level in the unit.

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 specialty (valid requirements) and describe the minimum mandatory qualifications of personnel to fill these positions. The updated DAFECD is available on the myFSS website.

Deployment Task – Any tasks identified by higher headquarters for personnel to perform during deployments, contingencies, or wartime. Deployment tasks may be specified for a particular skill level or in general across the AFSC. Guidance for using deployment tasks can be found in the applicable CFETP narrative.

Distance Learning (DL) – Includes video tele-seminar, interactive video tele-training, video tele-training, Career Development Courses (CDCs), internet-based instruction (IBI), and CBT. Includes formal courses that a training wing or a contractor develops for export to a field location (in place of resident training) for trainees to complete without on-site support of a formal training instructor.

Distributed Training – Formal courses that a training wing or a contractor develops for export to a field location (in place of resident training for trainees to complete without the on-site support of a formal training instructor).

Duty Position Tasks – Tasks assigned to an individual to be considered qualified for the position currently held. At a minimum, these shall include all core tasks that correspond to the duty position as directed by the AFCFM and tasks assigned by the supervisor.

Education and Training Course Announcements (ETCA) – Contains specific MAJCOM procedures, fund citations, reporting instructions, and listings for those formal courses conducted or managed by MAJCOMs or field operating agencies.

Experiential Learning – Formal and informal experiences (e.g., field exercises, internships, or simulations), which enhance and expand an individual's competencies. This type of learning activity provides challenging environments, broadens perspectives, encourages reflective thinking, introduces new or enhances existing competencies, and allows for the observation of a learner's real-time actions.

Foundational Competencies – A set of accepted and valued competencies (e.g., Airman’s Foundational Competencies), which enable success across a wide-array of DAF missions, roles, functions, and duties. Taken from AFH 36-2647, Competency Modeling.

Functional Manager (FM) – Senior leaders, designated by the appropriate functional authority, who provide day-to-day management responsibility over specific functional communities at the MAJCOM/FLDCOM, Field Operating Agency (FOA), Direct Reporting Unit (DRU), Base Level, or ARC level. FMs are responsible for ensuring their specialties are equipped, developed, and sustained, as well as encouraging force development opportunities to meet future needs of the Department of the Air Force’s mission.

Inspector General Evaluation Management System (IGEMS) – A "cradle-to-grave" digital system used to plan, schedule, execute, report on, and follow up on all Inspector General (IG) inspections across the Department of the Air Force. It provides a central database and interface for managing the entire lifecycle of IG findings, from initial discovery to final closure, at every level of the organization. IGEMS-C is the classified version.

Inspector General Training Course-Inspections (IGTC-I) – One-time mandatory IG Training Course-Inspections (IGTC-I) prior to certification. Complaints Resolution qualified IG must also attend IGTC-I prior to use in an inspection capacity. ANG Wing IGs will coordinate IGTC training requirements through the IG team at the ANGRC, office symbol NGB/IG.

Inspector General Training Course-Complaints Resolution (IGTC-Q) – Newly assigned IGs and IGQ staff members attend the IG Training Course-Complaints Resolution (IGTC-Q) prior to assignment but attend no later than 90 days after assignment. Air Reserve Component (ARC) members must attend no later than 180 days after assignment. Training is coordinated through the MAJCOM/FLDCOM/NGB or equivalent command IG.

Learning Management System (LMS) – A software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, materials or learning and development programs.

Management Internal Control Toolset (MICT) – A web-based system used for managing and monitoring the compliance of units through self-assessment checklists and the tracking of corrective action plans. It serves as a tool for the Unit Self-Assessment Program and helps leadership gain visibility into potential deficiencies and prioritize actions needed to ensure mission readiness.

Master Scenario Events List (MSEL) – A detailed, chronological timeline of scripted events and "injects" used by exercise controllers to stimulate participant activity and test the achievement of exercise objectives. Essentially, it's the "script" for an exercise, outlining the events, timings, and necessary actions to ensure a realistic and controlled simulation.

myFSS – An enterprise solution to support the Air Force’s goal of providing a centralized place available for all Airmen & Guardians to proactively manage their career, benefits, services, and family care—from hire to retire.

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

Occupational Survey Report (OSR) – 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 conducted to certify personnel in both upgrade (skill level award and job qualification) and position certification training.

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

Qualification Training (QT) – Hands-on performance training designed to qualify personnel in a specific position.

Qualification Training Package (QTP) – A training aid used to provide step-by-step procedures toward task completion. Supervisors/trainers must use these and document training in the DAF Form 623A during OJT (if available).

Representative Sites – Typical organizational units having similar missions, weapon systems or equipment, or a set of jobs, used as a basis for estimating average training capacities and costs.

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

Special Duty Identifier (SDI) – Special Duty Identifiers (SDI) identify authorizations for enlisted Airmen assigned to and performing an actual group of tasks on a semi- permanent or permanent duty basis. These duties are unrelated to any specific career field at this time and do not provide a normal career progression pattern.

Special Experience Identifier (SEI) – SEIs are codes added to a military member's specialty to reflect specific skills, training, or experience not otherwise covered by their primary job classification. They help identify personnel with unique, specialized expertise, which is valuable for training, assignments, and identifying specific skill sets within the Air Force.

Specialty Training – The total training process used to qualify Airmen in their assigned specialty.

Specialty Training Requirements Team (STRT) – Forum to determine education and training requirements by bringing together the expertise to establish the most effective mix of formal and OJT training for each AFSC/SDI.

Specialty Training Standard (STS) – An Air Force publication (typically inserted as Part II of the CFETP) that describes an AFS in terms of tasks and identifies knowledge that 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, 7, or 9-skill level within an enlisted AFS. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an AFSC are taught in formal schools and correspondence courses.

Standard – A predetermined quality or quantity against which performance skills and knowledge are measured. An exact value, a physical entity, or an abstract concept, the appropriate authority, custom, or common consent sets up and defines to serve as a reference, model, or rule in measuring quantities or qualities, developing practices or procedures, or evaluating results.

The Inspection Agency of the Department of the Air Force (AFIA) – Provides independent inspection, evaluation, oversight, training, and analysis to advance continuous improvement of mission effectiveness at all DAF levels as directed by SAF/IG.

Total Force – All collective Air Force components (RegAF, Reserve, Guard, and civilian elements) of the United States Air Force.

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

Training Capacity – The capability of a training setting to provide training on specified requirements, based on the availability of resources.

Training Planning Team (TPT) – Comprised of subject matter experts (SMEs) who are intimately involved in training development. The range of issues surpasses those covered during the Utilization and Training Workshop (U&TW).

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

Task Qualification Training (TQT) – Training conducted after chemical, biological, radiological, nuclear, and high-yield explosive defense classroom training in which individuals perform wartime mission essential tasks in a simulated wartime environment while wearing full ground crew individual protective equipment or aircrew individual protective equipment. Headquarters AF, MAJCOM and local functional area managers identify wartime mission essential tasks. See DAFI 10-2503, *Chemical, Biological, Radiological, or Nuclear (CBRN) Defense Program* for additional information/ requirements.

Utilization and Training Workshop (U&TW) – A forum of the AFCFM, FMs, SMEs and training personnel to determine career progression training requirements.

Wartime Course – Comprised of those tasks that must be taught when courses are accelerated in a wartime environment.

Wartime Tasks – Tasks to be taught in the 3-skill level awarding course when the wartime courses have been activated. In response to a wartime scenario, these tasks will be taught in the 3- skill level awarding course in a streamlined training environment. These tasks are only for those career fields that require them to be applied to their technical training center tasks.

Section A — General Information

1. Purpose. This CFETP provides the information necessary for AFCFMs, MAJCOM FMs, commanders, training managers, 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 SDI should receive in order to develop and progress throughout their IG tour. This plan identifies IGTC-I and IGTC-Q initial training requirements, qualification, advanced and proficiency training. The CFETP has several purposes—some are:

1.1. Serves as a management tool to plan, manage, conduct, and evaluate an SDI training program. It is also used to help supervisors identify training, at the appropriate point, in an individual's IG tour.

1.2. Identifies task and knowledge requirements for the SDI and recommends education and training throughout an individual's IG tour.

1.3. Lists training courses available in the SDI, identifies sources of training, and the training delivery method.

2. Usage. The plan will be used by SAF/IG, MAJCOM/FLDCOM IGs, AFIA, Wing IGs and supervisors at all levels to ensure comprehensive and cohesive training programs are available for each individual in the SDI.

2.1. AFIA and SAF/IGQ training personnel will develop or revise the IG Training courses, based on requirements established by policy and feedback from the users and documented in Part II of the CFETP.

2.2. MAJCOM/FLDCOM FMs will ensure their training programs complement the CFETP requirements. OJT, resident training, contract training, or exportable courses can satisfy identified requirements. Command-developed training to support this SDI must be identified for inclusion into this CFETP.

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

3. Coordination and Approval. The AFCFM is the approval authority. The AFCFM will initiate an annual review of this document to ensure currency and accuracy. MAJCOM/FLDCOM representatives and SAF/IG and AFIA personnel will identify and coordinate on the SDI training requirements.

Section B - Career Progression and Information

4. Specialty Description.

4.1. Special Duty Summary:

4.1.1. 8I000-Superintendent, Inspector General- Advises the IG on implementing the Inspection System, Complaints Resolution Program (CRP), and Fraud, Waste, and Abuse (FWA) at FOA/DRUs, wings/deltas and wing/deltas equivalents, MAJCOMs/FLDCOMs, and Headquarters Air Force.

4.1.2. 8I100- Inspections Coordinator- Coordinates Inspection Actions on behalf of the IG and commander for all activities related to the Inspection System of the Department of the Air Force. Provides feedback, support, and assistance to the IG.

4.1.3. 8I200- Complaints & Resolution Coordinator- Advises the IG and Commander on all activities related to CRP and FWA. Provides feedback, support, and assistance to the IG.

4.2 Duties and Responsibilities.

4.2.1. 8I000 Senior Enlisted Leader/Advisor to the Inspector General. Plans, conducts, and monitors IG activities. Advises on management of inspections programs for FOA/DRU, Wing/Delta, NAF, MAJCOM/FLDCOM, and Secretary of the Air Force Office of the Inspector General. Assist IG on overall operation, administration, and management of inspections, Complaints Resolution, and FWA Program. Organizes IG activities. Develops, establishes, and controls methods and procedures to implement IG policies and programs. Provides oversight and policy guidance concerning IG program, plans, requirements, management, education, and awareness initiatives. Provides IG inspection support. Maintains liaison with the Wing/Delta IG, wing/delta inspection team members, MAJCOM/FLDCOM IG and SAF/IG as appropriate to receive, process, refer, and manage inspection information, resources, assets, and activities to support operation and management of the Department of the Air Force's Inspection and Complaints Resolution and FWA Programs. Serves as liaison within the functional community as well as with Gatekeepers as required.

4.2.2. 8I100 Inspections Coordinator.

4.2.2.1. Wing/Delta/Institutional/center/FOA/DRU/NAF level. Involved in planning, organizing, and executing a wide range of complex activities for the wing/delta center Commander's Inspection Program (CCIP), and the Exercise and Evaluation Program. Administers the CCIP Dashboard and Commander's Inspection Management Board (CIMB). Provides recommendations to the IG and Chief of Inspections regarding inspection policies, procedures, and guidelines. Facilitates logistical and administrative support needed for the execution of CCIP. Prepares and staffs required inspection materials to include exercise objectives, scenarios, and associated risk assessments, pre-inspection surveys, and required equipment. Publishes special instructions (SPINS) for unit inspections. Arranges internal inspections with unit/installation managers and IG leadership to allow commanders to control the depth, scope, and frequency of inspections.

Coordinates with administrators for the Wing/Delta Inspection Team (WIT/DIT) and the Management Internal Control Toolset (MICT) during the planning, implementation, and oversight of the inspection program. Ensures WIT members are prepared to conduct the CCIP and organizes the unit inspection and exercise calendar. Produces written products, including but not limited to, local inspection specific schedules, memorandums, Schedule of Events (SOE), and Master Scenario Events Listings (MSEL). Utilizes tools such as IGEMS and MICT to evaluate services and processes to determine mission readiness, resource utilization, the state of discipline, and effectiveness/efficiency of the program, activity, or function. Instructs self-assessment training modules, trains commanders, and educates base personnel on internal assessment issues and procedures.

4.2.2.2. MAJCOM/FLDCOM level. Involved in planning, organizing, and executing a wide range of complex activities to conduct Headquarters Inspections, Unit Effectiveness Inspections, readiness assessments and on-site visits. Continually evaluate unit effectiveness with Pertinent Oversight Authority assistance. Build tailored risk-based sampling strategies for assigned wings/deltas. Validate and verify Wing/Delta CCIPs. Identify concerns in Wing/Delta Commander's Inspection Reports and analyze resolution efforts. Conduct Unit Effectiveness Inspection surveys and analyze results to shape the sampling strategy for on-site evaluations. Complete individual and group sensing sessions to gather the opinions, beliefs, and perceptions of personnel. Utilizes tools such as the IGEMS and MICT to evaluate services and processes to determine mission readiness, resource utilization, the state of discipline, and effectiveness/efficiency in organizations.

4.2.3. 8I200 Complaints & Resolution Coordinator. Plans, organizes, and executes a wide range of activities for the unit or command CRP and FWA Program, ensuring compliance with legal and regulatory requirements, and ensuring the best interest of the Air Force and Airmen needs are met. Identifies and researches trends and patterns; and recommends policies and practices to promote the health, safety, and fair treatment of all military and civilian employees. Supports the IG in the development, review, and full implementation of local standard operating procedures, supplements to MAJCOM policies and procedures, etc., to achieve prompt and proper resolution of investigations and inquiries. Serves as the eyes and ears of the commander; performs analysis of a variety of unusual situations; identifies and researches trends and patterns; and proposes new policies and practices to promote the health, safety, or fair treatment of all military and civilian employees. Maintains an effective working relationship with all organizations, commanders, senior military and civilian leadership, representatives from higher headquarters IGs, other military service IGs, and external agencies. Manages policies and procedures for conducting complex complaint analysis from initial receipt of complaint through case completion/closure. Coordinates with IG team officer, enlisted and civilian leaders on manpower, personnel, training, and execution of policies and provides general leadership to IG. Utilizes established methodologies for accomplishing IG investigations when complaint analysis determines an investigation is warranted. Supports the unit with congressional, presidential, and other high-level inquiries; in identifying potential FWA; and monitors the 24/7 FWA Hotline. Participates in the education and training program for commanders and base populace by briefing personnel on their rights and responsibilities in regard to the Air Force Complaints Resolution and FWA programs.

4.3. Competencies. The Air Force defines competencies as a combination of knowledge,

skills, abilities, and other characteristics that manifest in observable and measurable patterns of behaviors required for mission success. The IG community has built 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 8IXXX, IG, 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.

4.3.1. Airmen’s Foundational Competencies. The foundational competencies are a set of accepted and valued competencies, which enable success across a wide array of DAF missions, roles, functions, and duties. These competencies are the core of Airmen development and enable Airmen with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. The foundational competencies are grouped into different categories of Developing Self, Developing Others, Developing Ideas, and Developing Organization. Airmen can go to MyVector (accessible via AF Portal) to complete a self-assessment, which will have them evaluate themselves on the 23 Airmen’s foundational competencies 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.



Figure 1. Airmen’s Foundational Competencies.

4.3.2. 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.

4.3.2.1. 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 IG 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.

4.3.2.2. 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
Development	Training	The training of personnel through targeted knowledge and skill development to maximize performance.
	Personnel Development	The deliberate development of personnel to maximize potential and enhance unit mission success.
Program Mangement	Program Management	The management and continuous improvement of programs by identifying, designing, implementing, and refining processes and systems.
Complaint Resolution	Data Management	The collection, organization, secure storage, and release of Complaint Resolution Program data for effective decision-making.
	Complaint Analysis	The processing of complaints from initial receipt through resolution and closure.
	Investigations	Conducting investigations from the decision to proceed through DoD Report of Investigation approval.
Operations	Inspection Planning	The identification and development of inspection criteria and the coordination of required resources.
	Inspection Execution	The performance of inspections against governing directives and Major Graded Areas to assess unit mission effectiveness.
	Inspection Management	The collection, analysis, and application of data to inform and support inspection-related activities.
	Readiness	The measurement of a unit's wartime mission capability under adversarial conditions across the full range of military operations.
Communication	Communication	The articulation of clear, concise, and accurate information to inform stakeholders at all levels.

Figure 2. 8IXXX, IG Occupational Competency Model.

4.3.2.3. Occupational Competency Rubric. After a model is developed, a team of subject matter experts begin building competency rubrics, which consists of 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 8IXXX career field.

Competency	Proficiency Levels	Observable Behaviors
Development	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	<ol style="list-style-type: none"> 1. Synthesizes enterprise strategy and mission requirements by producing qualified personnel 2. Champions opportunities across the industry to provide professional development 3. Provides innovative solutions to counter resource shortfalls
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	<ol style="list-style-type: none"> 1. Acquires resources and provides training to support mission effectiveness 2. Develops training that resolves gaps to meet mission intent and objectives 3. Analyzes development needs to ensure personnel meet continuous learning requirements
Training		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	<ol style="list-style-type: none"> 1. Identifies barriers, issues, and concerns to recommend changes in training 2. Seeks advanced training opportunities to enhance mission execution capabilities 3. Observes team members and assesses proficiency for duties while providing feedback 4. Conducts training to improve knowledge, skills, and behaviors
The training of personnel through targeted knowledge and skill development to maximize performance.		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	<ol style="list-style-type: none"> 1. Obtain certification by completing all requirements 2. Applies training resources to increase development of applicable competencies 3. Reviews relevant regulations to understand mission objectives 4. Provides feedback of materials to improve future training requirements
Communication Leadership Develops People Initiative		

Figure 3. 8IXXX, IG Competency model for Training

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

Competency		
Development	←	The competency section states the competency group.
Sub-Competency		The sub-competency section states the narrower category that forms part of the competency group.
Training	←	Note: Some models may only consist of a competency and not include a sub-competency.
Description		
The training of personnel through targeted knowledge and skill development to maximize performance.	←	The description section provides a statement that gives details about the sub-competency, enabling career field members to better understand how sub-competency relates to the AFS.
Supporting Competencies		
Communication Leadership Develops People Initiative	←	The supporting competencies section are supported-level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will attribute to higher successful performance within the sub-competency.

Figure 4a. Competency Rubric Section 1.

Proficiency Levels		The proficiency levels are broken into four parts: basic, intermediate, advanced, and expert.
Expert <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>		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.
Advanced <i>Depth of Knowledge: New practices of all workplace elements</i>	←	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.
Intermediate <i>Depth of Knowledge: Established practices of all workplace elements</i>		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).
Basic <i>Depth of Knowledge: Established practice with some workplace elements</i>		

Figure 4b. Competency Rubric Section 2.

Observable Behaviors		
<ol style="list-style-type: none"> 1. Synthesizes enterprise strategy and mission requirements by producing qualified personnel 2. Champions opportunities across the industry to provide professional development 3. Provides innovative solutions to counter resource shortfalls 	←	<p>Observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.</p>
<ol style="list-style-type: none"> 1. Acquires resources and provides training to support mission effectiveness 2. Develops training that resolves gaps to meet mission intent and objectives 3. Analyzes development needs to ensure personnel meet continuous learning requirements 		<p>They provide objective evidence that the individual possesses the competency level, and show what effective performance looks like.</p>
<ol style="list-style-type: none"> 1. Identifies barriers, issues, and concerns to recommend changes in training 2. Seeks advanced training opportunities to enhance mission execution capabilities 3. Observes team members and assesses proficiency for duties while providing feedback 4. Conducts training to improve knowledge, skills, and behaviors 		<p>The behaviors are written to be specific enough so they can be observable and lend themselves towards measurement.</p>
<ol style="list-style-type: none"> 1. Obtain certification by completing all requirements 2. Applies training resources to increase development of applicable competencies 3. Reviews relevant regulations to understand mission objectives 4. Provides feedback of materials to improve future training requirements 		

Figure 4c. Competency Section 3.

4.3.3. 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, DAFMAN 36-2643, *Coaching and Mentoring Program*, has information on how competencies can be used when an established mentoring strategy is put into effect to foster and develop Airmen.

4.3.4. 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 Inspector General community to manage their professional growth and development by identifying their strengths and weaknesses against clear and objective behaviors within the competency model.

