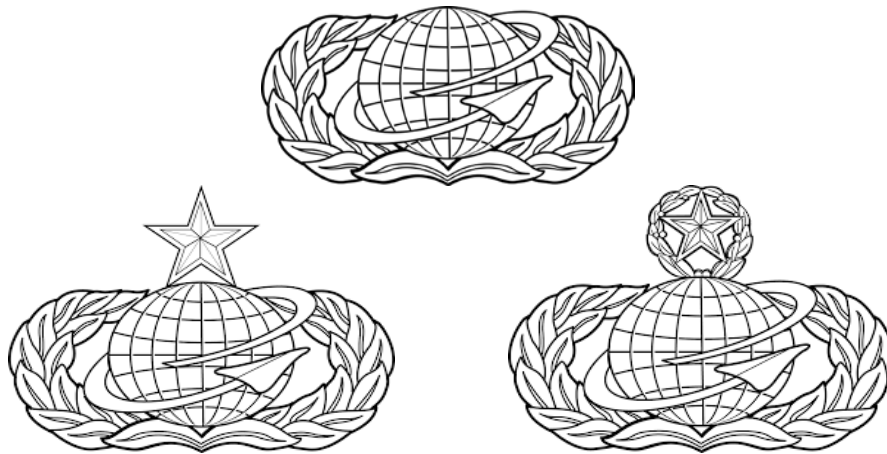


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**CFETP3F4X1**  
**Parts I and II**  
**24 March 2023**

**AFSC 3F4X1**  
**EQUAL OPPORTUNITY**



***"Enhance the Department of the Air Force's mission through an inclusive corporate culture that promotes positive human relations and teamwork in an environment of equity, dignity and respect."***

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**CAREER FIELD EDUCATION AND TRAINING PLAN EQUAL  
OPPORTUNITY SPECIALTY  
AFSC 3F4X1**

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**CAREER FIELD EDUCATION AND TRAINING PLAN  
EQUAL OPPORTUNITY SPECIALTY  
AFSC 3F4X1**

**PART 1**

**PREFACE**

**1.** This Career Field Education and Training Plan (CFETP) is a comprehensive education and training document that identifies life-cycle education/training requirements, training support resources and minimum core task requirements for this specialty. The CFETP provides personnel a clear career path to success and instills rigor in all aspects of career field training. **NOTE:** Civilian employees occupying associated positions will use Part II to support duty position qualification training.

**2.** The CFETP consists of two parts; supervisors plan, manage, and control training within the specialty using both parts of the plan.

**2.1. Part 1** provides information necessary for overall management of the specialty. Section A explains how individuals will use the plan; Section B identifies career field progression information, duties and responsibilities, training strategies, and career field path; Section C associates each level with specialty qualifications (knowledge, education, experience, training, and other); and Section D indicates resource constraints. Some examples are funds, manpower, equipment, facilities; Section E identifies transition training guide requirements for SSgt through MSgt.

**2.2. Part 2** includes the following: Section A: identifies the Specialty Training Standard and includes duties, tasks, Technical References to support training, Air Education and Training Command (AETC) conducted training, wartime course and core task and correspondence course requirements. Section B: contains the Course Objective List and training standards supervisors use to determine if Airmen/Guardians satisfied training requirements. Section C: identifies available support materials. An example is a Qualification Training Package, which may be developed to support proficiency training; Section D identifies a training course index supervisors can use to determine resources available to support training. Included here are both mandatory and optional courses; Section E identifies Major Command/Field Command (MAJCOM/FLDCOM) unique training requirements supervisors can use to determine additional training required for the associated qualification needs. At unit level, supervisors and trainers use **Part 2** to identify, plan, and conduct training commensurate with the overall goals of this plan. **NOTE:** Due to the limited staffing in each base program office, the trainer may also act in the capacity as task certifier.

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

## ABBREVIATIONS/TERMS EXPLAINED

This section provides a common understanding of the terms that apply to the Equal Opportunity (EO) Career Field and Education Training Plan.

**Advanced Distributed Learning (ADL):** An evolving, outcomes-focused approach to education, training, and performance aiding that blends standards-based distributed learning models emphasizing reusable content objects, content and learning management systems, performance support systems/devices, web applications services, and connectivity. ADL is an evolution of distributed learning (distance learning) that emphasizes collaboration on standards-based versions of reusable objects, networks, and learning management systems, yet may include some legacy methods and media. ADL is structured learning that takes place without requiring the physical presence of an instructor. Although the AF uses the term ADL, some federal agencies and DoD components may use the term distance learning. These terms refer to the same basic concept.