4.3.5. Below are the competency rubrics for the 8IXXX, IG, career field.

Competency	Proficiency Levels	Observable Behaviors
Development	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	1. Synthesizes enterprise strategy and mission requirements by producing qualified personnel 2. Champions opportunities across the industry to provide professional development 3. Provides innovative solutions to counter resource shortfalls
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	1. Acquires resources and provides training to support mission effectiveness 2. Develops training that resolves gaps to meet mission intent and objectives 3. Analyzes development needs to ensure personnel meet continuous learning requirements
Training		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	1. Identifies barriers, issues, and concerns to recommend changes in training 2. Seeks advanced training opportunities to enhance mission execution capabilities 3. Observes team members and assesses proficiency for duties while providing feedback 4. Conducts training to improve knowledge, skills, and behaviors
The training of personnel through targeted knowledge and skill development to maximize performance.		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	1. Obtain certification by completing all requirements 2. Applies training resources to increase development of applicable competencies 3. Reviews relevant regulations to understand mission objectives 4. Provides feedback of materials to improve future training requirements
Communication Leadership Develops People Initiative		

Competency	Proficiency Levels	Observable Behaviors
Development	Expert Reach of Influence: MAJCOM/AF-Level/Industry	<ol style="list-style-type: none"> 1. Aligns personnel into key developmental and leadership positions 2. Advises senior leaders on force management concerns to enable informed decision making 3. Formulates strategy to develop personnel across the functional community 4. Creates opportunities by influencing agency level program and policy decisions
Sub-Competency	Advanced Reach of Influence: Wing/Institutional	<ol style="list-style-type: none"> 1. Advocates and promotes opportunities for organizational development 2. Manages talent to prepare personnel for key roles and optimize mission effectiveness 3. Fosters team environment by generating program/process improvement
Personnel Development		
Description	Intermediate Reach of Influence: Unit/Groups	<ol style="list-style-type: none"> 1. Creates opportunities to mentor and develop IG professionals 2. Coaches and leads personnel to achieve personal and professional goals
The deliberate development of personnel to maximize potential and enhance unit mission success.		
Supporting Competencies	Basic Reach of Influence: Individuals	<ol style="list-style-type: none"> 1. Seeks opportunities to enhance personal and professional growth for self and subordinates 2. Builds followership skills and personal accountability by seeking feedback and improving self-awareness 3. Completes basic Professional Development Education requirements by using talent management tools
Communication Develops People Leadership Relationship Building		

Competency	Proficiency Levels	Observable Behaviors
Program Management	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	<ol style="list-style-type: none"> 1. Develops policy to align with organizational and strategic objectives 2. Directs organization to implement senior leader priorities
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	<ol style="list-style-type: none"> 1. Inspects and influences change to improve program management 2. Develops countermeasures to mitigate program risks affecting the enterprise 3. Devise standards for program performance metrics and develop solutions
Program Management		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	<ol style="list-style-type: none"> 1. Implements program policies to ensure alignment with mission requirements 2. Identifies program trends, risks and issues to recommend an effective course of action 3. Develops continuous improvement processes to optimize program effectiveness 4. Executes effective program management for multiple stakeholders
The management and continuous improvement of programs by identifying, designing, implementing, and refining processes and systems.		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	<ol style="list-style-type: none"> 1. Follows established procedures, policy, and guidance to execute program functions 2. Evaluates program roles, responsibilities, and key stakeholders to administer an effective program 3. Identifies program objectives by reviewing guidance and policy 4. Reviews programs to gather data and generate reports
Analytical Thinking Communication Accountability Decision Making		

Competency	Proficiency Levels	Observable Behaviors
Complaint Resolution	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	1. Develops program improvements by leveraging trend analysis 2. Establishes strategic policies to ensure relevant data is captured 3. Teaches personnel how to develop, organize, and track data for decision-making, analysis, and reporting
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	1. Analyzes complaints data to determine effectiveness of program requirements 2. Implements best practices to improve accuracy and quality
Data Management		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	1. Educates personnel to inform them of their rights and responsibilities in the complaints process 2. Coordinates with appropriate agency to ensure timely case transfers and notifications 3. Applies continuous process improvement principles to address challenges 4. Responds to all higher-headquarters taskings to meet applicable time constraints
The collection, organization, secure storage, and release of Complaint Resolution Program data for effective decision-making.		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	1. Monitors the complaints database for higher-level notifications and transfers to support timely processing of complaints 2. Enters complaint intake information into the complaints database to document protected communications 3. Utilizes data from various sources, systems of record, and repositories to fulfill assigned tasks 4. Controls information to protect against unauthorized disclosure
Communication Analytical Thinking Information Precision		

Competency	Proficiency Levels	Observable Behaviors
Complaint Resolution	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	1. Develops policy to sustain a credible and responsive complaints resolution program 2. Oversees all complaints to ensure regulatory processing and notifications are made 3. Performs analysis of IG misconduct to avoid a conflict of interest
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	1. Conducts reprisal or restriction complaint analysis to meet statutory requirements 2. Reviews reports to verify issues were addressed and notifications accomplished 3. Builds relationships to foster resolution of command issues 4. Identifies systemic trends to address issues before they escalate
Complaint Analysis		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	1. Implements appropriate resolution path to resolve the issue in a timely manner 2. Prioritize higher-headquarters taskings to meet applicable time constraints 3. Develops multiple resolution strategies to ensure all issues are addressed
The processing of complaints from initial receipt through resolution and closure.		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	1. Conducts intakes and gathers necessary information for complaint analysis 2. Explains complaint and resolution process to set expectations 3. Assists complainants to helping agencies
Communication Analytical Thinking Information Seeking Decision Making		

Competency	Proficiency Levels	Observable Behaviors
Complaint Resolution	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	1. Executes oversight authority over all investigations to maintain integrity of the system 2. Conducts investigations involving senior officials to comply with program requirements 3. Develops program guidance and policy to establish clear and consistent investigation standards
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	1. Oversees all investigations to ensure regulatory processing and notifications are made 2. Promotes effective investigative processes by providing administrative guidance
Investigations		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	1. Frames allegations to facilitate transition from complaint analysis 2. Develops an investigation plan to guide decision-making 3. Submits an investigation report to document findings and determinations 4. Enhances reliability and accuracy of investigation by using advanced methods
Conducting investigations from the decision to proceed through DoD Report of Investigation approval.		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	1. Follows established procedures and timelines to enable a successful investigation 2. Gathers and analyzes evidence to facilitate the findings of fact 3. Completes a clear and concise report of investigation to document the findings 4. Protects all information and identities to maintain the integrity of the investigation
Analytical Thinking Communication Information Seeking Decision Making		

Competency	Proficiency Levels	Observable Behaviors
Operations	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	1. Creates inspection planning tactics, techniques, and procedures to ensure optimum results 2. Leverages available resources to account for emerging enterprise requirements 3. Develops inspection planning materials to streamline processes
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	1. Utilizes risk-based sampling strategies to identify critical inspection areas 2. Adapts to emerging requirements by modifying support elements 3. Optimizes inspection planning materials by collaborating with enterprise 4. Analyzes inspection risk to ensure minimal disruption of the unit's mission
Inspection Planning		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	1. Builds risk-based sampling strategies to determine inspection trends and emphasis items 2. Coordinates logistical and administrative support to ensure inspection success 3. Develops inspection planning materials to ensure target audiences receive clear expectations
The identification and development of inspection criteria and the coordination of required resources.		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	1. Researches applicable guidance to ensure the planning process accounts for all inspection requirements 2. Assists with logistical and administrative support to ensure inspection success 3. Collaborates on inspection planning materials to ensure target audiences receive clear expectations 4. Facilitates inspection coordination with appropriate units by using applicable communication means
Communication Analytical Thinking Strategic Thinking Teamwork		

Competency	Proficiency Levels	Observable Behaviors
Operations	Expert Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area	1. Establishes inspection execution policy and guidance to streamline procedures 2. Innovates inspection programs and processes to accomplish strategic objectives
Sub-Competency	Advanced Depth of Knowledge: New practices of all workplace elements	1. Leads teams during inspections to ensure timely and accurate determination of non-compliance 2. Adapts to changing inspection requirements and modifies support elements for successful execution 3. Performs final review of inspection reports to provide accurate results for key leaders 4. Briefs commanders/directors on inspection results for unit effectiveness
Inspection Execution		
Description	Intermediate Depth of Knowledge: Established practices of all workplace elements	1. Produces inspection reports to inform senior leaders of undetected non-compliance 2. Performs quality control review and validates inspection findings to ensure accurate unit assessment 3. Determines appropriate grading/scoring by using professional judgement and applicable guidance 4. Identifies and reports concerns to the responsible agency for appropriate resolution
The performance of inspections against governing directives and Major Graded Areas to assess unit mission effectiveness.		
Supporting Competencies	Basic Depth of Knowledge: Established practice with some workplace elements	1. Identifies different inspection types and functional expertise required to ensure standards are met 2. Recognizes inspection framework to ensure quality information is gathered 3. Identifies deficiencies to inform the unit of non-compliance 4. Uses various technology platforms to perform all required inspection activities
Communication Analytical Thinking Leadership Teamwork		

Competency	Proficiency Levels	Observable Behaviors
Operations	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	1. Develops guidance for achieving strategic objectives 2. Formulates data collection, analysis, and utilization strategies to evolve The Inspection System 3. Guide personnel on optimizing data to improve inspection management
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	1. Performs data analysis to predict risk and guide senior leaders' decision making process 2. Produces data-driven solutions by leveraging statistical data across the enterprise
Inspection Management		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	1. Analyzes deficiencies and trends to determine risk areas in unit/program effectiveness and readiness 2. Researches and interprets collected data to provide recommendations 3. Organizes and validates data in respective systems for critical analysis and leadership engagement 4. Applies continuous process improvement principles to address challenges
The collection, analysis, and application of data to inform and support inspection-related activities.		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	1. Collects inspection and readiness data by using multiple systems 2. Analyzes collected data for accuracy and applicability to identify potential risk and drive data-driven decisions 3. Compiles data to communicate unit and program effectiveness for key leaders 4. Inputs data into systems to ensure compliance with program requirements
Communication Information Seeking Organizational Awareness Leadership		

Competency	Proficiency Levels	Observable Behaviors
Operations	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	1. Evaluates policy and processes to Generate, Employ, and Sustain combat capability 2. Develops inspection strategies to assess and report readiness 3. Develops inspection criteria to meet future mission requirements
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	1. Leads diverse teams to assess unit capabilities against Full Spectrum Readiness Framework 2. Evaluates readiness exercises to grade against performance measures
Readiness		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	1. Utilizes tools to assess the unit's readiness 2. Collaborates unit exercises to meet Scope, Scale, Rigor, Relevance, Recurrence, and Reporting (S2R4) requirements 3. Analyzes unit wartime requirements against associated performance measures to meet applicable threat levels 4. Interprets data and generates readiness reports to inform commanders at all levels
The measurement of a unit's wartime mission capability under adversarial conditions across the full range of military operations.		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	1. Recognizes unit organizational structure and relationships to determine readiness requirements 2. Identifies wartime mission requirements by reviewing unit taskings and applicable guidance 3. Describes role of exercise program management to assess unit capabilities
Strategic Thinking Communication Organizational Awareness Leadership		

Competency	Proficiency Levels	Observable Behaviors
Communication	Expert Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	1. Develops reports and briefings to convey complex data 2. Translate strategic intent to operational guidance 3. Develops communication strategies to produce desired effect across diverse audiences 4. Mentors others on advanced communication techniques to receive and convey information
Sub-Competency	Advanced Consistency of Application: Sustained application of competency over time in complex situations	1. Conveys messaging concisely to ensure information integrity 2. Responds accurately to impromptu questions by leveraging subject-matter expertise
Communication		
Description	Intermediate Consistency of Application: Sustained application of competency over time in a variety of situations	1. Generates communications that explain technical concepts to an audience of varying familiarity 2. Creates rapport with audiences to improve message receipt
The articulation of clear, concise, and accurate information to inform stakeholders at all levels.		
Supporting Competencies	Basic Consistency of Application: Sustained application of competency over time	1. Recognizes and employs appropriate communication tools to target audiences 2. Utilizes all five types of communication (e.g., written, visual, verbal, non-verbal, and active listening) to inform appropriate audiences
Communication Leadership Relationship Building Teamwork		

5. Training Decisions. The CFETP establishes the competency-based training and development platform for the IG 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, schoolhouse instructors and staff, field SMEs, functional managers and the AFCFM. The final training requirements are then approved by the Career Field Manager.

5.1. The Specialty Training Requirements Team (STRT) was held 18-23 August 2025, at Keesler AFB, MS. Members of STRT sought to develop the learning outcomes. This was accomplished by reverse engineering the behaviors found in the IG occupational competency model and then by asking what does an Airman need to able to know and do 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).

5.2. The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the IG 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.

5.3. The CFETP Part II identifies five competencies and 11 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 IG competencies.

5.4. Training Sources and Resources. N/A

Section C – Skill Level Training Requirements- N/A

Section D - Resource Constraints- N/A

Part II

Section A – Specialty Training Standard (STS)

1. Implementation. The STS will be used for technical training provided by SAF/IGQ and AFIA for IG Training Courses (IGTC-I, IGTC-Q).

2. Purpose. As prescribed in DAFMAN 36-2689, this STS:

2.1. Is used to document task completion when placed in the DAF Form 623, Individual Training Record, and used according to DAFMAN 36-2689. CFETP documentation shall be IAW DAFMAN 36-2689 or any subsequent messages. This STS will be used by all 8IXXX SMSgt and below to document training. It is also highly encouraged for L-prefixed inspectors within the IG to document training progress.

2.2. Attachment 1. Qualitative Requirements. Contains the behavioral statement coding used to indicate the level of training and knowledge provided by resident training and career development courses.

2.3. Lists in Column 1 the most common competencies/learning outcomes, knowledge, and Technical References (TR) necessary for Airmen to perform their duties.

2.4. Column 2 lists the “behavior match” as outlined in the competency header for required behaviors.

2.5. Column 3 lists the required Deployment tasks (+), Special Experience Identifiers (SEI *), Chemical, Biological, Radiological, and Nuclear/Task Qualification Training (CBRN/TQT ♦). Note, currently no competencies/outcomes are identified with a (+), (*), or (♦). Members designated as 8IXXX must complete their TQT in their primary AFSC to maintain currency.

2.6. Column 4 lists the core tasks (●) and are required for personnel within the SDI identified.

2.7. Provides certification for OJT. Columns 5 A-E are used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available.

2.8. Shows formal training and correspondence course requirements. Columns 6 F-G shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task and the career knowledge provided by the corresponding course.

3. Third Party Certification. Core tasks identified in this CFETP do not require third-party certification.

4. Recommendations. Comments and recommendations are invited concerning the quality of IG training. Please submit recommendations via to the SAF/IGE workflow SAF.IGE.Workflow@us.af.mil

BY ORDER OF THE SECRETARY OF THE AIR FORCE

OFFICIAL

DAVID B. LYONS
Lieutenant General, USAF
The Inspector General

Attachment:

1. Qualitative Requirements

<i>THIS BLOCK IS FOR IDENTIFICATION PURPOSES ONLY</i>		
NAME OF TRAINEE		
PRINTED NAME (<i>Last, First, Middle Initial</i>)	INITIALS (<i>Written</i>)	SSAN (<i>last four</i>)
PRINTED NAME OF TRAINER, CERTIFYING OFFICIAL AND WRITTEN INITIALS		
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	
N/I	N/I	

QUALITATIVE REQUIREMENTS	
Behavioral Statement STS Coding System	
Code	Definition
K	Subject Knowledge Training - The verb selection identifies the individual's ability to identify facts, state principles, analyze or evaluate the subject.
P	Performance Training - Identifies that the individual has performed the task 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.
-	No training provided in the course or CDC.
X	Training is required but not provided due to limitations in resources.

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1. DEVELOPMENT										
1.1. TRAINING										
Description: The training of personnel through targeted knowledge and skill development to maximize performance.										
Supporting Competencies: Communication, Leadership, Develops People, Initiative										
TR: DAFMAN 36-2689, DAFI 90-301, DAFI 90-302										
1.1.1. TRAINING (BASIC)										
Required Behaviors:										
1. Obtain certification by completing all requirements										
2. Applies training resources to increase development of applicable competencies										
3. Reviews relevant regulations to understand mission objectives										
4. Provides feedback of materials to improve future training requirements										
Criteria: Depth of Knowledge: Established practice with some workplace elements										
1.1.1.1. Complete formal course prerequisites	1		•						-	-
1.1.1.2. Complete applicable formal certification course (e.g., IGTC-I/IGTC-Q)	1		•						P	P
1.1.1.3. Complete appropriate level local requirements (e.g., HAF/MAJCOM/FLDCOM/FOA/DRU/Wing)	1		•						-	-
1.1.1.4. Demonstrate inspection procedures during field observation	1		•						-	-
1.1.1.5. Identify continual education required for certification	1		•						K	K
1.1.1.6. Identify materials to perform duties	2		•						K	K
1.1.1.7. Execute assigned duties	2		•						-	-
1.1.1.8. Identify duty requirements in governing directives	3		•						K	K
1.1.1.9. Explain regulatory guidance to align with mission objectives	3		•						-	-
1.1.1.10. Provide feedback for course material improvement suggestions (e.g., surveys, informal/formal feedback, etc.)	4		•						-	-
1.1.1.11. Recommend updates to local training resources	4		•						-	-

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
1.1.2. TRAINING (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> Identifies barriers, issues, and concerns to recommend changes in training Seeks advanced training opportunities to enhance mission execution capabilities Observes team members and assesses proficiency for duties while providing feedback Conducts training to improve knowledge, skills, and behaviors <p>Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i></p>										
1.1.2.1. Collect training feedback to identify improvement needs	1		•						-	-
1.1.2.2. Recommend adjustments to training plans based on identified issues	1		•						-	-
1.1.2.3. Research available advanced training opportunities for mission needs and continual education	2		•						K	K
1.1.2.4. Enroll in advanced courses to improve operational capability	2		•						-	-
1.1.2.5. Evaluate performance	3		•						pk	-
1.1.2.6. Deliver constructive feedback (e.g., individual feedback, team feedback, etc.)	3		•						-	-
1.1.2.7. Facilitate training sessions for competency development	4		•						-	-
1.1.2.8. Assess participant learning through post-training evaluation	4		•						-	-
1.1.3. TRAINING (ADVANCED) Required Behaviors: <ol style="list-style-type: none"> Acquires resources and provides training to support mission effectiveness Develops training that resolves gaps to meet mission intent and objectives Analyzes development needs to ensure personnel meet continuous learning requirements <p>Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i></p>										
1.1.3.1. Identify resources required for mission training	1		•						-	-
1.1.3.2. Secure resources required for mission training	1		•						-	-
1.1.3.3. Deliver training using acquired resources	1		•						-	-
1.1.3.4. Design/revise training modules addressing identified performance gaps	2		•						-	-
1.1.3.5. Implement targeted training	2		•						-	-
1.1.3.6. Assess individual proficiencies	3		•						-	-

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
1.1.3.7. Monitor individual training shortfalls	3		•						-	-
1.1.4. TRAINING (EXPERT) Required Behaviors: 1. Synthesizes enterprise strategy and mission requirements by producing qualified personnel 2. Champions opportunities across the industry to provide professional development 3. Provides innovative solutions to counter resource shortfalls Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
1.1.4.1. Align training programs with enterprise strategy	1		•						-	-
1.1.4.2. Prioritize mission requirements with training opportunities	1		•						-	-
1.1.4.3. Advocate for cross-industry training initiatives	2		•						-	-
1.1.4.4. Coordinate professional development partnerships (e.g., Sister Service, Air University, Industry Leaders, etc.)	2		•						-	-
1.1.4.5. Design creative training strategies	3		•						-	-
1.1.4.6. Implement alternative training methods	3		•						-	-
1.2. PERSONNEL DEVELOPMENT Description: The deliberate development of personnel to maximize potential and enhance unit mission success. Supporting Competencies: <i>Communication, Develops People, Leadership, Relationship Building</i> TR: DAFI 36-2670, DAFI 36-2685, DAFMAN 36-2643, DAFI 38-401, DAFI 90-301, DAFI 90-302										
1.2.1. PERSONNEL DEVELOPMENT (BASIC) Required Behaviors: 1. Seeks opportunities to enhance personal and professional growth for self and subordinates 2. Builds followership skills and personal accountability by seeking feedback and improving self-awareness 3. Completes basic Professional Development Education requirements by using talent management tools Criteria: <i>Reach of Influence: Individuals</i>										
1.2.1.1. Identify opportunities for self-improvement	1		•						-	-
1.2.1.2. Develop an individual development plan	1		•						-	-
1.2.1.3. Seek opportunities to pursue growth	1		•						-	-
1.2.1.4. Solicit feedback	2		•						-	-