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

**Air and Space Expeditionary Forces (AEF).** The Air Force presents its force capabilities to satisfy commander requirements through the Air Expeditionary Force concept. The Air Expeditionary Force concept is how the Air Force organizes, trains, equips, and sustains itself by creating a mindset and cultural state that embraces the unique characteristics of aerospace power (range, speed, flexibility, and precision) to meet the national security challenges of the 21st century.

**Air Force Enlisted Classification Directory (AFECD):** The official directory for all military enlisted classification descriptions, codes, and identifiers establishes the occupational structure of the Air Force enlisted force. The occupational structure is flexible to permit enlisted personnel to specialize and develop their skills and abilities while allowing the Air Force to meet changing mission requirements. Individual enlisted personnel have a joint responsibility with commanders and supervisors at all levels to fully develop their abilities consistent with Air Force needs and within the established patterns of specialization.

### **Air Force Job Qualification Standard/Command Job Qualification Standard**

**(AFJQS/CJQS):** comprehensive task list that describes a particular job type or duty position. Supervisors use the AFJQS to document task qualification. The tasks on AFJQSs are common to all persons serving in the described duty position.

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

**Air Force Tactics, Techniques and Procedures (AFTTP).** The actions and methods that implement joint doctrine that describe how forces will be employed in joint operations. They are promulgated by the Chairman of the Joint Chief of Staff in coordination with the Combatant Commands, Services and the JCS.

**Career Development Course (CDC):** Independent knowledge training materials mandatory for career progression.

**Career Field Education and Training Plan (CFETP):** A CFETP is a comprehensive core training document that identifies life-cycle education and training requirements, training support resources, and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear path and instill a sense of industry in career field training. CFETPs are officially posted at <https://www.e-publishing.af.mil>

**Case Management System (CMS).** A system used for entering, tracking, resolving and reporting on human resource (HR) system-related cases. It enables base-level offices to communicate with all levels of the human resources communities to resolve problems with member's computer records that cannot be resolved by directly updating the various HR systems.

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

**Certifying Official.** A person assigned by the commander to determine an individual's ability to perform a task to required standards.

**Community College of the Air Force (CCAF):** An accredited institution where Air Force and Space Force personnel can earn an associate degree in applied science for the military training they receive.

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

**Core Task:** A task identified as a minimum qualification requirement for everyone within an AFSC regardless of duty position. The work center supervisor may identify additional tasks (unit specific) required for upgrade training by placing an asterisk (\*) in column 2 of Part II, Section A, Specialty Training Standard Core tasks supporting EO core competencies are discussed in Part I, Section B.

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

**Course Training Standard (CTS).** A standard developed for all courses not governed by an STS, including specialized training packages and computer-based training courses.

**Critical Tasks.** Tasks that require specific training and certification above and beyond other tasks. Tasks may be defined as critical either through publication, higher headquarters, or at any level in the organization.

**DEOMI Level-3 Survey:** A survey administered by DEOMI that is sent to commanders and supervisors of recent 3-skill level course graduates. Supervisors use this survey to provide feedback on the effectiveness of the technical training course/program in meeting established training requirements.

**Department of the Air Force Career Field Manager (DAF CFM):** Representative appointed by the respective HQ USAF Deputy Chief of Staff or Under Secretariat, to ensure assigned AF specialties are trained and utilized to support AF mission requirements. DAF CFM is the OPR; however, works in concert with MAJCOM, FOA, DRU, ANG, and AFRC Functional Managers (FMs) as required.

**Education and Training Course Announcement (ETCA):** A reference website listing courses conducted or administered by the department, and includes specific MAJCOM procedures, fund cite instructions, reporting instructions, and listings for those formal courses the MAJCOMs or FOAs conduct or manage. Located at <https://usaf.dps.mil/teams/app10-etca/SitePages/home.aspx>

**Enlisted Developmental Team (EDT).** The 3F4X1 EDT is the deliberate force development steering group for the 3F4X1 career field. The 3F4X1 EDT outlines the training, education, and experience requirements for critical Administration duty positions, and provides vector recommendations for the best qualified Airmen and Guardians into key leadership and key developmental positions across the department. The 3F4X1 EDT also identifies other developmental opportunities for Administration SNCOs to facilitate their deliberate development. These recommendations, or vectors, are the 3F4X1 EDT's collective recommendation for experience level, training and/or education opportunity, or position type that a member should be considered and seek out for professional growth. 3F4X1 vectoring will consist of recommendations for identified positions within the Administration construct for which a member should be considered in subsequent assignments but will not identify a specific location of assignment.

**Enlisted Specialty Training (EST).** A mix of formal training (technical school) and informal training (on-the-job) to qualify and upgrade Airmen and Guardians in each skill level of a specialty.