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
1.2.1.5. Incorporate feedback into work performance	2		•						-	-
1.2.1.6. Demonstrates active listening skills	2		•						pk	pk
1.2.1.7. Utilize relevant talent management system	3		•						-	-
1.2.1.8. Complete required Professional Development Education (PDE)	3		•						-	-
1.2.2. PERSONNEL DEVELOPMENT (INTERMEDIATE) Required Behaviors: 1. Creates opportunities to mentor and develop IG professionals 2. Coaches and leads personnel to achieve personal and professional goals Criteria: Reach of Influence: Unit/Groups										
1.2.2.1. Facilitate group learning activities	1		•						-	-
1.2.2.2. Provide structured feedback to guide professional growth	1		•						-	-
1.2.2.3. Design mentoring sessions tailored for career development	1		•						-	-
1.2.2.4. Support team members in establishing individual development plans	1		•						-	-
1.2.2.5. Demonstrate IG attributes	2		•						pk	pk
1.2.2.6. Align individual goals with mission objectives	2		•						-	-
1.2.3. PERSONNEL DEVELOPMENT (ADVANCED) Required Behaviors: 1. Advocates and promotes opportunities for organizational development 2. Manages talent to prepare personnel for key roles and optimize mission effectiveness 3. Fosters team environment by generating program/process improvement Criteria: Reach of Influence: Wing/Delta/Institutional										
1.2.3.1. Provide IG academics	1		•						-	-
1.2.3.2. Promote IG program awareness (e.g., Commander's Call, WalkABOUTs, training opportunities, etc.)	1		•						-	-
1.2.3.3. Identify organizational needs	2		•						-	-
1.2.3.4. Develop a resource management plan	2		•						-	-

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/ SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
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			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
1.2.3.5. Address organizational needs	2		•						-	-
1.2.3.6. Facilitate individual development plan execution	2		•						-	-
1.2.3.7. Guide a culture of continuous process improvement	3		•						-	-
1.2.3.8. Analyze key work processes and performance indicators	3		•						-	-
1.2.3.9. Promote knowledge sharing & documentation	3		•						-	-
1.2.4. PERSONNEL DEVELOPMENT (EXPERT) Required Behaviors: 1. Aligns personnel into key developmental and leadership positions 2. Advises senior leaders on force management concerns to enable informed decision making 3. Formulates strategy to develop personnel across the functional community 4. Creates opportunities by influencing agency level program and policy decisions Criteria: <i>Reach of Influence: MAJCOM/FLDCOM/DAF-Level/Industry</i>										
1.2.4.1. Assess abilities and potential for leadership roles	1		•						-	-
1.2.4.2. Develop talent management plan	1		•						-	-
1.2.4.3. Develop risk mitigation plans/courses of action (e.g., Mission Command, limfacs, etc.)	2		•						-	-
1.2.4.4. Advise leaders to enable data driven decisions	2		•						-	-
1.2.4.5. Develop strategic guidance	3		•						-	-
1.2.4.6. Direct strategic goals that integrate IG objectives with HHQ priorities	3		•						-	-
1.2.4.7. Advocate for enterprise-wide changes through appropriate channels	4		•						-	-
1.2.4.8. Implement policy changes to maintain relevance	4		•						-	-
2. PROGRAM MANAGEMENT 2.1. PROGRAM MANAGEMENT Description: The management and continuous improvement of programs by identifying, designing, implementing, and refining processes and systems. Supporting Competencies: <i>Analytical, Communication, Accountability, Decision Making</i> TR: AFI 1-1, DAFMAN 36-2643, AFMAN 36-2100, CFETP 8IXXX, DAFECD, ETCA, DAFMAN 36-2689, AFH 33-337										

8I000 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+SEI* CBRN/IQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
1. Tasks, Knowledge and Technical References										
2.1.1. PROGRAM MANAGEMENT (BASIC)										
Required Behaviors:										
1. Follows established procedures, policy, and guidance to execute program functions										
2. Evaluates program roles, responsibilities, and key stakeholders to administer an effective program										
3. Identifies program objectives by reviewing guidance and policy										
4. Reviews programs to gather data and generate reports										
Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
2.1.1.1. Adhere to documented program management plans	1		•						-	-
2.1.1.2. Comply with applicable guidance	1		•						K	K
2.1.1.3. Maintain program standardization through existing policy	1		•						-	-
2.1.1.4. Identify key stakeholders and their roles based on program policy	2		•						-	-
2.1.1.5. Communicate with stakeholders	2		•						-	-
2.1.1.6. Control program access to maintain data integrity	2		•						-	pk
2.1.1.7. Identify roles and responsibilities	2		•						K	K
2.1.1.8. Track timelines and milestones	3		•						K	K
2.1.1.9. Review guidance and policies to meet mission requirements	3		•						-	-
2.1.1.10. Collect program data from systems	4		•						pk	pk
2.1.1.11. Utilize templates for standardized reporting	4		•						pk	pk
2.1.2. PROGRAM MANAGEMENT (INTERMEDIATE)										
Required Behaviors:										
1. Implements program policies to ensure alignment with mission requirements										
2. Identifies program trends, risks and issues to recommend an effective course of action										
3. Develops continuous improvement processes to optimize program effectiveness										
4. Executes effective program management for multiple stakeholders										
Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i>										
2.1.2.1. Deconflict local and program policy	1		•						-	-
2.1.2.2. Advise stakeholders on application of program policies	1		•						-	-

8I000 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/ SEI* CBRN/TQT ◆	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
1. Tasks, Knowledge and Technical References										
2.1.2.3. Assist with the development of local operating procedures (e.g., Standard Operating Procedures, Business Rules, Operating Instructions, etc.)	1		●						-	-
2.1.2.4. Coordinate on Comment Resolution Matrix (CRM) with concerns for program implementation	2		●						-	-
2.1.2.5. Utilize trend analysis	2		●						pk	-
2.1.2.6. Monitor program metrics to identify emerging trends	2		●						pk	-
2.1.2.7. Conduct risk assessments and develop mitigation strategies	2		●						pk	-
2.1.2.8. Analyze program data and recommend solutions to program leadership	2		●						-	-
2.1.2.9. Execute program self-assessment	3		●						-	-
2.1.2.10. Leverage trend analysis to ensure continual process improvement	3		●						-	-
2.1.2.11. Participate in process improvement initiatives	3		●						-	-
2.1.2.12. Streamline program processes as required	3		●						-	-
2.1.2.13. Liaise with internal/external stakeholders	4		●						-	-
2.1.2.14. Implement program crosstalk	4		●						-	-
2.1.2.15. Prioritize tasks based on mission objectives	4		●						-	-
2.1.3. PROGRAM MANAGEMENT (ADVANCED)										
Required Behaviors:										
1. Inspects and influences change to improve program management										
2. Develops countermeasures to mitigate program risks affecting the enterprise										
3. Devise standards for program performance metrics and develop solutions										
Criteria: Scope: <i>Depth of Knowledge: New practices of all workplace elements</i>										
2.1.3.1. Utilize program management methodology	1		●						-	-
2.1.3.2. Review program shortfalls	1		●						-	-
2.1.3.3. Analyze program management for key improvements and innovative solutions	1		●						-	-
2.1.3.4. Adopt program management best practices	1		●						-	-

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+ /SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
2.1.3.5. Develop battle rhythm for program oversight and risk mitigation	2		•						-	-
2.1.3.6. Secure buy-in for critical mitigation efforts	2		•						-	-
2.1.3.7. Develop timelines and milestones	3		•						-	-
2.1.3.8. Establish comprehensive performance metrics	3		•						-	-
2.1.3.9. Identify root causes of performance gaps	3		•						-	-
2.1.3.10. Develop performance improvement standards	3		•						-	-
2.1.4. PROGRAM MANAGEMENT (EXPERT) Required Behaviors: 1. Develops policy to align with organizational and strategic objectives 2. Directs organization to implement senior leader priorities Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
2.1.4.1. Collaborate with cross functional SMEs and outside agencies to identify best practices and emerging trends	1		•						-	-
2.1.4.2. Revise existing program intent, guidance, and policies to directly support and advance the organization's strategic goals	1		•						-	-
2.1.4.3. Implement change processes to improve programs across the enterprise	1		•						-	-
2.1.4.4. Translate senior leadership's strategic priorities	2		•						-	-
2.1.4.5. Oversee the implementation of senior leader directives	2		•						-	-
3. COMPLAINT RESOLUTION 3.1 DATA MANAGEMENT Description: The collection, organization, secure storage, and release of Complaint Resolution Program data for effective decision-making. Supporting Competencies: <i>Communication, Analytical Thinking, Information Seeking, Precision</i> TR: AFI 1-2, DAFI 90-301, DAFI 90-302										

8I000 SPECIALTY TRAINING STANDARD

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				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
3.1.1. DATA MANAGEMENT (BASIC) Required Behaviors: <ol style="list-style-type: none"> Monitors the complaints database for higher-level notifications and transfers to support timely processing of complaints Enters complaint intake information into the complaints database to document protected communications Utilizes data from various sources, systems of record, and repositories to fulfill assigned tasks Controls information to protect against unauthorized disclosure Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
3.1.1.1. Monitor personal and group box alert screens in complaints database	1		•						-	pk
3.1.1.2. Accept and acknowledge receipt of cases transfers	1		•						-	pk
3.1.1.3. Enter complaint intake information into complaints database	2		•						-	pk
3.1.1.4. Retrieve data from multiple systems/sources	3		•						-	-
3.1.1.5. Integrate information for decision-making	3		•						-	-
3.1.1.6. Apply information security protocols	4		•						-	pk
3.1.1.7. Determine releasability restrictions for case information	4		•						-	K
3.1.2. DATA MANAGEMENT (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> Educates personnel to inform them of their rights and responsibilities in the complaints process Coordinates with appropriate agency to ensure timely case transfers and notifications Applies continuous process improvement principles to address challenges Responds to all higher-headquarters taskings to meet applicable time constraints Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i>										
3.1.2.1. Explain complainant's rights and responsibilities	1		•						-	K
3.1.2.2. Describe the complaint consent types	1		•						-	K
3.1.2.3. Determine appropriate servicing IG for complaint	2		•						-	K
3.1.2.4. Transfer case to appropriate IG office	2		•						-	pk
3.1.2.5. Identify trends with IG data management	3		•						-	-
3.1.2.6. Analyze higher-headquarters taskings	4		•						-	-
3.1.2.7. Execute appropriate actions	4		•						-	-

8I000 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/ SEI* CBRN/IQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
1. Tasks, Knowledge and Technical References										
3.1.3. DATA MANAGEMENT (ADVANCED)										
Required Behaviors:										
1. Analyzes complaints data to determine effectiveness of program requirements										
2. Implements best practices to improve accuracy and quality										
Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>										
3.1.3.1. Manage open complaints	1								-	-
3.1.3.2. Provide corrective actions for open cases	1								-	-
3.1.3.3. Interpret trend analysis	1								-	-
3.1.3.4. Provide recommendations to improve data management	2								-	-
3.1.3.5. Modernize IG practices (e.g., Artificial Intelligence, Power BI, Newsletter, QR Codes, etc.)	2								-	-
3.1.4. DATA MANAGEMENT (EXPERT)										
Required Behaviors:										
1. Develops program improvements by leveraging trend analysis										
2. Establishes strategic policies to ensure relevant data is captured										
3. Teaches personnel how to develop, organize, and track data for decision-making, analysis, and reporting										
Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
3.1.4.1. Conduct macro-level trend analysis	1								-	-
3.1.4.2. Translate trends into recommendations	1								-	-
3.1.4.3. Conduct periodic compliance audits	2								-	-
3.1.4.4. Standardize entry formats across the program	2								-	-
3.1.4.5. Implement policies on data management	2								-	-
3.1.4.6. Extract, filter, and summarize data	3								-	-
3.1.4.7. Coach personnel (e.g., using the complaint database, generating reports, interpreting metrics, etc.)	3								-	-
3.2. COMPLAINT ANALYSIS										
Description: The processing of complaints from initial receipt through resolution and closure.										
Supporting Competencies: <i>Communication, Analytical Thinking, Information Seeking, Decision Making</i>										
TR: DAFI 90-301										

8I000 SPECIALTY TRAINING STANDARD

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			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
3.2.1. COMPLAINT ANALYSIS (BASIC) Required Behaviors: 1. Conducts intakes and gathers necessary information for complaint analysis 2. Explains complaint and resolution process to set expectations 3. Assists complainants to helping agencies Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
3.2.1.1. Receive complaint	1		•						K	K
3.2.1.2. Document complaint	1								-	pk
3.2.1.3. Gather supporting documentation	1								-	pk
3.2.1.4. Describe process and timelines	2								-	K
3.2.1.5. Explain resolution paths	2								-	K
3.2.1.6. Explain roles of other helping agencies	3								-	K
3.2.1.7. Describe appeal/grievance channels (e.g., AFBCMR, Congressional, ERAB, etc.)	3								-	K
3.2.2. COMPLAINT ANALYSIS (INTERMEDIATE) Required Behaviors: 1. Implements appropriate resolution path to resolve the issue in a timely manner 2. Prioritize higher-headquarters taskings to meet applicable time constraints 3. Develops multiple resolution strategies to ensure all issues are addressed Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i>										
3.2.2.1. Determine the appropriate resolution path	1								-	pk
3.2.2.2. Execute the determined resolution path	1								-	pk
3.2.2.3. Distinguish between case types to ensure appropriate agency referral	1								-	K
3.2.2.4. Monitor case progress to meet suspenses	2								-	pk
3.2.2.5. Identify resolution paths for each issue	3								-	-
3.2.2.6. Apply resolution strategies for each issue	3								-	-

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			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
3.2.3. COMPLAINT ANALYSIS (ADVANCED) Required Behaviors: <ol style="list-style-type: none"> 1. Conducts reprisal or restriction complaint analysis to meet statutory requirements 2. Reviews reports to verify issues were addressed and notifications accomplished 3. Builds relationships to foster resolution of command issues 4. Identifies systemic trends to address issues before they escalate Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>										
3.2.3.1. Classify the complaint type	1								-	-
3.2.3.2. Apply statutory elements to facts (e.g., elements of reprisal or restriction)	1								-	-
3.2.3.3. Document and report determination recommendation (e.g., investigate or dismiss)	1								-	-
3.2.3.4. Audit reports against standards	2								-	-
3.2.3.5. Validate report quality (e.g., confirming corrective actions, recommendations, closure notifications, etc.)	2								-	-
3.2.3.6. Develop relationships and trust with command teams	3								-	-
3.2.3.7. Communicate with commanders and key staff to address complaints	3		•						-	-
3.2.3.8. Analyze complaint data for trends/risks	4								-	-
3.2.3.9. Provide recommendations to senior leaders	4		•						-	-
3.2.4. COMPLAINT ANALYSIS (EXPERT) Required Behaviors: <ol style="list-style-type: none"> 1. Develops policy to sustain a credible and responsive complaints resolution program 2. Oversees all complaints to ensure regulatory processing and notifications are made 3. Performs analysis of IG misconduct to avoid a conflict of interest Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
3.2.4.1. Assess Complaints Resolution Program (CRP) to determine program health	1								-	-
3.2.4.2. Develop policy and process improvements	1								-	-
3.2.4.3. Monitor complaints database	2								-	-
3.2.4.4. Validate case processing/reporting	2								-	-
3.2.4.5. Classify IG misconduct allegations	3								-	-

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				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
3.2.4.6. Analyze IG misconduct allegations	3								-	-
3.2.4.7. Implement safeguards to protect CRP integrity	3								-	-
3.3. INVESTIGATIONS Description: Conducting investigations from the decision to proceed through DoD Report of Investigation approval. Supporting Competencies: Analytical Thinking, Communication, Information Seeking, Decision Making TR: DAFI 90-301										
3.3.1. INVESTIGATIONS (BASIC) Required Behaviors: 1. Follows established procedures and timelines to enable a successful investigation 2. Gathers and analyzes evidence to facilitate the findings of fact 3. Completes a clear and concise report of investigation to document the findings 4. Protects all information and identities to maintain the integrity of the investigation Criteria: Depth of Knowledge: Established practice with some workplace elements										
3.3.1.1. Draft an investigation plan for IG review	1								-	K
3.3.1.2. Adhere to the investigative timeline	1								-	K
3.3.1.3. Consult with legal advisor when formulating interviews	1								-	pk
3.3.1.4. Draft interrogatories for complainant, witnesses, and subject	2								-	pk
3.3.1.5. Conduct impartial, unbiased, and objective inquiry	2								-	pk
3.3.1.6. Draft Report of Investigation	3								-	K
3.3.1.7. Determine final conclusion (i.e., preponderance of the evidence standard)	3								-	pk
3.3.1.8. Restrict information to need-to-know basis	4								-	K
3.3.2. INVESTIGATIONS (INTERMEDIATE) Required Behaviors: 1. Frames allegations to facilitate transition from complaint analysis 2. Develops an investigation plan to guide decision-making 3. Submits an investigation report to document findings and determinations 4. Enhances reliability and accuracy of investigation by using advanced methods Criteria: Depth of Knowledge: Established practices of all workplace elements										
3.3.2.1. Complete required four-element allegation	1								-	pk

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				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
3.3.2.2. Collaborate with legal for allegation review	1								-	K
3.3.2.3. Compile all relevant information (e.g., background, sequence of events, allegations, interview list)	2								-	pk
3.3.2.4. Submit investigation plan for appointing authority approval	2								-	-
3.3.2.5. Prepare investigation report	3								-	-
3.3.2.6. Establish protocols for data collection, analysis, and reporting	4								-	-
3.3.2.7. Utilize tools for data analytics (e.g., approved Artificial Intelligence, Power BI, etc.)	4								-	-
3.3.3. INVESTIGATIONS (ADVANCED)										
Required Behaviors:										
1. Oversees all investigations to ensure regulatory processing and notifications are made										
2. Promotes effective investigative processes by providing administrative guidance										
Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>										
3.3.3.1. Conduct quality review of completed investigations	1								-	-
3.3.3.2. Coordinate case transfers for final oversight	1								-	-
3.3.3.3. Collaborate with stakeholders	2								-	-
3.3.3.4. Provide continual compliance oversight	2								-	-
3.3.4. INVESTIGATIONS (EXPERT)										
Required Behaviors:										
1. Executes oversight authority over all investigations to maintain integrity of the system										
2. Conducts investigations involving senior officials to comply with program requirements										
3. Develops program guidance and policy to establish clear and consistent investigation standards										
Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
3.3.4.1. Validate lower echelon Report of Investigations and submit to HHQ	1								-	-
3.3.4.2. Provide strategic oversight and guidance	1								-	-
3.3.4.3. Verify Report of Investigation quality standards	1								-	-
3.3.4.4. Ensure timely transfers to SAF/IGS	2								-	-

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				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
3.3.4.5. Revise existing program (e.g., intent, guidance, and policies)	3								-	-
3.3.4.6. Implement change processes	3								-	-
4. OPERATIONS										
4.1. INSPECTION PLANNING										
Description: The identification and development of inspection criteria and the coordination of required resources.										
Supporting Competencies: <i>Communication, Analytical Thinking, Strategic Thinking, Teamwork</i>										
TR: DAFI 90-302										
4.1.1. INSPECTION PLANNING (BASIC)										
Required Behaviors:										
1. Researches applicable guidance to ensure the planning process accounts for all inspection requirements										
2. Assists with logistical and administrative support to ensure inspection success										
3. Collaborates on inspection planning materials to ensure target audiences receive clear expectations										
4. Facilitates inspection coordination with appropriate units by using applicable communication means										
Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
4.1.1.1. Identify all components of Commanders Inspection Program	1		•						K	-
4.1.1.2. Review applicable guidance and directives	1		•						K	-
4.1.1.3. Review inspection schedule	2		•						P	-
4.1.1.4. Coordinate augmentee support	2		•						-	-
4.1.1.5. Collaborate logistics through appropriate meetings	3		•						-	-
4.1.1.6. Review Risk Based Sampling Strategy to identify mission risks	3		•						p	-
4.1.1.7. Determine inspection deliverables	3		•						K	-
4.1.1.8. Define inspection requirements	3		•						K	-
4.1.1.9. Utilize appropriate channels to communicate with units	4		•						-	-
4.1.1.10. Explain the gatekeeper process	4		•						K	-

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+ /SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
4.1.2. INSPECTION PLANNING (INTERMEDIATE)										
Required Behaviors:										
1. Builds risk-based sampling strategies to determine inspection trends and emphasis items										
2. Coordinates logistical and administrative support to ensure inspection success										
3. Develops inspection planning materials to ensure target audiences receive clear expectations										
Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i>										
4.1.2.1. Develop Risk Based Sampling Strategy	1		•						P	-
4.1.2.2. Coordinate inspection support (e.g., inspection team, inspection augmentee, AFIA, host installation, etc.)	2		•						-	-
4.1.2.3. Develop Inspection Planning materials (e.g. Official Notification, Inspection schedule, Inspection Plans, Deficiency forms, etc.)	3		•						-	-
4.1.2.4. Determine unit inspection methodology	3		•						K	-
4.1.3. INSPECTION PLANNING (ADVANCED)										
Required Behaviors:										
1. Utilizes risk-based sampling strategies to identify critical inspection areas										
2. Adapts to emerging requirements by modifying support elements										
3. Optimizes inspection planning materials by collaborating with enterprise										
4. Analyzes inspection risk to ensure minimal disruption of the unit's mission										
Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>										
4.1.3.1. Analyze risk assessment results	1		•						P	-
4.1.3.2. Present recommendations	1		•						P	-
4.1.3.3. Integrate new emerging requirements (e.g., Commander Interest Items, Special Interest Items, policy updates, etc.)	2		•						K	-
4.1.3.4. Assemble team composition	2		•						-	-
4.1.3.5. Collaborate with inspectors and stakeholders (e.g., Functional Area Managers, Pertinent Oversight Authorities, etc.)	3		•						-	-
4.1.3.6. Adhere to inspection planning policies	3		•						-	-
4.1.3.7. Coordinate with organization's schedule	4		•						K	-
4.1.3.8. Deconflict inspection schedules	4		•						K	-