**Equal Employment Opportunity (EEO):** An unlawful employment practice that occurs when an employer fails or refuses to hire or promote, discharges, or otherwise discriminates against any individual with respect to compensation, terms, conditions, or privileges of employment because of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (over 40), reprisal, physical or mental disability, genetic information; limits, segregates or classifies employees or applicants for employment in any way that deprives or tends to deprive any individual of employment opportunities or otherwise adversely affects his/her status as an employee because of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (over 40), reprisal, physical or mental disability.

**Equal Employment Opportunity Mediation Course (EEOMC):** The purpose of this course is to equip neutrals with mediation and other ADR skills. This skillset will provide basic proficiency in mediation and facilitative conflict resolution. DEOMI intends for this program to provide DoD personnel with the fundamental training required for DoD mediators (third-party

neutrals). This course addresses ADR methods and common application as practiced within the DoD with a focus on facilitative mediation and provides participants with the basic skills necessary to resolve EO, EEO, and other types of workplace disputes.

**Equal Employment Opportunity Professional ‘Advanced’ Course (EPS-A)** This course develops knowledge and skills that allow graduates to manage effective EEO programs at the installation, activity, and command level. It reinforces previous training on inter/intrapersonal and organizational aspects of EEO. The course develops a value based EEO program leadership concept that reconciles the goals of Federal EEO law, the impact of successful EEO programs on leadership, quality, and mission accomplishment, and the reality of leading an EEO program in a diverse workforce. The course develops a state-of-the-art knowledge of nondiscrimination, affirmative action of EEO, diversity, strategic planning of affirmative employment of EEO, and human resource management issues through a series of presentations by experts in these subject matter areas, group activities, and student-led symposia. The course builds on knowledge and skills gained through the EEO Professional Intermediate Course.

**Equal Employment Opportunity Professional ‘Entry’ Course (EPS-E):** This training introduces students to EEO counseling and helps develop the knowledge, skills, and attitudes essential to the EEO occupation. The curriculum uses lectures, discussions, and interactive role-plays to explain the role and responsibility of the EEO professional to the students. This better prepares the students to succeed as EEO professionals in the Federal sector. This course develops a base of knowledge and skills that allows graduates to serve as effective EEO Counselors or Practitioners at the entry level. Studies focus on the statutory/legal as well as intra/interpersonal and organizational aspects of EEO. Training progresses through understanding the causes and effects of discrimination, EEO programs for Federal employees/applicants for employment, civilian personnel/human resource management, the roles, and responsibilities of EEO Counselors/Assistants/Specialists, communication and interviewing skills, staff procedures, writing and briefing skills, documenting EEO inquiries, resolving EEO complaints, and the ADR process.

**Equal Employment Opportunity Professional ‘Intermediate’ Course (EPS-I):** This training increases the knowledge, skills, and attitudes essential to an EEO Specialist. DEOMI bases Curriculum upon lectures, discussions, and interactive role-plays that help the EEO professional succeed in the Federal sector. The EEO Specialist serves as facilitator/liaison between the employee and management in the complaint processing stage. The course builds on knowledge and skills gained through the EEO Professional Entry Course.

**Equal Opportunity Advisor Course (EOAC):** The purpose of the EOAC is to train and certify Armed Forces (DoD and Coast Guard) personnel assigned to military and civilian EO billets as Equal Opportunity Advisors (EOA) or Command Climate Specialists (CCS). The EOAC provides student-centered approach to train Service EO professionals. The EOAC has two distinct areas of training: core curriculum and service-specific training (SST).

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



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

**Go/No Go:** The stage at which an individual has gained enough skill, knowledge, and experience to perform the tasks without supervision. Meeting the task standard.

**Initial Skills Training:** A formal resident course which results in award of the entry level AFSC.

**Instructional System Development (ISD):** The ISD process provides a systematic approach to planning, developing, and implementing training and education. The goal of ISD is to increase the effectiveness and cost-efficiency of training, by developing instruction based on job performance requirements; eliminating irrelevant skills and knowledge instruction from courses; and ensuring that graduates acquire the necessary skills, knowledge, and attitudes to do the job. The product of the ISD process is an instructional system that is cost-effective and produces personnel who can do the job.

**Job Qualification Standard (JQS):** The STS becomes a JQS for OJT when placed in an AF Form 623, *On-The-Job Training Record* and is used IAW DAFI 36-2670 Total Force Development. Update training records using available electronic data system.