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+ /SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
4.1.4. INSPECTION PLANNING (EXPERT) Required Behaviors: <ol style="list-style-type: none"> Creates inspection planning tactics, techniques, and procedures to ensure optimum results Leverages available resources to account for emerging enterprise requirements Develops inspection planning materials to streamline processes <p>Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i></p>										
4.1.4.1. Create inspection planning tactics, techniques, and procedures	1								-	-
4.1.4.2. Generate Inspection Business Rules (e.g., Guides, Standard Operating Procedures, training, etc.)	1								-	-
4.1.4.3. Analyze emerging requirements	2								-	-
4.1.4.4. Coordinate with stakeholders (e.g., Functional Area Managers, Pertinent Oversight Authority, Subject Matter Experts, etc.)	2								-	-
4.1.4.5. Align inspection procedures	3								-	-
4.1.4.6. Disseminate inspection planning materials	3								-	-
4.2. INSPECTION EXECUTION Description: The performance of inspections against governing directives and Major Graded Areas to assess unit mission effectiveness. <p>Supporting Competencies: <i>Communication, Analytical Thinking, Leadership, Teamwork</i></p> <p>TR: DAFI 90-302</p>										
4.2.1. INSPECTION EXECUTION (BASIC) Required Behaviors: <ol style="list-style-type: none"> Identifies different inspection types and functional expertise required to ensure standards are met Recognizes inspection framework to ensure quality information is gathered Identifies deficiencies to inform the unit of non-compliance Uses various technology platforms to perform all required inspection activities <p>Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i></p>										
4.2.1.1. Identify standards and regulations	1		•						P	-
4.2.1.2. Research inspection methods	1		•						K	-
4.2.1.3. Explain inspection framework	2		•						K	-
4.2.1.4. Identify key quality metrics/indicators	2		•						K	-
4.2.1.5. Review current inspection procedures	2		•						-	-

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
4.2.1.6. Utilize reporting templates	2		•						P	-
4.2.1.7. Explain deficiency management process	3		•						K	-
4.2.1.8. Utilize reporting platforms (e.g., IGEMS, IGEMS-C, MICT, etc.)	4		•						P	-
4.2.1.9. Perform continuous training on existing platforms	4		•						-	-
4.2.2. INSPECTION EXECUTION (INTERMEDIATE)										
Required Behaviors:										
1. Produces inspection reports to inform senior leaders of undetected non-compliance										
2. Performs quality control review and validates inspection findings to ensure accurate unit assessment										
3. Determines appropriate grading/scoring by using professional judgement and applicable guidance										
4. Identifies and reports concerns to the responsible agency for appropriate resolution										
Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i>										
4.2.2.1. Generate final report	1		•						P	-
4.2.2.2. Identify systemic patterns of non-compliance	1		•						K	-
4.2.2.3. Validate inspection findings	2		•						pk	-
4.2.2.4. Manage deficiency rebuttal process	2		•						K	-
4.2.2.5. Assess reporting tools	3		•						-	-
4.2.2.6. Coordinate with Pertinent Oversight Authorities on significant and critical deficiencies	4		•						-	-
4.2.2.7. Monitor deficiency management	4		•						K	-
4.2.3. INSPECTION EXECUTION (ADVANCED)										
Required Behaviors:										
1. Leads teams during inspections to ensure timely and accurate determination of non-compliance										
2. Adapts to changing inspection requirements and modifies support elements for successful execution										
3. Performs final review of inspection reports to provide accurate results for key leaders										
4. Briefs commanders/directors on inspection results for unit effectiveness										
Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>										
4.2.3.1. Assign roles and responsibilities	1								-	-
4.2.3.2. Coordinate logistics and resources	1								-	-
4.2.3.3. Standardize inspection and communication process	1								-	-

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
4.2.3.4. Conduct continuous training	2								-	-
4.2.3.5. Leverage enterprise Pertinent Oversight Authorities and Subject Matter Experts to best identify requirements	2		•						-	-
4.2.3.6. Review inspection strategy to ensure coverage and effectiveness	2		•						-	-
4.2.3.7. Conduct a trend analysis	3								-	-
4.2.3.8. Validate inspection results	3								P	-
4.2.3.9. Conduct out-brief	4		•						-	-
4.2.4. INSPECTION EXECUTION (EXPERT) Required Behaviors: 1. Establishes inspection execution policy and guidance to streamline procedures 2. Innovates inspection programs and processes to accomplish strategic objectives Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
4.2.4.1. Review current inspection directives	1		•						-	-
4.2.4.2. Establish guidance	1		•						-	-
4.2.4.3. Research innovative approaches	2		•						-	-
4.2.4.4. Develop inspection frameworks (e.g., Data-Driven, Artificial Intelligence-Enabled, Risk-Based Methodologies, etc.)	2								-	-
4.2.4.5. Leverage advanced technology platforms to produce effective trend analysis	2								-	-
4.3. INSPECTION MANAGEMENT Description: The collection, analysis, and application of data to inform and support inspection-related activities. Supporting Competencies: <i>Communication, Information Seeking, Organizational Awareness, Leadership</i> TR: DAFI 90-302										
4.3.1. INSPECTION MANAGEMENT (BASIC) Required Behaviors: 1. Collects inspection and readiness data by using multiple systems 2. Analyzes collected data for accuracy and applicability to identify potential risk and drive data-driven decisions 3. Compiles data to communicate unit and program effectiveness for key leaders 4. Inputs data into systems to ensure compliance with program requirements Criteria: <i>Consistency of Application: Sustained application of competency over time</i>										

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/SEI* CBRN/IQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
4.3.1.1. Identify readiness assessment tools (e.g. Defense Readiness Reporting System (DRRS), Status of Resources and Training System (SORTS), etc.)	1		•						K	-
4.3.1.2. Validate data for accuracy and relevance	2		•						K	-
4.3.1.3. Navigate data collection collaborative application platform (e.g. Microsoft Teams, One Note, SharePoint, etc.)	2		•						-	-
4.3.1.4. Brief findings to Team Chief	3		•						P	-
4.3.1.5. Input inspection data (e.g., IGEMS, IGEMS-C, etc.)	4		•						P	-
4.3.1.6. Review program compliance requirements	4		•						P	-
4.3.2. INSPECTION MANAGEMENT (INTERMEDIATE)										
Required Behaviors:										
1. Analyzes deficiencies and trends to determine risk areas in unit/program effectiveness and readiness										
2. Researches and interprets collected data to provide recommendations										
3. Organizes and validates data in respective systems for critical analysis and leadership engagement										
4. Applies continuous process improvement principles to address challenges										
Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>										
4.3.2.1. Analyze inspection data	1		•						P	-
4.3.2.2. Assign deficiencies into Major Graded Areas	1		•						P	-
4.3.2.3. Source historical reports for trend analysis	1		•						K	-
4.3.2.4. Review inspection data (e.g., unit mission, location, programs, etc.)	2		•						P	-
4.3.2.5. Identify analysis data platforms (e.g., Commanders Inspection Program, Business Rules, etc.)	3		•						P	-
4.3.2.6. Review information security postures (e.g., Classifications, Control, etc.)	3		•						K	-
4.3.2.7. Refine inspection data	3		•						pk	-
4.3.2.8. Implement continuous process improvement	4		•						-	-
4.3.3. INSPECTION MANAGEMENT (ADVANCED)										
Required Behaviors:										
1. Performs data analysis to predict risk and guide senior leaders' decision-making process										
2. Produces data-driven solutions by leveraging statistical data across the enterprise										
Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>										

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/ SEI* CBRN/IQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
4.3.3.1. Identify risk areas	1		•						-	-
4.3.3.2. Examines statistical data	1		•						-	-
4.3.3.3. Highlight potential gaps	1		•						-	-
4.3.3.4. Produce new inspection tactics, techniques, and procedures	1		•						-	-
4.3.3.5. Collaborates with functional community (e.g., Pertinent Oversight Authorities (POAs), Subject Matter Experts (SMEs), etc.)	2		•						-	-
4.3.3.6. Extract data from IGEMS/IGEMS-C	2		•						-	-
4.3.3.7. Present data to stakeholders (e.g., Commanders Inspection Management Board (CIMB), Quarterly Inspection Working Group (QIWG), etc.)	2		•						-	-
4.3.4. INSPECTION MANAGEMENT (EXPERT) Required Behaviors: 1. Develops guidance for achieving strategic objectives 2. Formulates data collection, analysis, and utilization strategies to evolve The Inspection System 3. Guide personnel on optimizing data to improve inspection management 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>										
4.3.4.1. Standardize guidance	1								P	-
4.3.4.2. Design and regulate data processes by standardizing enterprise-wide execution	1								K	-
4.3.4.3. Develop data collection procedures	2								-	-
4.3.4.4. Design collaboration platform	2								-	-
4.3.4.5. Align development efforts with organization	3		•						-	-
4.3.4.6. Advocate changes and improvement	3		•						-	-
4.4. READINESS Description: The measurement of a unit's wartime mission capability under adversarial conditions across the full range of military operations. Supporting Competencies: <i>Strategic Thinking, Communication, Organizational Awareness, Leadership</i> TR: AFI 10-201, AFI 10-204, DAFI 90-302										

8I000 SPECIALTY TRAINING STANDARD

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				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
4.4.1. READINESS (BASIC) Required Behaviors: <ol style="list-style-type: none"> 1. Recognizes unit organizational structure and relationships to determine readiness requirements 2. Identifies wartime mission requirements by reviewing unit taskings and applicable guidance 3. Describes role of exercise program management to assess unit capabilities Criteria: <i>Consistency of Application: Sustained application of competency over time</i>										
4.4.1.1. Identify readiness reporting tools	1		•						K	-
4.4.1.2. Review readiness reporting standards	1		•						K	-
4.4.1.3. Obtain readiness reporting training	1		•						-	-
4.4.1.4. Identify unit organizational structure and responsibilities	1		•						-	-
4.4.1.5. Review unit taskings and wartime mission requirements	2		•						-	-
4.4.1.6. Identify applicable readiness guidance	3		•						K	-
4.4.1.7. Describe Mission Essential Tasks (METs)	3		•						K	-
4.4.1.8. Outline elements of the mission assurance assessment program	3		•						K	-
4.4.2. READINESS (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> 1. Utilizes tools to assess the unit's readiness 2. Collaborates unit exercises to meet Scope, Scale, Rigor, Relevance, Recurrence, and Reporting (S2R4) requirements 3. Analyzes unit wartime requirements against associated performance measures to meet applicable threat levels 4. Interprets data and generates readiness reports to inform commanders at all levels Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>										
4.4.2.1. Utilize readiness tools	1		•						K	-
4.4.2.2. Analyze deficiencies and risk areas	1		•						K	-
4.4.2.3. Evaluate exercise requirements	2		•						P	-
4.4.2.4. Inspect exercises and document observations	2		•						P	-
4.4.2.5. Evaluate unit wartime requirements and performance measures	3		•						-	-
4.4.2.6. Align threat levels to unit wartime requirements	3		•						-	-

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
4.4.2.7. Validate exercise outcomes	4		•						P	-
4.4.2.8. Generate exercise reports	4		•						K	-
4.4.3. READINESS (ADVANCED) Required Behaviors: 1. Leads diverse teams to assess unit capabilities against Full Spectrum Readiness Framework 2. Evaluates readiness exercises to grade against performance measures Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>										
4.4.3.1. Compose cross-functional inspection team	1								-	-
4.4.3.2. Formulate training and products for an inspection team	1								-	-
4.4.3.3. Explain Full Spectrum Readiness Framework	1		•						-	-
4.4.3.4. Create exercise inspection guides	2		•						P	-
4.4.3.5. Evaluate readiness exercise	2		•						P	-
4.4.3.6. Compare unit readiness data against performance measures	2		•						P	-
4.4.4. READINESS (EXPERT) Required Behaviors: 1. Evaluates policy and processes to Generate, Employ, and Sustain combat capability 2. Develops inspection strategies to assess and report readiness 3. Develops inspection criteria to meet future mission requirements 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>										
4.4.4.1. Assess policy and processes	1		•						-	-
4.4.4.2. Provide recommendations for policy updates and process improvements	1		•						-	-
4.4.4.3. Develop inspection strategies	2								-	-
4.4.4.4. Validate readiness reporting	2								P	-
4.4.4.5. Analyze current inspection criteria	3								P	-
4.4.4.6. Align inspection criteria	3		•						P	-

8I000 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
1. Tasks, Knowledge and Technical References										
5. COMMUNICATION										
5.1. COMMUNICATION										
Description: The articulation of clear, concise, and accurate information to inform stakeholders at all levels.										
Supporting Competencies: <i>Communication, Leadership, Relationship Building, Teamwork</i>										
TR: DAFI 90-160, AFH 33-337, AFMAN 33-326										
5.1.1. COMMUNICATION (BASIC)										
Required Behaviors:										
1. Recognizes and employs appropriate communication tools to target audiences										
2. Utilizes all five types of communication (e.g., written, visual, verbal, non-verbal, & active listening) to inform appropriate audiences										
Criteria: <i>Consistency of Application: Sustained application of competency over time</i>										
5.1.1.1. Identify communication tools	1		•						-	K
5.1.1.2. Confirm message delivery (e.g., read receipts, acknowledgment emails, verbal confirmation, etc.)	1		•						-	K
5.1.1.3. Adapt communications styles based on feedback and circumstance	2		•						-	K
5.1.1.4. Provide clear and accurate information	2		•						K	K
5.1.1.5. Utilizes communication tools	2		•						K	K
5.1.2. COMMUNICATION (INTERMEDIATE)										
Required Behaviors:										
1. Generates communications that explain technical concepts to an audience of varying familiarity										
2. Creates rapport with audiences to improve message receipt										
Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>										
5.1.2.1. Recognize nuances that impact message reception	1		•						K	pk
5.1.2.2. Assess the relationship between sender and receiver, adapting their tone and approach	2		•						-	pk
5.1.2.3. Establish rapport with audience	2		•						K	pk
5.1.3. COMMUNICATION (ADVANCED)										
Required Behaviors:										
1. Conveys messaging concisely to ensure information integrity										
2. Responds accurately to impromptu questions by leveraging subject-matter expertise										
Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>										
5.1.3.1. Break down complex information into key points	1		•						-	-

8I000 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - 1	IGTC - Q
5.1.3.2. Initiate cross-functional communication	1		•						-	-
5.1.3.3. Generate responses for anticipated questions	2		•						-	-
5.1.3.4. Deliver responses and monitor feedback	2		•						-	-
5.1.3.5. Adjust responses to audience and context	2		•						-	-
5.1.4. COMMUNICATION (EXPERT) Required Behaviors: 1. Develops reports and briefings to convey complex data 2. Translate strategic intent to operational guidance 3. Develops communication strategies to produce desired effect across diverse audiences 4. Mentors others on advanced communication techniques to receive and convey information 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>										
5.1.4.1. Distill complex data into clear narratives	1		•						-	-
5.1.4.2. Tailor communication deliverables	1		•						-	-
5.1.4.3. Deliver briefings	1		•						-	-
5.4.1.4. Develop operational guidance products	1		•						-	-
5.1.4.5. Align communications with strategic intent	2		•						-	-
5.1.4.6. Explain issues of significant depth	3		•						-	-
5.1.4.7. Foster continuous development	4		•						-	-
5.1.4.8. Develop SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound)	4		•						-	-

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1. DEVELOPMENT										
1.1. TRAINING										
Description: The training of personnel through targeted knowledge and skill development to maximize performance.										
Supporting Competencies: <i>Communication, Leadership, Develops People, Initiative</i>										
TR: DAFMAN 36-2689, DAFI 90-301, DAFI 90-302										
1.1.1. TRAINING (BASIC)										
Required Behaviors:										
1. Obtain certification by completing all requirements										
2. Applies training resources to increase development of applicable competencies										
3. Reviews relevant regulations to understand mission objectives										
4. Provides feedback of materials to improve future training requirements										
Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
1.1.1.1. Complete formal course prerequisites	1		•						-	-
1.1.1.2. Complete applicable formal certification course (e.g., IGTC-I/IGTC-Q)	1		•						P	P
1.1.1.3. Complete appropriate level local requirements (e.g., HAF/MAJCOM/FLDCOM/FOA/DRU/Wing)	1		•						-	-
1.1.1.4. Demonstrate inspection procedures during field observation	1		•						-	-
1.1.1.5. Identify continual education required for certification	1		•						K	K
1.1.1.6. Identify materials to perform duties	2		•						K	K
1.1.1.7. Execute assigned duties	2		•						-	-
1.1.1.8. Identify duty requirements in governing directives	3		•						K	K
1.1.1.9. Explain regulatory guidance to align with mission objectives	3		•						-	-
1.1.1.10. Provide feedback for course material improvement suggestions (e.g., surveys, informal/formal feedback, etc.)	4		•						-	-
1.1.1.11. Recommend updates to local training resources	4		•						-	-

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1.1.2. TRAINING (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> Identifies barriers, issues, and concerns to recommend changes in training Seeks advanced training opportunities to enhance mission execution capabilities Observes team members and assesses proficiency for duties while providing feedback Conducts training to improve knowledge, skills, and behaviors <p>Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i></p>										
1.1.2.1. Collect training feedback to identify improvement needs	1		•						-	-
1.1.2.2. Recommend adjustments to training plans based on identified issues	1		•						-	-
1.1.2.3. Research available advanced training opportunities for mission needs and continual education	2		•						K	K
1.1.2.4. Enroll in advanced courses to improve operational capability	2		•						-	-
1.1.2.5. Evaluate performance	3		•						pk	-
1.1.2.6. Deliver constructive feedback (e.g., individual feedback, team feedback, etc.)	3		•						-	-
1.1.2.7. Facilitate training sessions for competency development	4		•						-	-
1.1.2.8. Assess participant learning through post-training evaluation	4		•						-	-
1.1.3. TRAINING (ADVANCED) Required Behaviors: <ol style="list-style-type: none"> Acquires resources and provides training to support mission effectiveness Develops training that resolves gaps to meet mission intent and objectives Analyzes development needs to ensure personnel meet continuous learning requirements <p>Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i></p>										
1.1.3.1. Identify resources required for mission training	1		•						-	-
1.1.3.2. Secure resources required for mission training	1								-	-
1.1.3.3. Deliver training using acquired resources	1								-	-
1.1.3.4. Design/revise training modules addressing identified performance gaps	2								-	-
1.1.3.5. Implement targeted training	2								-	-
1.1.3.6. Assess individual proficiencies	3		•						-	-

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+ /SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core●/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1.1.3.7. Monitor individual training shortfalls	3		●						-	-
1.1.4. TRAINING (EXPERT) Required Behaviors: 1. Synthesizes enterprise strategy and mission requirements by producing qualified personnel 2. Champions opportunities across the industry to provide professional development 3. Provides innovative solutions to counter resource shortfalls Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
1.1.4.1. Align training programs with enterprise strategy	1								-	-
1.1.4.2. Prioritize mission requirements with training opportunities	1								-	-
1.1.4.3. Advocate for cross-industry training initiatives	2								-	-
1.1.4.4. Coordinate professional development partnerships (e.g., Sister Service, Air University, Industry Leaders, etc.)	2								-	-
1.1.4.5. Design creative training strategies	3								-	-
1.1.4.6. Implement alternative training methods	3								-	-
1.2. PERSONNEL DEVELOPMENT Description: The deliberate development of personnel to maximize potential and enhance unit mission success. Supporting Competencies: <i>Communication, Develops People, Leadership, Relationship Building</i> TR: DAFI 36-2670, DAFI 36-2685, DAFMAN 36-2643, DAFI 38-401, DAFI 90-301, DAFI 90-302										
1.2.1. PERSONNEL DEVELOPMENT (BASIC) Required Behaviors: 1. Seeks opportunities to enhance personal and professional growth for self and subordinates 2. Builds followership skills and personal accountability by seeking feedback and improving self-awareness 3. Completes basic Professional Development Education requirements by using talent management tools Criteria: <i>Reach of Influence: Individuals</i>										
1.2.1.1. Identify opportunities for self-improvement	1		●						-	-
1.2.1.2. Develop an individual development plan	1		●						-	-
1.2.1.3. Seek opportunities to pursue growth	1		●						-	-
1.2.1.4. Solicit feedback	2		●						-	-

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC-1	IGTC-Q
1.2.1.5. Incorporate feedback into work performance	2		•						-	-
1.2.1.6. Demonstrates active listening skills	2		•						pk	pk
1.2.1.7. Utilize relevant talent management system	3		•						-	-
1.2.1.8. Complete required Professional Development Education (PDE)	3		•						-	-
1.2.2. PERSONNEL DEVELOPMENT (INTERMEDIATE) Required Behaviors: 1. Creates opportunities to mentor and develop IG professionals 2. Coaches and leads personnel to achieve personal and professional goals Criteria: Reach of Influence: Unit/Groups										
1.2.2.1. Facilitate group learning activities	1		•						-	-
1.2.2.2. Provide structured feedback to guide professional growth	1		•						-	-
1.2.2.3. Design mentoring sessions tailored for career development	1		•						-	-
1.2.2.4. Support team members in establishing individual development plans	1		•						-	-
1.2.2.5. Demonstrate IG attributes	2		•						pk	pk
1.2.2.6. Align individual goals with mission objectives	2		•						-	-
1.2.3. PERSONNEL DEVELOPMENT (ADVANCED) Required Behaviors: 1. Advocates and promotes opportunities for organizational development 2. Manages talent to prepare personnel for key roles and optimize mission effectiveness 3. Fosters team environment by generating program/process improvement Criteria: Reach of Influence: Wing/Delta/Institutional										
1.2.3.1. Provide IG academics	1		•						-	-
1.2.3.2. Promote IG program awareness (e.g., Commander's Call, WalkABOUTs, training opportunities, etc.)	1								-	-
1.2.3.3. Identify organizational needs	2								-	-
1.2.3.4. Develop a resource management plan	2								-	-

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1.2.3.5. Address organizational needs	2								-	-
1.2.3.6. Facilitate individual development plan execution	2								-	-
1.2.3.7. Guide a culture of continuous process improvement	3		•						-	-
1.2.3.8. Analyze key work processes and performance indicators	3		•						-	-
1.2.3.9. Promote knowledge sharing & documentation	3		•						-	-
1.2.4. PERSONNEL DEVELOPMENT (EXPERT) Required Behaviors: <ol style="list-style-type: none"> Aligns personnel into key developmental and leadership positions Advises senior leaders on force management concerns to enable informed decision making Formulates strategy to develop personnel across the functional community Creates opportunities by influencing agency level program and policy decisions <p>Criteria: <i>Reach of Influence: MAJCOM/FLDCOM/DAF-Level/Industry</i></p>										
1.2.4.1. Assess abilities and potential for leadership roles	1								-	-
1.2.4.2. Develop talent management plan	1								-	-
1.2.4.3. Develop risk mitigation plans/courses of action (e.g., Mission Command, limfacs, etc.)	2								-	-
1.2.4.4. Advise leaders to enable data driven decisions	2		•						-	-
1.2.4.5. Develop strategic guidance	3								-	-
1.2.4.6. Direct strategic goals that integrate IG objectives with HHQ priorities	3								-	-
1.2.4.7. Advocate for enterprise-wide changes through appropriate channels	4								-	-
1.2.4.8. Implement policy changes to maintain relevance	4								-	-
2. PROGRAM MANAGEMENT 2.1. PROGRAM MANAGEMENT Description: The management and continuous improvement of programs by identifying, designing, implementing, and refining processes and systems. Supporting Competencies: <i>Analytical, Communication, Accountability, Decision Making</i> TR: AFI 1-1, DAFMAN 36-2643, AFMAN 36-2100, CFETP 8IXXX, DAFECD, ETCA, DAFMAN 36-2689, AFH 33-337										

8I100 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/-/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC-1	IGTC-Q
1. Tasks, Knowledge and Technical References										
2.1.1. PROGRAM MANAGEMENT (BASIC)										
Required Behaviors:										
1. Follows established procedures, policy, and guidance to execute program functions										
2. Evaluates program roles, responsibilities, and key stakeholders to administer an effective program										
3. Identifies program objectives by reviewing guidance and policy										
4. Reviews programs to gather data and generate reports										
Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
2.1.1.1. Adhere to documented program management plans	1		•						-	-
2.1.1.2. Comply with applicable guidance	1		•						K	K
2.1.1.3. Maintain program standardization through existing policy	1		•						-	-
2.1.1.4. Identify key stakeholders and their roles based on program policy	2		•						-	-
2.1.1.5. Communicate with stakeholders	2		•						-	-
2.1.1.6. Control program access to maintain data integrity	2		•						-	pk
2.1.1.7. Identify roles and responsibilities	2		•						K	K
2.1.1.8. Track timelines and milestones	3		•						K	K
2.1.1.9. Review guidance and policies to meet mission requirements	3		•						-	-
2.1.1.10. Collect program data from systems	4		•						pk	pk
2.1.1.11. Utilize templates for standardized reporting	4		•						pk	pk
2.1.2. PROGRAM MANAGEMENT (INTERMEDIATE)										
Required Behaviors:										
1. Implements program policies to ensure alignment with mission requirements										
2. Identifies program trends, risks and issues to recommend an effective course of action										
3. Develops continuous improvement processes to optimize program effectiveness										
4. Executes effective program management for multiple stakeholders										
Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i>										
2.1.2.1. Deconflict local and program policy	1		•						-	-
2.1.2.2. Advise stakeholders on application of program policies	1		•						-	-

8I100 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/-/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC-1	IGTC-Q
1. Tasks, Knowledge and Technical References										
2.1.2.3. Assist with the development of local operating procedures (e.g., Standard Operating Procedures, Business Rules, Operating Instructions, etc.)	1		•						-	-
2.1.2.4. Coordinate on Comment Resolution Matrix (CRM) with concerns for program implementation	2		•						-	-
2.1.2.5. Utilize trend analysis	2		•						pk	-
2.1.2.6. Monitor program metrics to identify emerging trends	2		•						pk	-
2.1.2.7. Conduct risk assessments and develop mitigation strategies	2		•						pk	-
2.1.2.8. Analyze program data and recommend solutions to program leadership	2		•						-	-
2.1.2.9. Execute program self-assessment	3		•						-	-
2.1.2.10. Leverage trend analysis to ensure continual process improvement	3		•						-	-
2.1.2.11. Participate in process improvement initiatives	3		•						-	-
2.1.2.12. Streamline program processes as required	3		•						-	-
2.1.2.13. Liaise with internal/external stakeholders	4		•						-	-
2.1.2.14. Implement program crosstalk	4		•						-	-
2.1.2.15. Prioritize tasks based on mission objectives	4		•						-	-
2.1.3. PROGRAM MANAGEMENT (ADVANCED)										
Required Behaviors:										
1. Inspects and influences change to improve program management										
2. Develops countermeasures to mitigate program risks affecting the enterprise										
3. Devise standards for program performance metrics and develop solutions										
Criteria: Scope: <i>Depth of Knowledge: New practices of all workplace elements</i>										
2.1.3.1. Utilize program management methodology	1		•						-	-
2.1.3.2. Review program shortfalls	1		•						-	-
2.1.3.3. Analyze program management for key improvements and innovative solutions	1								-	-
2.1.3.4. Adopt program management best practices	1		•						-	-

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
2.1.3.5. Develop battle rhythm for program oversight and risk mitigation	2		•						-	-
2.1.3.6. Secure buy-in for critical mitigation efforts	2								-	-
2.1.3.7. Develop timelines and milestones	3		•						-	-
2.1.3.8. Establish comprehensive performance metrics	3		•						-	-
2.1.3.9. Identify root causes of performance gaps	3		•						-	-
2.1.3.10. Develop performance improvement standards	3		•						-	-
2.1.4. PROGRAM MANAGEMENT (EXPERT) Required Behaviors: 1. Develops policy to align with organizational and strategic objectives 2. Directs organization to implement senior leader priorities Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
2.1.4.1. Collaborate with cross functional SMEs and outside agencies to identify best practices and emerging trends	1								-	-
2.1.4.2. Revise existing program intent, guidance, and policies to directly support and advance the organization's strategic goals	1								-	-
2.1.4.3. Implement change processes to improve programs across the enterprise	1								-	-
2.1.4.4. Translate senior leadership's strategic priorities	2								-	-
2.1.4.5. Oversee the implementation of senior leader directives	2								-	-
3. COMPLAINT RESOLUTION 3.1 DATA MANAGEMENT Description: The collection, organization, secure storage, and release of Complaint Resolution Program data for effective decision-making. Supporting Competencies: <i>Communication, Analytical Thinking, Information Seeking, Precision</i> TR: AFI 1-2, DAFI 90-301, DAFI 90-302										

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core●/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
3.1.1. DATA MANAGEMENT (BASIC) Required Behaviors: <ol style="list-style-type: none"> 1. Monitors the complaints database for higher-level notifications and transfers to support timely processing of complaints 2. Enters complaint intake information into the complaints database to document protected communications 3. Utilizes data from various sources, systems of record, and repositories to fulfill assigned tasks 4. Controls information to protect against unauthorized disclosure <p>Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i></p>										
3.1.1.1. Monitor personal and group box alert screens in complaints database	1								-	pk
3.1.1.2. Accept and acknowledge receipt of cases transfers	1								-	pk
3.1.1.3. Enter complaint intake information into complaints database	2								-	pk
3.1.1.4. Retrieve data from multiple systems/sources	3								-	-
3.1.1.5. Integrate information for decision-making	3								-	-
3.1.1.6. Apply information security protocols	4								-	pk
3.1.1.7. Determine releasability restrictions for case information	4								-	K
3.1.2. DATA MANAGEMENT (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> 1. Educates personnel to inform them of their rights and responsibilities in the complaints process 2. Coordinates with appropriate agency to ensure timely case transfers and notifications 3. Applies continuous process improvement principles to address challenges 4. Responds to all higher-headquarters taskings to meet applicable time constraints <p>Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i></p>										
3.1.2.1. Explain complainant's rights and responsibilities	1								-	K
3.1.2.2. Describe the complaint consent types	1								-	K
3.1.2.3. Determine appropriate servicing IG for complaint	2								-	K
3.1.2.4. Transfer case to appropriate IG office	2								-	pk
3.1.2.5. Identify trends with IG data management	3								-	-
3.1.2.6. Analyze higher-headquarters taskings	4								-	-
3.1.2.7. Execute appropriate actions	4								-	-

8I100 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/ SEI* CERN/TQT ◆	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core●/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1. Tasks, Knowledge and Technical References										
3.1.3. DATA MANAGEMENT (ADVANCED)										
Required Behaviors:										
1. Analyzes complaints data to determine effectiveness of program requirements										
2. Implements best practices to improve accuracy and quality										
Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>										
3.1.3.1. Manage open complaints	1								-	-
3.1.3.2. Provide corrective actions for open cases	1								-	-
3.1.3.3. Interpret trend analysis	1								-	-
3.1.3.4. Provide recommendations to improve data management	2								-	-
3.1.3.5. Modernize IG practices (e.g., Artificial Intelligence, Power BI, Newsletter, QR Codes, etc.)	2								-	-
3.1.4. DATA MANAGEMENT (EXPERT)										
Required Behaviors:										
1. Develops program improvements by leveraging trend analysis										
2. Establishes strategic policies to ensure relevant data is captured										
3. Teaches personnel how to develop, organize, and track data for decision-making, analysis, and reporting										
Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
3.1.4.1. Conduct macro-level trend analysis	1								-	-
3.1.4.2. Translate trends into recommendations	1								-	-
3.1.4.3. Conduct periodic compliance audits	2								-	-
3.1.4.4. Standardize entry formats across the program	2								-	-
3.1.4.5. Implement policies on data management	2								-	-
3.1.4.6. Extract, filter, and summarize data	3								-	-
3.1.4.7. Coach personnel (e.g., using the complaint database, generating reports, interpreting metrics, etc.)	3								-	-
3.2. COMPLAINT ANALYSIS										
Description: The processing of complaints from initial receipt through resolution and closure.										
Supporting Competencies: <i>Communication, Analytical Thinking, Information Seeking, Decision Making</i>										
TR: DAFI 90-301										

8I100 SPECIALTY TRAINING STANDARD

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			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
3.2.1. COMPLAINT ANALYSIS (BASIC) Required Behaviors: 1. Conducts intakes and gathers necessary information for complaint analysis 2. Explains complaint and resolution process to set expectations 3. Assists complainants to helping agencies Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
3.2.1.1. Receive complaint	1		•						K	K
3.2.1.2. Document complaint	1								-	pk
3.2.1.3. Gather supporting documentation	1								-	pk
3.2.1.4. Describe process and timelines	2								-	K
3.2.1.5. Explain resolution paths	2								-	K
3.2.1.6. Explain roles of other helping agencies	3								-	K
3.2.1.7. Describe appeal/grievance channels (e.g., AFBCMR, Congressional, ERAB, etc.)	3								-	K
3.2.2. COMPLAINT ANALYSIS (INTERMEDIATE) Required Behaviors: 1. Implements appropriate resolution path to resolve the issue in a timely manner 2. Prioritize higher-headquarters taskings to meet applicable time constraints 3. Develops multiple resolution strategies to ensure all issues are addressed Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i>										
3.2.2.1. Determine the appropriate resolution path	1								-	pk
3.2.2.2. Execute the determined resolution path	1								-	pk
3.2.2.3. Distinguish between case types to ensure appropriate agency referral	1								-	K
3.2.2.4. Monitor case progress to meet suspenses	2								-	pk
3.2.2.5. Identify resolution paths for each issue	3								-	-
3.2.2.6. Apply resolution strategies for each issue	3								-	-

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core●/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
3.2.3. COMPLAINT ANALYSIS (ADVANCED) Required Behaviors: <ol style="list-style-type: none"> 1. Conducts reprisal or restriction complaint analysis to meet statutory requirements 2. Reviews reports to verify issues were addressed and notifications accomplished 3. Builds relationships to foster resolution of command issues 4. Identifies systemic trends to address issues before they escalate <p><i>Criteria: Depth of Knowledge: New practices of all workplace elements</i></p>										
3.2.3.1. Classify the complaint type	1								-	-
3.2.3.2. Apply statutory elements to facts (e.g., elements of reprisal or restriction)	1								-	-
3.2.3.3. Document and report determination recommendation (e.g., investigate or dismiss)	1								-	-
3.2.3.4. Audit reports against standards	2								-	-
3.2.3.5. Validate report quality (e.g., confirming corrective actions, recommendations, closure notifications, etc.)	2								-	-
3.2.3.6. Develop relationships and trust with command teams	3								-	-
3.2.3.7. Communicate with commanders and key staff to address complaints	3								-	-
3.2.3.8. Analyze complaint data for trends/risks	4								-	-
3.2.3.9. Provide recommendations to senior leaders	4								-	-
3.2.4. COMPLAINT ANALYSIS (EXPERT) Required Behaviors: <ol style="list-style-type: none"> 1. Develops policy to sustain a credible and responsive complaints resolution program 2. Oversees all complaints to ensure regulatory processing and notifications are made 3. Performs analysis of IG misconduct to avoid a conflict of interest <p><i>Criteria: Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i></p>										
3.2.4.1. Assess Complaints Resolution Program (CRP) to determine program health	1								-	-
3.2.4.2. Develop policy and process improvements	1								-	-
3.2.4.3. Monitor complaints database	2								-	-
3.2.4.4. Validate case processing/reporting	2								-	-
3.2.4.5. Classify IG misconduct allegations	3								-	-

8I100 SPECIALTY TRAINING STANDARD

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				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
3.2.4.6. Analyze IG misconduct allegations	3								-	-
3.2.4.7. Implement safeguards to protect CRP integrity	3								-	-
3.3. INVESTIGATIONS Description: Conducting investigations from the decision to proceed through DoD Report of Investigation approval. Supporting Competencies: Analytical Thinking, Communication, Information Seeking, Decision Making TR: DAFI 90-301										
3.3.1. INVESTIGATIONS (BASIC) Required Behaviors: <ol style="list-style-type: none"> Follows established procedures and timelines to enable a successful investigation Gathers and analyzes evidence to facilitate the findings of fact Completes a clear and concise report of investigation to document the findings Protects all information and identities to maintain the integrity of the investigation Criteria: Depth of Knowledge: Established practice with some workplace elements										
3.3.1.1. Draft an investigation plan for IG review	1								-	K
3.3.1.2. Adhere to the investigative timeline	1								-	K
3.3.1.3. Consult with legal advisor when formulating interviews	1								-	pk
3.3.1.4. Draft interrogatories for complainant, witnesses, and subject	2								-	pk
3.3.1.5. Conduct impartial, unbiased, and objective inquiry	2								-	pk
3.3.1.6. Draft Report of Investigation	3								-	K
3.3.1.7. Determine final conclusion (i.e., preponderance of the evidence standard)	3								-	pk
3.3.1.8. Restrict information to need-to-know basis	4								-	K
3.3.2. INVESTIGATIONS (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> Frames allegations to facilitate transition from complaint analysis Develops an investigation plan to guide decision-making Submits an investigation report to document findings and determinations Enhances reliability and accuracy of investigation by using advanced methods Criteria: Depth of Knowledge: Established practices of all workplace elements										
3.3.2.1. Complete required four-element allegation	1								-	pk

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
				Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC-1	IGTC-Q
3.3.2.2. Collaborate with legal for allegation review	1								-	K
3.3.2.3. Compile all relevant information (e.g., background, sequence of events, allegations, interview list)	2								-	pk
3.3.2.4. Submit investigation plan for appointing authority approval	2								-	-
3.3.2.5. Prepare investigation report	3								-	-
3.3.2.6. Establish protocols for data collection, analysis, and reporting	4								-	-
3.3.2.7. Utilize tools for data analytics (e.g., approved Artificial Intelligence, Power BI, etc.)	4								-	-
3.3.3. INVESTIGATIONS (ADVANCED) Required Behaviors: 1. Oversees all investigations to ensure regulatory processing and notifications are made 2. Promotes effective investigative processes by providing administrative guidance Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>										
3.3.3.1. Conduct quality review of completed investigations	1								-	-
3.3.3.2. Coordinate case transfers for final oversight	1								-	-
3.3.3.3. Collaborate with stakeholders	2								-	-
3.3.3.4. Provide continual compliance oversight	2								-	-
3.3.4. INVESTIGATIONS (EXPERT) Required Behaviors: 1. Executes oversight authority over all investigations to maintain integrity of the system 2. Conducts investigations involving senior officials to comply with program requirements 3. Develops program guidance and policy to establish clear and consistent investigation standards Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
3.3.4.1. Validate lower echelon Report of Investigations and submit to HHQ	1								-	-
3.3.4.2. Provide strategic oversight and guidance	1								-	-
3.3.4.3. Verify Report of Investigation quality standards	1								-	-
3.3.4.4. Ensure timely transfers to SAF/IGS	2								-	-

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC-1	IGTC-Q
3.3.4.5. Revise existing program (e.g., intent, guidance, and policies)	3								-	-
3.3.4.6. Implement change processes	3								-	-
4. OPERATIONS										
4.1. INSPECTION PLANNING										
Description: The identification and development of inspection criteria and the coordination of required resources.										
Supporting Competencies: <i>Communication, Analytical Thinking, Strategic Thinking, Teamwork</i>										
TR: DAFI 90-302										
4.1.1. INSPECTION PLANNING (BASIC)										
Required Behaviors:										
1. Researches applicable guidance to ensure the planning process accounts for all inspection requirements										
2. Assists with logistical and administrative support to ensure inspection success										
3. Collaborates on inspection planning materials to ensure target audiences receive clear expectations										
4. Facilitates inspection coordination with appropriate units by using applicable communication means										
Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
4.1.1.1. Identify all components of Commanders Inspection Program	1		•						K	-
4.1.1.2. Review applicable guidance and directives	1		•						K	-
4.1.1.3. Review inspection schedule	2		•						P	-
4.1.1.4. Coordinate augmentee support	2		•						-	-
4.1.1.5. Collaborate logistics through appropriate meetings	3		•						-	-
4.1.1.6. Review Risk Based Sampling Strategy to identify mission risks	3		•						P	-
4.1.1.7. Determine inspection deliverables	3		•						K	-
4.1.1.8. Define inspection requirements	3		•						K	-
4.1.1.9. Utilize appropriate channels to communicate with units	4		•						-	-
4.1.1.10. Explain the gatekeeper process	4		•						K	-

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC-1	IGTC-Q
4.1.2. INSPECTION PLANNING (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> Builds risk-based sampling strategies to determine inspection trends and emphasis items Coordinates logistical and administrative support to ensure inspection success Develops inspection planning materials to ensure target audiences receive clear expectations <p>Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i></p>										
4.1.2.1. Develop Risk Based Sampling Strategy	1		•						P	-
4.1.2.2. Coordinate inspection support (e.g., inspection team, inspection augmentee, AFIA, host installation, etc.)	2		•						-	-
4.1.2.3. Develop Inspection Planning materials (e.g. Official Notification, Inspection schedule, Inspection Plans, Deficiency forms, etc.)	3		•						-	-
4.1.2.4. Determine unit inspection methodology	3		•						K	-
4.1.3. INSPECTION PLANNING (ADVANCED) Required Behaviors: <ol style="list-style-type: none"> Utilizes risk-based sampling strategies to identify critical inspection areas Adapts to emerging requirements by modifying support elements Optimizes inspection planning materials by collaborating with enterprise Analyzes inspection risk to ensure minimal disruption of the unit's mission <p>Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i></p>										
4.1.3.1. Analyze risk assessment results	1		•						P	-
4.1.3.2. Present recommendations	1		•						P	-
4.1.3.3. Integrate new emerging requirements (e.g., Commander Interest Items, Special Interest Items, policy updates, etc.)	2		•						K	-
4.1.3.4. Assemble team composition	2		•						-	-
4.1.3.5. Collaborate with inspectors and stakeholders (e.g., Functional Area Managers, Pertinent Oversight Authorities, etc.)	3		•						-	-
4.1.3.6. Adhere to inspection planning policies	3		•						-	-
4.1.3.7. Coordinate with organization's schedule	4		•						K	-
4.1.3.8. Deconflict inspection schedules	4		•						K	-

8I100 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1. Tasks, Knowledge and Technical References										
4.1.4. INSPECTION PLANNING (EXPERT)										
Required Behaviors:										
1. Creates inspection planning tactics, techniques, and procedures to ensure optimum results										
2. Leverages available resources to account for emerging enterprise requirements										
3. Develops inspection planning materials to streamline processes										
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. Create inspection planning tactics, techniques, and procedures	1		•						-	-
4.1.4.2. Generate Inspection Business Rules (e.g., Guides, Standard Operating Procedures, training, etc.)	1		•						-	-
4.1.4.3. Analyze emerging requirements	2		•						-	-
4.1.4.4. Coordinate with stakeholders (e.g., Functional Area Managers, Pertinent Oversight Authority, Subject Matter Experts, etc.)	2		•						-	-
4.1.4.5. Align inspection procedures	3		•						-	-
4.1.4.6. Disseminate inspection planning materials	3		•						-	-
4.2. INSPECTION EXECUTION										
Description: The performance of inspections against governing directives and Major Graded Areas to assess unit mission effectiveness.										
Supporting Competencies: <i>Communication, Analytical Thinking, Leadership, Teamwork</i>										
TR: DAFI 90-302										
4.2.1. INSPECTION EXECUTION (BASIC)										
Required Behaviors:										
1. Identifies different inspection types and functional expertise required to ensure standards are met										
2. Recognizes inspection framework to ensure quality information is gathered										
3. Identifies deficiencies to inform the unit of non-compliance										
4. Uses various technology platforms to perform all required inspection activities										
Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
4.2.1.1. Identify standards and regulations	1		•						P	-
4.2.1.2. Research inspection methods	1		•						K	-
4.2.1.3. Explain inspection framework	2		•						K	-
4.2.1.4. Identify key quality metrics/indicators	2		•						K	-

8I100 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/-/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1. Tasks, Knowledge and Technical References										
4.2.1.5. Review current inspection procedures	2		•						-	-
4.2.1.6. Utilize reporting templates	2		•						P	-
4.2.1.7. Explain deficiency management process	3		•						K	-
4.2.1.8. Utilize reporting platforms (e.g., IGEMS, IGEMS-C, MICT, etc.)	4		•						P	-
4.2.1.9. Perform continuous training on existing platforms	4		•						-	-
4.2.2. INSPECTION EXECUTION (INTERMEDIATE)										
Required Behaviors:										
1. Produces inspection reports to inform senior leaders of undetected non-compliance										
2. Performs quality control review and validates inspection findings to ensure accurate unit assessment										
3. Determines appropriate grading/scoring by using professional judgement and applicable guidance										
4. Identifies and reports concerns to the responsible agency for appropriate resolution										
Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i>										
4.2.2.1. Generate final report	1		•						P	-
4.2.2.2. Identify systemic patterns of non-compliance	1		•						K	-
4.2.2.3. Validate inspection findings	2		•						pk	-
4.2.2.4. Manage deficiency rebuttal process	2		•						K	-
4.2.2.5. Assess reporting tools	3		•						-	-
4.2.2.6. Coordinate with Pertinent Oversight Authorities on significant and critical deficiencies	4		•						-	-
4.2.2.7. Monitor deficiency management	4		•						K	-
4.2.3. INSPECTION EXECUTION (ADVANCED)										
Required Behaviors:										
1. Leads teams during inspections to ensure timely and accurate determination of non-compliance										
2. Adapts to changing inspection requirements and modifies support elements for successful execution										
3. Performs final review of inspection reports to provide accurate results for key leaders										
4. Briefs commanders/directors on inspection results for unit effectiveness										
Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>										
4.2.3.1. Assign roles and responsibilities	1		•						-	-
4.2.3.2. Coordinate logistics and resources	1		•						-	-

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
4.2.3.3. Standardize inspection and communication process	1		•						-	-
4.2.3.4. Conduct continuous training	2		•						-	-
4.2.3.5. Leverage enterprise Pertinent Oversight Authorities and Subject Matter Experts to best identify requirements	2		•						-	-
4.2.3.6. Review inspection strategy to ensure coverage and effectiveness	2		•						-	-
4.2.3.7. Conduct a trend analysis	3		•						-	-
4.2.3.8. Validate inspection results	3		•						P	-
4.2.3.9. Conduct out-brief	4		•						-	-
4.2.4. INSPECTION EXECUTION (EXPERT) Required Behaviors: 1. Establishes inspection execution policy and guidance to streamline procedures 2. Innovates inspection programs and processes to accomplish strategic objectives Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
4.2.4.1. Review current inspection directives	1		•						-	-
4.2.4.2. Establish guidance	1		•						-	-
4.2.4.3. Research innovative approaches	2		•						-	-
4.2.4.4. Develop inspection frameworks (e.g., Data-Driven, Artificial Intelligence-Enabled, Risk-Based Methodologies, etc.)	2								-	-
4.2.4.5. Leverage advanced technology platforms to produce effective trend analysis	2								-	-
4.3. INSPECTION MANAGEMENT Description: The collection, analysis, and application of data to inform and support inspection-related activities. Supporting Competencies: <i>Communication, Information Seeking, Organizational Awareness, Leadership</i> TR: DAFI 90-302										

8I100 SPECIALTY TRAINING STANDARD

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				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
4.3.1. INSPECTION MANAGEMENT (BASIC) Required Behaviors: <ol style="list-style-type: none"> 1. Collects inspection and readiness data by using multiple systems 2. Analyzes collected data for accuracy and applicability to identify potential risk and drive data-driven decisions 3. Compiles data to communicate unit and program effectiveness for key leaders 4. Inputs data into systems to ensure compliance with program requirements <p>Criteria: <i>Consistency of Application: Sustained application of competency over time</i></p>										
4.3.1.1. Identify readiness assessment tools (e.g. Defense Readiness Reporting System (DRRS), Status of Resources and Training System (SORTS), etc.)	1		•						K	-
4.3.1.2. Validate data for accuracy and relevance	2		•						K	-
4.3.1.3. Navigate data collection collaborative application platform (e.g. Microsoft Teams, One Note, SharePoint, etc.)	2		•						-	-
4.3.1.4. Brief findings to Team Chief	3		•						P	-
4.3.1.5. Input inspection data (e.g., IGEMS, IGEMS-C, etc.)	4		•						P	-
4.3.1.6. Review program compliance requirements	4		•						P	-
4.3.2. INSPECTION MANAGEMENT (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> 1. Analyzes deficiencies and trends to determine risk areas in unit/program effectiveness and readiness 2. Researches and interprets collected data to provide recommendations 3. Organizes and validates data in respective systems for critical analysis and leadership engagement 4. Applies continuous process improvement principles to address challenges <p>Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i></p>										
4.3.2.1. Analyze inspection data	1		•						P	-
4.3.2.2. Assign deficiencies into Major Graded Areas	1		•						P	-
4.3.2.3. Source historical reports for trend analysis	1		•						K	-
4.3.2.4. Review inspection data (e.g., unit mission, location, programs, etc.)	2		•						P	-
4.3.2.5. Identify analysis data platforms (e.g., Commanders Inspection Program, Business Rules, etc.)	3		•						P	-
4.3.2.6. Review information security postures (e.g., Classifications, Control, etc.)	3		•						K	-
4.3.2.7. Refine inspection data	3		•						pk	-

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				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
4.3.2.8. Implement continuous process improvement	4		•						-	-
4.3.3. INSPECTION MANAGEMENT (ADVANCED) Required Behaviors: 1. Performs data analysis to predict risk and guide senior leaders' decision-making process 2. Produces data-driven solutions by leveraging statistical data across the enterprise Criteria: Consistency of Application: Sustained application of competency over time in complex situations										
4.3.3.1. Identify risk areas	1		•						-	-
4.3.3.2. Examines statistical data	1		•						-	-
4.3.3.3. Highlight potential gaps	1		•						-	-
4.3.3.4. Produce new inspection tactics, techniques, and procedures	1		•						-	-
4.3.3.5. Collaborates with functional community (e.g., Pertinent Oversight Authorities (POAs), Subject Matter Experts (SMEs), etc.)	2		•						-	-
4.3.3.6. Extract data from IGEMS/IGEMS-C	2		•						-	-
4.3.3.7. Present data to stakeholders (e.g., Commanders Inspection Management Board (CIMB), Quarterly Inspection Working Group (QIWG), etc.)	2		•						-	-
4.3.4. INSPECTION MANAGEMENT (EXPERT) Required Behaviors: 1. Develops guidance for achieving strategic objectives 2. Formulates data collection, analysis, and utilization strategies to evolve The Inspection System 3. Guide personnel on optimizing data to improve inspection management Criteria: Consistency of Application: Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency										
4.3.4.1. Standardize guidance	1								P	-
4.3.4.2. Design and regulate data processes by standardizing enterprise-wide execution	1								K	-
4.3.4.3. Develop data collection procedures	2								-	-
4.3.4.4. Design collaboration platform	2								-	-
4.3.4.5. Align development efforts with organization	3		•						-	-
4.3.4.6. Advocate changes and improvement	3		•						-	-

8I100 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/-/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1. Tasks, Knowledge and Technical References										
4.4. READINESS Description: The measurement of a unit's wartime mission capability under adversarial conditions across the full range of military operations. Supporting Competencies: <i>Strategic Thinking, Communication, Organizational Awareness, Leadership</i> TR: AFI 10-201, AFI 10-204, DAFI 90-302										
4.4.1. READINESS (BASIC) Required Behaviors: <ol style="list-style-type: none"> Recognizes unit organizational structure and relationships to determine readiness requirements Identifies wartime mission requirements by reviewing unit taskings and applicable guidance Describes role of exercise program management to assess unit capabilities Criteria: <i>Consistency of Application: Sustained application of competency over time</i>										
4.4.1.1. Identify readiness reporting tools	1		•						K	-
4.4.1.2. Review readiness reporting standards	1		•						K	-
4.4.1.3. Obtain readiness reporting training	1		•						-	-
4.4.1.4. Identify unit organizational structure and responsibilities	1		•						-	-
4.4.1.5. Review unit taskings and wartime mission requirements	2		•						-	-
4.4.1.6. Identify applicable readiness guidance	3		•						K	-
4.4.1.7. Describe Mission Essential Tasks (METs)	3		•						K	-
4.4.1.8. Outline elements of the mission assurance assessment program	3		•						K	-
4.4.2. READINESS (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> Utilizes tools to assess the unit's readiness Collaborates unit exercises to meet Scope, Scale, Rigor, Relevance, Recurrence, and Reporting (S2R4) requirements Analyzes unit wartime requirements against associated performance measures to meet applicable threat levels Interprets data and generates readiness reports to inform commanders at all levels Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>										
4.4.2.1. Utilize readiness tools	1		•						K	-
4.4.2.2. Analyze deficiencies and risk areas	1		•						K	-
4.4.2.3. Evaluate exercise requirements	2		•						P	-

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
4.4.2.4. Inspect exercises and document observations	2		•						P	-
4.4.2.5. Evaluate unit wartime requirements and performance measures	3		•						-	-
4.4.2.6. Align threat levels to unit wartime requirements	3		•						-	-
4.4.2.7. Validate exercise outcomes	4		•						P	-
4.4.2.8. Generate exercise reports	4		•						K	-
4.4.3. READINESS (ADVANCED) Required Behaviors: 1. Leads diverse teams to assess unit capabilities against Full Spectrum Readiness Framework 2. Evaluates readiness exercises to grade against performance measures Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>										
4.4.3.1. Compose cross-functional inspection team	1		•						-	-
4.4.3.2. Formulate training and products for an inspection team	1		•						-	-
4.4.3.3. Explain Full Spectrum Readiness Framework	1		•						-	-
4.4.3.4. Create exercise inspection guides	2		•						P	-
4.4.3.5. Evaluate readiness exercise	2		•						P	-
4.4.3.6. Compare unit readiness data against performance measures	2		•						P	-
4.4.4. READINESS (EXPERT) Required Behaviors: 1. Evaluates policy and processes to Generate, Employ, and Sustain combat capability 2. Develops inspection strategies to assess and report readiness 3. Develops inspection criteria to meet future mission requirements 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>										
4.4.4.1. Assess policy and processes	1		•						-	-
4.4.4.2. Provide recommendations for policy updates and process improvements	1		•						-	-
4.4.4.3. Develop inspection strategies	2		•						-	-

8I100 SPECIALTY TRAINING STANDARD

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				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
4.4.4.4. Validate readiness reporting	2		•						P	-
4.4.4.5. Analyze current inspection criteria	3		•						P	-
4.4.4.6. Align inspection criteria	3		•						P	-
5. COMMUNICATION										
5.1. COMMUNICATION										
Description: The articulation of clear, concise, and accurate information to inform stakeholders at all levels.										
Supporting Competencies: <i>Communication, Leadership, Relationship Building, Teamwork</i>										
TR: DAFI 90-160, AFH 33-337, AFMAN 33-326										
5.1.1. COMMUNICATION (BASIC)										
Required Behaviors:										
1. Recognizes and employs appropriate communication tools to target audiences										
2. Utilizes all five types of communication (e.g., written, visual, verbal, non-verbal, & active listening) to inform appropriate audiences										
Criteria: <i>Consistency of Application: Sustained application of competency over time</i>										
5.1.1.1. Identify communication tools	1		•						-	K
5.1.1.2. Confirm message delivery (e.g., read receipts, acknowledgment emails, verbal confirmation, etc.)	1		•						-	K
5.1.1.3. Adapt communications styles based on feedback and circumstance	2		•						-	K
5.1.1.4. Provide clear and accurate information	2		•						K	K
5.1.1.5. Utilizes communication tools	2		•						K	K
5.1.2. COMMUNICATION (INTERMEDIATE)										
Required Behaviors:										
1. Generates communications that explain technical concepts to an audience of varying familiarity										
2. Creates rapport with audiences to improve message receipt										
Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>										
5.1.2.1. Recognize nuances that impact message reception	1		•						K	pk
5.1.2.2. Assess the relationship between sender and receiver, adapting their tone and approach	2		•						-	pk
5.1.2.3. Establish rapport with audience	2		•						K	pk

8I100 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
5.1.3. COMMUNICATION (ADVANCED) Required Behaviors: <ol style="list-style-type: none"> 1. Conveys messaging concisely to ensure information integrity 2. Responds accurately to impromptu questions by leveraging subject-matter expertise Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>										
5.1.3.1. Break down complex information into key points	1		•						-	-
5.1.3.2. Initiate cross-functional communication	1		•						-	-
5.1.3.3. Generate responses for anticipated questions	2		•						-	-
5.1.3.4. Deliver responses and monitor feedback	2		•						-	-
5.1.3.5. Adjust responses to audience and context	2		•						-	-
5.1.4. COMMUNICATION (EXPERT) Required Behaviors: <ol style="list-style-type: none"> 1. Develops reports and briefings to convey complex data 2. Translate strategic intent to operational guidance 3. Develops communication strategies to produce desired effect across diverse audiences 4. Mentors others on advanced communication techniques to receive and convey information 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>										
5.1.4.1. Distill complex data into clear narratives	1		•						-	-
5.1.4.2. Tailor communication deliverables	1		•						-	-
5.1.4.3. Deliver briefings	1		•						-	-
5.1.4.4. Develop operational guidance products	1		•						-	-
5.1.4.5. Align communications with strategic intent	2		•						-	-
5.1.4.6. Explain issues of significant depth	3		•						-	-
5.1.4.7. Foster continuous development	4		•						-	-
5.1.4.8. Develop SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound)	4		•						-	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1. DEVELOPMENT										
1.1. TRAINING										
Description: The training of personnel through targeted knowledge and skill development to maximize performance.										
Supporting Competencies: <i>Communication, Leadership, Develops People, Initiative</i>										
TR: DAFMAN 36-2689, DAFI 90-301, DAFI 90-302										
1.1.1. TRAINING (BASIC)										
Required Behaviors:										
1. Obtain certification by completing all requirements										
2. Applies training resources to increase development of applicable competencies										
3. Reviews relevant regulations to understand mission objectives										
4. Provides feedback of materials to improve future training requirements										
Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
1.1.1.1. Complete formal course prerequisites	1		•						-	-
1.1.1.2. Complete applicable formal certification course (e.g., IGTC-I/IGTC-Q)	1		•						P	P
1.1.1.3. Complete appropriate level local requirements (e.g., HAF/MAJCOM/FLDCOM/FOA/DRU/Wing)	1		•						-	-
1.1.1.4. Demonstrate inspection procedures during field observation	1		•						-	-
1.1.1.5. Identify continual education required for certification	1		•						K	K
1.1.1.6. Identify materials to perform duties	2		•						K	K
1.1.1.7. Execute assigned duties	2		•						-	-
1.1.1.8. Identify duty requirements in governing directives	3		•						K	K
1.1.1.9. Explain regulatory guidance to align with mission objectives	3		•						-	-
1.1.1.10. Provide feedback for course material improvement suggestions (e.g., surveys, informal/formal feedback, etc.)	4		•						-	-
1.1.1.11. Recommend updates to local training resources	4		•						-	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core●/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1.1.2. TRAINING (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> Identifies barriers, issues, and concerns to recommend changes in training Seeks advanced training opportunities to enhance mission execution capabilities Observes team members and assesses proficiency for duties while providing feedback Conducts training to improve knowledge, skills, and behaviors <p>Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i></p>										
1.1.2.1. Collect training feedback to identify improvement needs	1		●						-	-
1.1.2.2. Recommend adjustments to training plans based on identified issues	1		●						-	-
1.1.2.3. Research available advanced training opportunities for mission needs and continual education	2		●						K	K
1.1.2.4. Enroll in advanced courses to improve operational capability	2		●						-	-
1.1.2.5. Evaluate performance	3		●						pk	-
1.1.2.6. Deliver constructive feedback (e.g., individual feedback, team feedback, etc.)	3		●						-	-
1.1.2.7. Facilitate training sessions for competency development	4		●						-	-
1.1.2.8. Assess participant learning through post-training evaluation	4		●						-	-
1.1.3. TRAINING (ADVANCED) Required Behaviors: <ol style="list-style-type: none"> Acquires resources and provides training to support mission effectiveness Develops training that resolves gaps to meet mission intent and objectives Analyzes development needs to ensure personnel meet continuous learning requirements <p>Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i></p>										
1.1.3.1. Identify resources required for mission training	1		●						-	-
1.1.3.2. Secure resources required for mission training	1								-	-
1.1.3.3. Deliver training using acquired resources	1								-	-
1.1.3.4. Design/revise training modules addressing identified performance gaps	2								-	-
1.1.3.5. Implement targeted training	2								-	-
1.1.3.6. Assess individual proficiencies	3		●						-	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+ /SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1.1.3.7. Monitor individual training shortfalls	3		•						-	-
1.1.4. TRAINING (EXPERT) Required Behaviors: 1. Synthesizes enterprise strategy and mission requirements by producing qualified personnel 2. Champions opportunities across the industry to provide professional development 3. Provides innovative solutions to counter resource shortfalls Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
1.1.4.1. Align training programs with enterprise strategy	1		•						-	-
1.1.4.2. Prioritize mission requirements with training opportunities	1		•						-	-
1.1.4.3. Advocate for cross-industry training initiatives	2								-	-
1.1.4.4. Coordinate professional development partnerships (e.g., Sister Service, Air University, Industry Leaders, etc.)	2								-	-
1.1.4.5. Design creative training strategies	3								-	-
1.1.4.6. Implement alternative training methods	3								-	-
1.2. PERSONNEL DEVELOPMENT Description: The deliberate development of personnel to maximize potential and enhance unit mission success. Supporting Competencies: <i>Communication, Develops People, Leadership, Relationship Building</i> TR: DAFI 36-2670, DAFI 36-2685, DAFMAN 36-2643, DAFI 38-401, DAFI 90-301, DAFI 90-302										
1.2.1. PERSONNEL DEVELOPMENT (BASIC) Required Behaviors: 1. Seeks opportunities to enhance personal and professional growth for self and subordinates 2. Builds followership skills and personal accountability by seeking feedback and improving self-awareness 3. Completes basic Professional Development Education requirements by using talent management tools Criteria: <i>Reach of Influence: Individuals</i>										
1.2.1.1. Identify opportunities for self-improvement	1		•						-	-
1.2.1.2. Develop an individual development plan	1		•						-	-
1.2.1.3. Seek opportunities to pursue growth	1		•						-	-
1.2.1.4. Solicit feedback	2		•						-	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC-1	IGTC-Q
1.2.1.5. Incorporate feedback into work performance	2		•						-	-
1.2.1.6. Demonstrates active listening skills	2		•						pk	pk
1.2.1.7. Utilize relevant talent management system	3		•						-	-
1.2.1.8. Complete required Professional Development Education (PDE)	3		•						-	-
1.2.2. PERSONNEL DEVELOPMENT (INTERMEDIATE) Required Behaviors: 1. Creates opportunities to mentor and develop IG professionals 2. Coaches and leads personnel to achieve personal and professional goals Criteria: Reach of Influence: Unit/Groups										
1.2.2.1. Facilitate group learning activities	1								-	-
1.2.2.2. Provide structured feedback to guide professional growth	1		•						-	-
1.2.2.3. Design mentoring sessions tailored for career development	1		•						-	-
1.2.2.4. Support team members in establishing individual development plans	1		•						-	-
1.2.2.5. Demonstrate IG attributes	2		•						pk	pk
1.2.2.6. Align individual goals with mission objectives	2		•						-	-
1.2.3. PERSONNEL DEVELOPMENT (ADVANCED) Required Behaviors: 1. Advocates and promotes opportunities for organizational development 2. Manages talent to prepare personnel for key roles and optimize mission effectiveness 3. Fosters team environment by generating program/process improvement Criteria: Reach of Influence: Wing/Delta/Institutional										
1.2.3.1. Provide IG academics	1		•						-	-
1.2.3.2. Promote IG program awareness (e.g., Commander's Call, WalkABOUTs, training opportunities, etc.)	1		•						-	-
1.2.3.3. Identify organizational needs	2								-	-
1.2.3.4. Develop a resource management plan	2								-	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1.2.3.5. Address organizational needs	2								-	-
1.2.3.6. Facilitate individual development plan execution	2								-	-
1.2.3.7. Guide a culture of continuous process improvement	3		•						-	-
1.2.3.8. Analyze key work processes and performance indicators	3		•						-	-
1.2.3.9. Promote knowledge sharing & documentation	3		•						-	-
1.2.4. PERSONNEL DEVELOPMENT (EXPERT) Required Behaviors: <ol style="list-style-type: none"> Aligns personnel into key developmental and leadership positions Advises senior leaders on force management concerns to enable informed decision making Formulates strategy to develop personnel across the functional community Creates opportunities by influencing agency level program and policy decisions <p>Criteria: <i>Reach of Influence: MAJCOM/FLDCOM/DAF-Level/Industry</i></p>										
1.2.4.1. Assess abilities and potential for leadership roles	1								-	-
1.2.4.2. Develop talent management plan	1								-	-
1.2.4.3. Develop risk mitigation plans/courses of action (e.g., Mission Command, limfacs, etc.)	2								-	-
1.2.4.4. Advise leaders to enable data driven decisions	2		•						-	-
1.2.4.5. Develop strategic guidance	3								-	-
1.2.4.6. Direct strategic goals that integrate IG objectives with HHQ priorities	3								-	-
1.2.4.7. Advocate for enterprise-wide changes through appropriate channels	4								-	-
1.2.4.8. Implement policy changes to maintain relevance	4								-	-
2. PROGRAM MANAGEMENT 2.1. PROGRAM MANAGEMENT Description: The management and continuous improvement of programs by identifying, designing, implementing, and refining processes and systems. Supporting Competencies: <i>Analytical, Communication, Accountability, Decision Making</i>										
TR: AFI 1-1, AFH 36-2643, AFMAN 36-2100, CFETP 8IXXX, DAFECD, ETCA, DAFMAN 36-2689, AFH 33-337										

8I200 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/-/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC-1	IGTC-Q
1. Tasks, Knowledge and Technical References										
2.1.1. PROGRAM MANAGEMENT (BASIC)										
Required Behaviors:										
1. Follows established procedures, policy, and guidance to execute program functions										
2. Evaluates program roles, responsibilities, and key stakeholders to administer an effective program										
3. Identifies program objectives by reviewing guidance and policy										
4. Reviews programs to gather data and generate reports										
Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
2.1.1.1. Adhere to documented program management plans	1		•						-	-
2.1.1.2. Comply with applicable guidance	1		•						K	K
2.1.1.3. Maintain program standardization through existing policy	1		•						-	-
2.1.1.4. Identify key stakeholders and their roles based on program policy	2								-	-
2.1.1.5. Communicate with stakeholders	2		•						-	-
2.1.1.6. Control program access to maintain data integrity	2		•						-	pk
2.1.1.7. Identify roles and responsibilities	2		•						K	K
2.1.1.8. Track timelines and milestones	3		•						K	K
2.1.1.9. Review guidance and policies to meet mission requirements	3		•						-	-
2.1.1.10. Collect program data from systems	4		•						pk	pk
2.1.1.11. Utilize templates for standardized reporting	4		•						pk	pk
2.1.2. PROGRAM MANAGEMENT (INTERMEDIATE)										
Required Behaviors:										
1. Implements program policies to ensure alignment with mission requirements										
2. Identifies program trends, risks and issues to recommend an effective course of action										
3. Develops continuous improvement processes to optimize program effectiveness										
4. Executes effective program management for multiple stakeholders										
Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i>										
2.1.2.1. Deconflict local and program policy	1		•						-	-
2.1.2.2. Advise stakeholders on application of program policies	1		•						-	-

8I200 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/-/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC-1	IGTC-Q
1. Tasks, Knowledge and Technical References										
2.1.2.3. Assist with the development of local operating procedures (e.g., Standard Operating Procedures, Business Rules, Operating Instructions, etc.)	1		•						-	-
2.1.2.4. Coordinate on Comment Resolution Matrix (CRM) with concerns for program implementation	2		•						-	-
2.1.2.5. Utilize trend analysis	2		•						pk	-
2.1.2.6. Monitor program metrics to identify emerging trends	2		•						pk	-
2.1.2.7. Conduct risk assessments and develop mitigation strategies	2		•						pk	-
2.1.2.8. Analyze program data and recommend solutions to program leadership	2								-	-
2.1.2.9. Execute program self-assessment	3		•						-	-
2.1.2.10. Leverage trend analysis to ensure continual process improvement	3								-	-
2.1.2.11. Participate in process improvement initiatives	3								-	-
2.1.2.12. Streamline program processes as required	3		•						-	-
2.1.2.13. Liaise with internal/external stakeholders	4		•						-	-
2.1.2.14. Implement program crosstalk	4		•						-	-
2.1.2.15. Prioritize tasks based on mission objectives	4		•						-	-
2.1.3. PROGRAM MANAGEMENT (ADVANCED)										
Required Behaviors:										
1. Inspects and influences change to improve program management										
2. Develops countermeasures to mitigate program risks affecting the enterprise										
3. Devise standards for program performance metrics and develop solutions										
Criteria: Scope: <i>Depth of Knowledge: New practices of all workplace elements</i>										
2.1.3.1. Utilize program management methodology	1		•						-	-
2.1.3.2. Review program shortfalls	1		•						-	-
2.1.3.3. Analyze program management for key improvements and innovative solutions	1		•						-	-
2.1.3.4. Adopt program management best practices	1		•						-	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
2.1.3.5. Develop battle rhythm for program oversight and risk mitigation	2		•						-	-
2.1.3.6. Secure buy-in for critical mitigation efforts	2		•						-	-
2.1.3.7. Develop timelines and milestones	3		•						-	-
2.1.3.8. Establish comprehensive performance metrics	3		•						-	-
2.1.3.9. Identify root causes of performance gaps	3		•						-	-
2.1.3.10. Develop performance improvement standards	3		•						-	-
2.1.4. PROGRAM MANAGEMENT (EXPERT) Required Behaviors: 1. Develops policy to align with organizational and strategic objectives 2. Directs organization to implement senior leader priorities Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
2.1.4.1. Collaborate with cross functional SMEs and outside agencies to identify best practices and emerging trends	1								-	-
2.1.4.2. Revise existing program intent, guidance, and policies to directly support and advance the organization's strategic goals	1								-	-
2.1.4.3. Implement change processes to improve programs across the enterprise	1								-	-
2.1.4.4. Translate senior leadership's strategic priorities	2		•						-	-
2.1.4.5. Oversee the implementation of senior leader directives	2								-	-
3. COMPLAINT RESOLUTION 3.1 DATA MANAGEMENT Description: The collection, organization, secure storage, and release of Complaint Resolution Program data for effective decision-making. Supporting Competencies: <i>Communication, Analytical Thinking, Information Seeking, Precision</i> TR: AFI 1-2, DAFI 90-301, DAFI 90-302										

8I200 SPECIALTY TRAINING STANDARD

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				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
3.1.1. DATA MANAGEMENT (BASIC) Required Behaviors: <ol style="list-style-type: none"> Monitors the complaints database for higher-level notifications and transfers to support timely processing of complaints Enters complaint intake information into the complaints database to document protected communications Utilizes data from various sources, systems of record, and repositories to fulfill assigned tasks Controls information to protect against unauthorized disclosure <p><i>Criteria: Depth of Knowledge: Established practice with some workplace elements</i></p>										
3.1.1.1. Monitor personal and group box alert screens in complaints database	1		•						-	pk
3.1.1.2. Accept and acknowledge receipt of cases transfers	1		•						-	pk
3.1.1.3. Enter complaint intake information into complaints database	2		•						-	pk
3.1.1.4. Retrieve data from multiple systems/sources	3		•						-	-
3.1.1.5. Integrate information for decision-making	3		•						-	-
3.1.1.6. Apply information security protocols	4		•						-	pk
3.1.1.7. Determine releasability restrictions for case information	4		•						-	K
3.1.2. DATA MANAGEMENT (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> Educates personnel to inform them of their rights and responsibilities in the complaints process Coordinates with appropriate agency to ensure timely case transfers and notifications Applies continuous process improvement principles to address challenges Responds to all higher-headquarters taskings to meet applicable time constraints <p><i>Criteria: Depth of Knowledge: Established practices of all workplace elements</i></p>										
3.1.2.1. Explain complainant's rights and responsibilities	1		•						-	K
3.1.2.2. Describe the complaint consent types	1		•						-	K
3.1.2.3. Determine appropriate servicing IG for complaint	2		•						-	K
3.1.2.4. Transfer case to appropriate IG office	2		•						-	pk
3.1.2.5. Identify trends with IG data management	3		•						-	-
3.1.2.6. Analyze higher-headquarters taskings	4		•						-	-
3.1.2.7. Execute appropriate actions	4		•						-	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
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			Core●/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
3.1.3. DATA MANAGEMENT (ADVANCED) Required Behaviors: 1. Analyzes complaints data to determine effectiveness of program requirements 2. Implements best practices to improve accuracy and quality Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>										
3.1.3.1. Manage open complaints	1		●						-	-
3.1.3.2. Provide corrective actions for open cases	1		●						-	-
3.1.3.3. Interpret trend analysis	1		●						-	-
3.1.3.4. Provide recommendations to improve data management	2		●						-	-
3.1.3.5. Modernize IG practices (e.g., Artificial Intelligence, Power BI, Newsletter, QR Codes, etc.)	2								-	-
3.1.4. DATA MANAGEMENT (EXPERT) Required Behaviors: 1. Develops program improvements by leveraging trend analysis 2. Establishes strategic policies to ensure relevant data is captured 3. Teaches personnel how to develop, organize, and track data for decision-making, analysis, and reporting Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
3.1.4.1. Conduct macro-level trend analysis	1								-	-
3.1.4.2. Translate trends into recommendations	1								-	-
3.1.4.3. Conduct periodic compliance audits	2								-	-
3.1.4.4. Standardize entry formats across the program	2								-	-
3.1.4.5. Implement policies on data management	2								-	-
3.1.4.6. Extract, filter, and summarize data	3								-	-
3.1.4.7. Coach personnel (e.g., using the complaint database, generating reports, interpreting metrics, etc.)	3								-	-
3.2. COMPLAINT ANALYSIS Description: The processing of complaints from initial receipt through resolution and closure. Supporting Competencies: <i>Communication, Analytical Thinking, Information Seeking, Decision Making</i> TR: DAFI 90-301										

8I200 SPECIALTY TRAINING STANDARD

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			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
3.2.1. COMPLAINT ANALYSIS (BASIC) Required Behaviors: 1. Conducts intakes and gathers necessary information for complaint analysis 2. Explains complaint and resolution process to set expectations 3. Assists complainants to helping agencies Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
3.2.1.1. Receive complaint	1		•						K	K
3.2.1.2. Document complaint	1		•						-	pk
3.2.1.3. Gather supporting documentation	1		•						-	pk
3.2.1.4. Describe process and timelines	2		•						-	K
3.2.1.5. Explain resolution paths	2		•						-	K
3.2.1.6. Explain roles of other helping agencies	3		•						-	K
3.2.1.7. Describe appeal/grievance channels (e.g., AFBCMR, Congressional, ERAB, etc.)	3		•						-	K
3.2.2. COMPLAINT ANALYSIS (INTERMEDIATE) Required Behaviors: 1. Implements appropriate resolution path to resolve the issue in a timely manner 2. Prioritize higher-headquarters taskings to meet applicable time constraints 3. Develops multiple resolution strategies to ensure all issues are addressed Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i>										
3.2.2.1. Determine the appropriate resolution path	1		•						-	pk
3.2.2.2. Execute the determined resolution path	1		•						-	pk
3.2.2.3. Distinguish between case types to ensure appropriate agency referral	1		•						-	K
3.2.2.4. Monitor case progress to meet suspenses	2		•						-	pk
3.2.2.5. Identify resolution paths for each issue	3		•						-	-
3.2.2.6. Apply resolution strategies for each issue	3		•						-	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
3.2.3. COMPLAINT ANALYSIS (ADVANCED) Required Behaviors: <ol style="list-style-type: none"> 1. Conducts reprisal or restriction complaint analysis to meet statutory requirements 2. Reviews reports to verify issues were addressed and notifications accomplished 3. Builds relationships to foster resolution of command issues 4. Identifies systemic trends to address issues before they escalate <p>Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i></p>										
3.2.3.1. Classify the complaint type	1		•						-	-
3.2.3.2. Apply statutory elements to facts (e.g., elements of reprisal or restriction)	1		•						-	-
3.2.3.3. Document and report determination recommendation (e.g., investigate or dismiss)	1		•						-	-
3.2.3.4. Audit reports against standards	2		•						-	-
3.2.3.5. Validate report quality (e.g., confirming corrective actions, recommendations, closure notifications, etc.)	2		•						-	-
3.2.3.6. Develop relationships and trust with command teams	3		•						-	-
3.2.3.7. Communicate with commanders and key staff to address complaints	3		•						-	-
3.2.3.8. Analyze complaint data for trends/risks	4		•						-	-
3.2.3.9. Provide recommendations to senior leaders	4		•						-	-
3.2.4. COMPLAINT ANALYSIS (EXPERT) Required Behaviors: <ol style="list-style-type: none"> 1. Develops policy to sustain a credible and responsive complaints resolution program 2. Oversees all complaints to ensure regulatory processing and notifications are made 3. Performs analysis of IG misconduct to avoid a conflict of interest <p>Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i></p>										
3.2.4.1. Assess Complaints Resolution Program (CRP) to determine program health	1		•						-	-
3.2.4.2. Develop policy and process improvements	1		•						-	-
3.2.4.3. Monitor complaints database	2		•						-	-
3.2.4.4. Validate case processing/reporting	2		•						-	-
3.2.4.5. Classify IG misconduct allegations	3		•						-	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
3.2.4.6. Analyze IG misconduct allegations	3		•						-	-
3.2.4.7. Implement safeguards to protect CRP integrity	3		•						-	-
3.3. INVESTIGATIONS Description: Conducting investigations from the decision to proceed through DoD Report of Investigation approval. Supporting Competencies: Analytical Thinking, Communication, Information Seeking, Decision Making TR: DAFI 90-301										
3.3.1. INVESTIGATIONS (BASIC) Required Behaviors: 1. Follows established procedures and timelines to enable a successful investigation 2. Gathers and analyzes evidence to facilitate the findings of fact 3. Completes a clear and concise report of investigation to document the findings 4. Protects all information and identities to maintain the integrity of the investigation Criteria: Depth of Knowledge: Established practice with some workplace elements										
3.3.1.1. Draft an investigation plan for IG review	1		•						-	K
3.3.1.2. Adhere to the investigative timeline	1		•						-	K
3.3.1.3. Consult with legal advisor when formulating interviews	1		•						-	pk
3.3.1.4. Draft interrogatories for complainant, witnesses, and subject	2		•						-	pk
3.3.1.5. Conduct impartial, unbiased, and objective inquiry	2		•						-	pk
3.3.1.6. Draft Report of Investigation	3		•						-	K
3.3.1.7. Determine final conclusion (i.e., preponderance of the evidence standard)	3		•						-	pk
3.3.1.8. Restrict information to need-to-know basis	4		•						-	K
3.3.2. INVESTIGATIONS (INTERMEDIATE) Required Behaviors: 1. Frames allegations to facilitate transition from complaint analysis 2. Develops an investigation plan to guide decision-making 3. Submits an investigation report to document findings and determinations 4. Enhances reliability and accuracy of investigation by using advanced methods Criteria: Depth of Knowledge: Established practices of all workplace elements										
3.3.2.1. Complete required four-element allegation	1		•						-	pk

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+ /SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
3.3.2.2. Collaborate with legal for allegation review	1		•						-	K
3.3.2.3. Compile all relevant information (e.g., background, sequence of events, allegations, interview list)	2		•						-	pk
3.3.2.4. Submit investigation plan for appointing authority approval	2		•						-	-
3.3.2.5. Prepare investigation report	3		•						-	-
3.3.2.6. Establish protocols for data collection, analysis, and reporting	4		•						-	-
3.3.2.7. Utilize tools for data analytics (e.g., approved Artificial Intelligence, Power BI, etc.)	4								-	-
3.3.3. INVESTIGATIONS (ADVANCED) Required Behaviors: 1. Oversees all investigations to ensure regulatory processing and notifications are made 2. Promotes effective investigative processes by providing administrative guidance Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>										
3.3.3.1. Conduct quality review of completed investigations	1		•						-	-
3.3.3.2. Coordinate case transfers for final oversight	1		•						-	-
3.3.3.3. Collaborate with stakeholders	2		•						-	-
3.3.3.4. Provide continual compliance oversight	2		•						-	-
3.3.4. INVESTIGATIONS (EXPERT) Required Behaviors: 1. Executes oversight authority over all investigations to maintain integrity of the system 2. Conducts investigations involving senior officials to comply with program requirements 3. Develops program guidance and policy to establish clear and consistent investigation standards Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
3.3.4.1. Validate lower echelon Report of Investigations and submit to HHQ	1		•						-	-
3.3.4.2. Provide strategic oversight and guidance	1		•						-	-
3.3.4.3. Verify Report of Investigation quality standards	1		•						-	-
3.3.4.4. Ensure timely transfers to SAF/IGS	2		•						-	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks Core●/Cert ^	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
				Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC-1	IGTC-Q
3.3.4.5. Revise existing program (e.g., intent, guidance, and policies)	3								-	-
3.3.4.6. Implement change processes	3								-	-
4. OPERATIONS										
4.1. INSPECTION PLANNING										
Description: The identification and development of inspection criteria and the coordination of required resources.										
Supporting Competencies: <i>Communication, Analytical Thinking, Strategic Thinking, Teamwork</i>										
TR: DAFI 90-302										
4.1.1. INSPECTION PLANNING (BASIC)										
Required Behaviors:										
1. Researches applicable guidance to ensure the planning process accounts for all inspection requirements										
2. Assists with logistical and administrative support to ensure inspection success										
3. Collaborates on inspection planning materials to ensure target audiences receive clear expectations										
4. Facilitates inspection coordination with appropriate units by using applicable communication means										
Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
4.1.1.1. Identify all components of Commanders Inspection Program	1								K	-
4.1.1.2. Review applicable guidance and directives	1								K	-
4.1.1.3. Review inspection schedule	2								P	-
4.1.1.4. Coordinate augmentee support	2								-	-
4.1.1.5. Collaborate logistics through appropriate meetings	3								-	-
4.1.1.6. Review Risk Based Sampling Strategy to identify mission risks	3								P	-
4.1.1.7. Determine inspection deliverables	3								K	-
4.1.1.8. Define inspection requirements	3								K	-
4.1.1.9. Utilize appropriate channels to communicate with units	4								-	-
4.1.1.10. Explain the gatekeeper process	4								K	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core●/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
4.1.2. INSPECTION PLANNING (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> Builds risk-based sampling strategies to determine inspection trends and emphasis items Coordinates logistical and administrative support to ensure inspection success Develops inspection planning materials to ensure target audiences receive clear expectations Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i>										
4.1.2.1. Develop Risk Based Sampling Strategy	1								P	-
4.1.2.2. Coordinate inspection support (e.g., inspection team, inspection augmentee, AFIA, host installation, etc.)	2								-	-
4.1.2.3. Develop Inspection Planning materials (e.g. Official Notification, Inspection schedule, Inspection Plans, Deficiency forms, etc.)	3								-	-
4.1.2.4. Determine unit inspection methodology	3								K	-
4.1.3. INSPECTION PLANNING (ADVANCED) Required Behaviors: <ol style="list-style-type: none"> Utilizes risk-based sampling strategies to identify critical inspection areas Adapts to emerging requirements by modifying support elements Optimizes inspection planning materials by collaborating with enterprise Analyzes inspection risk to ensure minimal disruption of the unit's mission Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>										
4.1.3.1. Analyze risk assessment results	1								P	-
4.1.3.2. Present recommendations	1								P	-
4.1.3.3. Integrate new emerging requirements (e.g., Commander Interest Items, Special Interest Items, policy updates, etc.)	2								K	-
4.1.3.4. Assemble team composition	2								-	-
4.1.3.5. Collaborate with inspectors and stakeholders (e.g., Functional Area Managers, Pertinent Oversight Authorities, etc.)	3								-	-
4.1.3.6. Adhere to inspection planning policies	3								-	-
4.1.3.7. Coordinate with organization's schedule	4								K	-
4.1.3.8. Deconflict inspection schedules	4								K	-

8I200 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core●/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
1. Tasks, Knowledge and Technical References										
4.1.4. INSPECTION PLANNING (EXPERT)										
Required Behaviors:										
1. Creates inspection planning tactics, techniques, and procedures to ensure optimum results										
2. Leverages available resources to account for emerging enterprise requirements										
3. Develops inspection planning materials to streamline processes										
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. Create inspection planning tactics, techniques, and procedures	1								-	-
4.1.4.2. Generate Inspection Business Rules (e.g., Guides, Standard Operating Procedures, training, etc.)	1								-	-
4.1.4.3. Analyze emerging requirements	2								-	-
4.1.4.4. Coordinate with stakeholders (e.g., Functional Area Managers, Pertinent Oversight Authority, Subject Matter Experts, etc.)	2								-	-
4.1.4.5. Align inspection procedures	3								-	-
4.1.4.6. Disseminate inspection planning materials	3								-	-
4.2. INSPECTION EXECUTION										
Description: The performance of inspections against governing directives and Major Graded Areas to assess unit mission effectiveness.										
Supporting Competencies: <i>Communication, Analytical Thinking, Leadership, Teamwork</i>										
TR: DAFI 90-302										
4.2.1. INSPECTION EXECUTION (BASIC)										
Required Behaviors:										
1. Identifies different inspection types and functional expertise required to ensure standards are met										
2. Recognizes inspection framework to ensure quality information is gathered										
3. Identifies deficiencies to inform the unit of non-compliance										
4. Uses various technology platforms to perform all required inspection activities										
Criteria: <i>Depth of Knowledge: Established practice with some workplace elements</i>										
4.2.1.1. Identify standards and regulations	1								P	-
4.2.1.2. Research inspection methods	1								K	-
4.2.1.3. Explain inspection framework	2								K	-
4.2.1.4. Identify key quality metrics/indicators	2								K	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
4.2.1.5. Review current inspection procedures	2								-	-
4.2.1.6. Utilize reporting templates	2								P	-
4.2.1.7. Explain deficiency management process	3								K	-
4.2.1.8. Utilize reporting platforms (e.g., IGEMS, IGEMS-C, MICT, etc.)	4								P	-
4.2.1.9. Perform continuous training on existing platforms	4								-	-
4.2.2. INSPECTION EXECUTION (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> 1. Produces inspection reports to inform senior leaders of undetected non-compliance 2. Performs quality control review and validates inspection findings to ensure accurate unit assessment 3. Determines appropriate grading/scoring by using professional judgement and applicable guidance 4. Identifies and reports concerns to the responsible agency for appropriate resolution Criteria: <i>Depth of Knowledge: Established practices of all workplace elements</i>										
4.2.2.1. Generate final report	1								P	-
4.2.2.2. Identify systemic patterns of non-compliance	1								K	-
4.2.2.3. Validate inspection findings	2								pk	-
4.2.2.4. Manage deficiency rebuttal process	2								K	-
4.2.2.5. Assess reporting tools	3								-	-
4.2.2.6. Coordinate with Pertinent Oversight Authorities on significant and critical deficiencies	4								-	-
4.2.2.7. Monitor deficiency management	4								K	-
4.2.3. INSPECTION EXECUTION (ADVANCED) Required Behaviors: <ol style="list-style-type: none"> 1. Leads teams during inspections to ensure timely and accurate determination of non-compliance 2. Adapts to changing inspection requirements and modifies support elements for successful execution 3. Performs final review of inspection reports to provide accurate results for key leaders 4. Briefs commanders/directors on inspection results for unit effectiveness Criteria: <i>Depth of Knowledge: New practices of all workplace elements</i>										
4.2.3.1. Assign roles and responsibilities	1								-	-
4.2.3.2. Coordinate logistics and resources	1								-	-

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1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
4.2.3.3. Standardize inspection and communication process	1								-	-
4.2.3.4. Conduct continuous training	2								-	-
4.2.3.5. Leverage enterprise Pertinent Oversight Authorities and Subject Matter Experts to best identify requirements	2								-	-
4.2.3.6. Review inspection strategy to ensure coverage and effectiveness	2								-	-
4.2.3.7. Conduct a trend analysis	3								-	-
4.2.3.8. Validate inspection results	3								P	-
4.2.3.9. Conduct out-brief	4								-	-
4.2.4. INSPECTION EXECUTION (EXPERT) Required Behaviors: 1. Establishes inspection execution policy and guidance to streamline procedures 2. Innovates inspection programs and processes to accomplish strategic objectives Criteria: <i>Depth of Knowledge: New practices/concepts and theories of all workplace elements; is a credible resource in this area</i>										
4.2.4.1. Review current inspection directives	1								-	-
4.2.4.2. Establish guidance	1								-	-
4.2.4.3. Research innovative approaches	2								-	-
4.2.4.4. Develop inspection frameworks (e.g., Data-Driven, Artificial Intelligence-Enabled, Risk-Based Methodologies, etc.)	2								-	-
4.2.4.5. Leverage advanced technology platforms to produce effective trend analysis	2								-	-
4.3. INSPECTION MANAGEMENT Description: The collection, analysis, and application of data to inform and support inspection-related activities. Supporting Competencies: <i>Communication, Information Seeking, Organizational Awareness, Leadership</i> TR: DAFI 90-302										

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
4.3.1. INSPECTION MANAGEMENT (BASIC) Required Behaviors: <ol style="list-style-type: none"> 1. Collects inspection and readiness data by using multiple systems 2. Analyzes collected data for accuracy and applicability to identify potential risk and drive data-driven decisions 3. Compiles data to communicate unit and program effectiveness for key leaders 4. Inputs data into systems to ensure compliance with program requirements <p>Criteria: <i>Consistency of Application: Sustained application of competency over time</i></p>										
4.3.1.1. Identify readiness assessment tools (e.g. Defense Readiness Reporting System (DRRS), Status of Resources and Training System (SORTS), etc.)	1								K	-
4.3.1.2. Validate data for accuracy and relevance	2								K	-
4.3.1.3. Navigate data collection collaborative application platform (e.g. Microsoft Teams, One Note, SharePoint, etc.)	2								-	-
4.3.1.4. Brief findings to Team Chief	3								P	-
4.3.1.5. Input inspection data (e.g., IGEMS, IGEMS-C, etc.)	4								P	-
4.3.1.6. Review program compliance requirements	4								P	-
4.3.2. INSPECTION MANAGEMENT (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> 1. Analyzes deficiencies and trends to determine risk areas in unit/program effectiveness and readiness 2. Researches and interprets collected data to provide recommendations 3. Organizes and validates data in respective systems for critical analysis and leadership engagement 4. Applies continuous process improvement principles to address challenges <p>Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i></p>										
4.3.2.1. Analyze inspection data	1								P	-
4.3.2.2. Assign deficiencies into Major Graded Areas	1								P	-
4.3.2.3. Source historical reports for trend analysis	1								K	-
4.3.2.4. Review inspection data (e.g., unit mission, location, programs, etc.)	2								P	-
4.3.2.5. Identify analysis data platforms (e.g., Commanders Inspection Program, Business Rules, etc.)	3								P	-
4.3.2.6. Review information security postures (e.g., Classifications, Control, etc.)	3								K	-
4.3.2.7. Refine inspection data	3								pk	-

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1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
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			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
4.3.2.8. Implement continuous process improvement	4								-	-
4.3.3. INSPECTION MANAGEMENT (ADVANCED)										
Required Behaviors:										
1. Performs data analysis to predict risk and guide senior leaders' decision-making process										
2. Produces data-driven solutions by leveraging statistical data across the enterprise										
Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>										
4.3.3.1. Identify risk areas	1								-	-
4.3.3.2. Examines statistical data	1								-	-
4.3.3.3. Highlight potential gaps	1								-	-
4.3.3.4. Produce new inspection tactics, techniques, and procedures	1								-	-
4.3.3.5. Collaborates with functional community (e.g., Pertinent Oversight Authorities (POAs), Subject Matter Experts (SMEs), etc.)	2								-	-
4.3.3.6. Extract data from IGEMS/IGEMS-C	2								-	-
4.3.3.7. Present data to stakeholders (e.g., Commanders Inspection Management Board (CIMB), Quarterly Inspection Working Group (QIWG), etc.)	2								-	-
4.3.4. INSPECTION MANAGEMENT (EXPERT)										
Required Behaviors:										
1. Develops guidance for achieving strategic objectives										
2. Formulates data collection, analysis, and utilization strategies to evolve The Inspection System										
3. Guide personnel on optimizing data to improve inspection management										
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>										
4.3.4.1. Standardize guidance	1								P	-
4.3.4.2. Design and regulate data processes by standardizing enterprise-wide execution	1								K	-
4.3.4.3. Develop data collection procedures	2								-	-
4.3.4.4. Design collaboration platform	2								-	-
4.3.4.5. Align development efforts with organization	3								-	-
4.3.4.6. Advocate changes and improvement	3								-	-

8I200 SPECIALTY TRAINING STANDARD

	2. Behavior Match	3. Deployment+/ SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
				Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I
1. Tasks, Knowledge and Technical References										
4.4. READINESS Description: The measurement of a unit's wartime mission capability under adversarial conditions across the full range of military operations. Supporting Competencies: <i>Strategic Thinking, Communication, Organizational Awareness, Leadership</i> TR: AFI 10-201, AFI 10-204, DAFI 90-302										
4.4.1. READINESS (BASIC) Required Behaviors: <ol style="list-style-type: none"> 1. Recognizes unit organizational structure and relationships to determine readiness requirements 2. Identifies wartime mission requirements by reviewing unit taskings and applicable guidance 3. Describes role of exercise program management to assess unit capabilities Criteria: <i>Consistency of Application: Sustained application of competency over time</i>										
4.4.1.1. Identify readiness reporting tools	1							K	-	
4.4.1.2. Review readiness reporting standards	1							K	-	
4.4.1.3. Obtain readiness reporting training	1							-	-	
4.4.1.4. Identify unit organizational structure and responsibilities	1							-	-	
4.4.1.5. Review unit taskings and wartime mission requirements	2							-	-	
4.4.1.6. Identify applicable readiness guidance	3							K	-	
4.4.1.7. Describe Mission Essential Tasks (METs)	3							K	-	
4.4.1.8. Outline elements of the mission assurance assessment program	3							K	-	
4.4.2. READINESS (INTERMEDIATE) Required Behaviors: <ol style="list-style-type: none"> 1. Utilizes tools to assess the unit's readiness 2. Collaborates unit exercises to meet Scope, Scale, Rigor, Relevance, Recurrence, and Reporting (S2R4) requirements 3. Analyzes unit wartime requirements against associated performance measures to meet applicable threat levels 4. Interprets data and generates readiness reports to inform commanders at all levels Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>										
4.4.2.1. Utilize readiness tools	1							K	-	
4.4.2.2. Analyze deficiencies and risk areas	1							K	-	
4.4.2.3. Evaluate exercise requirements	2							P	-	

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			Core●/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
4.4.2.4. Inspect exercises and document observations	2								P	-
4.4.2.5. Evaluate unit wartime requirements and performance measures	3								-	-
4.4.2.6. Align threat levels to unit wartime requirements	3								-	-
4.4.2.7. Validate exercise outcomes	4								P	-
4.4.2.8. Generate exercise reports	4								K	-
4.4.3. READINESS (ADVANCED) Required Behaviors: 1. Leads diverse teams to assess unit capabilities against Full Spectrum Readiness Framework 2. Evaluates readiness exercises to grade against performance measures Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>										
4.4.3.1. Compose cross-functional inspection team	1								-	-
4.4.3.2. Formulate training and products for an inspection team	1								-	-
4.4.3.3. Explain Full Spectrum Readiness Framework	1								-	-
4.4.3.4. Create exercise inspection guides	2								P	-
4.4.3.5. Evaluate readiness exercise	2								P	-
4.4.3.6. Compare unit readiness data against performance measures	2								P	-
4.4.4. READINESS (EXPERT) Required Behaviors: 1. Evaluates policy and processes to Generate, Employ, and Sustain combat capability 2. Develops inspection strategies to assess and report readiness 3. Develops inspection criteria to meet future mission requirements 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>										
4.4.4.1. Assess policy and processes	1								-	-
4.4.4.2. Provide recommendations for policy updates and process improvements	1								-	-
4.4.4.3. Develop inspection strategies	2								-	-

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-/SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
4.4.4.4. Validate readiness reporting	2								P	-
4.4.4.5. Analyze current inspection criteria	3								P	-
4.4.4.6. Align inspection criteria	3								P	-
5. COMMUNICATION										
5.1. COMMUNICATION										
Description: The articulation of clear, concise, and accurate information to inform stakeholders at all levels.										
Supporting Competencies: <i>Communication, Leadership, Relationship Building, Teamwork</i>										
TR: DAFI 90-160, AFH 33-337, AFMAN 33-326										
5.1.1. COMMUNICATION (BASIC)										
Required Behaviors:										
1. Recognizes and employs appropriate communication tools to target audiences										
2. Utilizes all five types of communication (e.g., written, visual, verbal, non-verbal, & active listening) to inform appropriate audiences										
Criteria: <i>Consistency of Application: Sustained application of competency over time</i>										
5.1.1.1. Identify communication tools	1		•						-	K
5.1.1.2. Confirm message delivery (e.g., read receipts, acknowledgment emails, verbal confirmation, etc.)	1		•						-	K
5.1.1.3. Adapt communications styles based on feedback and circumstance	2		•						-	K
5.1.1.4. Provide clear and accurate information	2		•						K	K
5.1.1.5. Utilizes communication tools	2		•						K	K
5.1.2. COMMUNICATION (INTERMEDIATE)										
Required Behaviors:										
1. Generates communications that explain technical concepts to an audience of varying familiarity										
2. Creates rapport with audiences to improve message receipt										
Criteria: <i>Consistency of Application: Sustained application of competency over time in a variety of situations</i>										
5.1.2.1. Recognize nuances that impact message reception	1		•						K	pk
5.1.2.2. Assess the relationship between sender and receiver, adapting their tone and approach	2		•						-	pk
5.1.2.3. Establish rapport with audience	2		•						K	pk

8I200 SPECIALTY TRAINING STANDARD

1. Tasks, Knowledge and Technical References	2. Behavior Match	3. Deployment+/-SEI* CBRN/TQT ♦	4. Tasks	5. Certification For OJT					6. Proficiency Codes	
				A	B	C	D	E	F	G
			Core*/Cert ^	Training Start	Training Complete	Trainee Initials	Trainer Initials	Certifier Initials	IGTC - I	IGTC - Q
5.1.3. COMMUNICATION (ADVANCED) Required Behaviors: <ol style="list-style-type: none"> Conveys messaging concisely to ensure information integrity Responds accurately to impromptu questions by leveraging subject-matter expertise Criteria: <i>Consistency of Application: Sustained application of competency over time in complex situations</i>										
5.1.3.1. Break down complex information into key points	1		•						-	-
5.1.3.2. Initiate cross-functional communication	1		•						-	-
5.1.3.3. Generate responses for anticipated questions	2		•						-	-
5.1.3.4. Deliver responses and monitor feedback	2		•						-	-
5.1.3.5. Adjust responses to audience and context	2		•						-	-
5.1.4. COMMUNICATION (EXPERT) Required Behaviors: <ol style="list-style-type: none"> Develops reports and briefings to convey complex data Translate strategic intent to operational guidance Develops communication strategies to produce desired effect across diverse audiences Mentors others on advanced communication techniques to receive and convey information 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>										
5.1.4.1. Distill complex data into clear narratives	1								-	-
5.1.4.2. Tailor communication deliverables	1								-	-
5.1.4.3. Deliver briefings	1		•						-	-
5.1.4.4. Develop operational guidance products	1								-	-
5.1.4.5. Align communications with strategic intent	2								-	-
5.1.4.6. Explain issues of significant depth	3								-	-
5.1.4.7. Foster continuous development	4								-	-
5.1.4.8. Develop SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound)	4		•						-	-

Section B - Course Objective List

N/A

Section C - Support Material

There are currently no support material requirements.

Section D - Training Course Index

1. Purpose. This section of the CFETP identifies training courses available for the specialty and shows how the courses are used by each MAJCOM in their career field training programs.

2. Air Force In-Residence Courses:

COURSE NUMBER	TITLE	LOCATION
IGTCI-AFIA	IG Training Course - Inspections	Kirtland AFB
USAF IGTC-Q	IG Training Course - Complaints Resolution	National Conference Center, Leesburg, VA
CDP-01	Nuclear Weapons Technical Inspections Course (NWTIC) *for MAJCOM level surety inspectors	DNWS, Kirtland AFB, NM

3. Air Force Distance Learning / Mobile Training:

COURSE NUMBER	TITLE	Method of Delivery
USAFIGF01	DAF IG Foundations Module 1: Introduction to the DAF Inspector General	DL-JKO
USAFIGF02	DAF IG Foundations Module 2: The DAF Inspection System	DL-JKO
USAFIGF03	DAF IG Foundations Module 3: Inspection Requirements	DL-JKO
USAFIGF04	DAF IG Foundations Module 4: Specialty Inspections and Assessments	DL-JKO
USAFIGF05	DAF IG Foundations Module 5: Inspection Planning and Tools	DL-JKO
USAFIGF06	DAF IG Foundations Module 6: Inspection Execution	DL-JKO
USAFIGF07	DAF IG Foundations Module 7: Inspection Reporting	DL-JKO
USAFIGF08	DAF IG Foundations Module 8: Post-Inspection Activities	DL-JKO
USAFIGF09	DAF IG Foundations Module 9: REAPER Combat Readiness Exercise and Inspection Fundamentals	DL-JKO
USAFIGF10	DAF IG Foundations Module 10: REAPER Exercise Design and Development	DL-JKO
USAFIGF11	DAF IG Foundations Module 11: REAPER Exercise Life Cycle - Planning Phase	DL-JKO

COURSE NUMBER	TITLE	Method of Delivery
USAFIGF12	DAF IG Foundations Module 12: REAPER Exercise Life Cycle - Final Exercise Planning and Preparation Considerations	DL-JKO
USAFIGF13	DAF IG Foundations Module 13: REAPER CRE CRI Execution and Reporting	DL-JKO
USAFIGF14	DAF IG Foundations Module 14: Course Completion	DL-JKO

4. Other Training

COURSE NUMBER	TITLE	LOCATION
MCADRE002	Contingency Wartime Planning Course	Maxwell-Gunter AFB, AL
MLMDC850	USAF Leadership Development Course for Squadron Command	Maxwell-Gunter AFB, AL
MCADRE003	Joint Air Operations Planning Course (JAOPC) *Rank restrictions apply	Maxwell-Gunter AFB, AL
MCADRE012	A-Staff Development Course (ASDC)	Maxwell-Gunter AFB, AL

Section E – MAJCOM/FLDCOM Unique Requirements

1. The following list of MAJCOM/FLDCOM unique requirements are not all-inclusive; however, it covers the most frequently referenced areas:

COURSE NUMBER	TITLE	LOCATION
N/A	HQ USAFE/A10N Nuclear University Nuclear Managers Course (USAFE-NMC)	Ramstein AB, Germany