**Key Developmental Positions (KDP).** Complement leadership qualifications and provide unique mission challenges which enable the enlisted leader an advanced leadership experience and technical skill development. These positions are utilized to provide the experience necessary for advancement to KLPs that may not have been gained through the normal assignment process.

**Key Leadership Positions (KLP).** Critical “No fail” positions with distinguishing responsibilities and education, training, experience, or performance requirements. These positions require mission-tested enlisted leaders who are ready to immediately lead Airmen and Guardians, mentor officers, supervise civilians, manage complex projects, and maintain the highest level of readiness to ensure mission success.

**Knowledge Training:** Training used to provide a base of knowledge for task performance. It may also be used in lieu of task performance when the training capability does not exist. Learning gained through knowledge rather than hands-on experience.

**Management Directive 110** - Management Directive 110 (“MD-110”) is a guidance issued by the Equal Employment Opportunity Commission (EEOC) to provide detailed procedures under 29 CFR Part 1614 (“1614 regs”) for the processing of complaints of discrimination filed by federal employees and applicants for federal employment.

**Master Task List (MTL).** A comprehensive list of all tasks performed within a work center and consisting of the current CFETP or AFJQS and locally developed AF Forms 797 (as a minimum). Should include tasks required for deployment and/or UTC requirements.

**Master Training Plan (MTP):** A comprehensive strategy for ensuring completion of all work center job requirements. The MTP includes a Master Task Listing and provides specific milestones for task, CDC completion, and prioritizes deployment/UTC, home station training tasks, upgrade, and duty qualification tasks.

**Military Equal Opportunity (MEO):** The right of all Service members to serve, advance, and be evaluated based on only individual merit, fitness, capability, and performance in an environment free of prohibited discrimination on the basis of race, color, national origin, religion, sex (including pregnancy), gender identity, or sexual orientation, and harassment (including hazing, bullying, and sexual harassment).

**myLearning.** An evolution of distributive learning (distance learning) that emphasizes collaboration on standards-based versions of reusable objects, networks, and learning management systems, yet may include some legacy methods and media.

**myTraining.** The purpose of the Air Force Training Record (AFTR) is to reduce the administrative burden of the unit training managers; automate management, enrollment, and transcription of upgrade training records; and reduce or eliminate printing, handling, packaging, revising, and shipping costs associated with the distribution of training material.

**Occupational Analysis (OA)**—Collecting and analyzing factual data on the tasks and/or knowledge performed by AF career fields. This data is used to provide personnel and training decision-makers with factual and objective job information which enables them to justify and/or change personnel utilization policies and programs, refine and maintain occupational structures, and establish, validate, and adjust testing and training programs. Surveys are conducted by the Air Force Occupational Analysis ([https://usaf.dps.mil/sites/aetc-hq/A9/SAS/OA/SitePages/Occupational%20Analysis%20\(OA\).aspx](https://usaf.dps.mil/sites/aetc-hq/A9/SAS/OA/SitePages/Occupational%20Analysis%20(OA).aspx))

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

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

**Position Qualification Training:** Training designed to qualify an airman or guardian in a specific position that occurs after upgrade 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. This training occurs both during and after upgrade training to maintain up-to-date qualifications.

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

**Specialty Training:** A mix of formal training (technical school) and informal training (on-the-job) to qualify and upgrade Airmen and Guardians in the award of a skill level.

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

**Skill Progression Training.** Training toward a portion of an AFS without a change in AFSC. It is formal training on equipment, methods, and technology that are not suited for OJT and not included in AFS upgrade training.

**Specialty Training Requirements Team (STRT).** A meeting chaired by the DAF CFM with MAJCOM FMs, AETC Training Managers, Subject Matter Experts (SME) and HQ AETC Occupational Analysis Division (OAD) in attendance. Typically held three months prior to a Utilization and Training Workshop (U&TW) to finalize any CFETP changes or enlisted classification directory descriptions.

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

**Talent Marketplace in myVector.** An online enterprise solution that supports the Department's goal to provide a standardized process available to all Airmen/Guardians for career development and mentoring. Airmen and Guardians can be proactive about their career development and mentoring relationships. Airmen and Guardians can apply for assignment preferences and obtain career information.

**Task Module:** A group of tasks performed within a specialty that are performed together and that require common knowledge, skills, and abilities. TMs are identified by an identification code and a statement.

**Task Qualification Training (TQT):** Training conducted after Nuclear, Biological, Chemical and Conventional (NBCC) defense classroom training in which individuals perform wartime mission essential tasks in a simulated wartime environment while wearing full ground crew individual protective equipment (IPE) or aircrew IPE. HAF, MAJCOM/FLDCOM and local functional area managers (FAMs) identify wartime mission essential tasks. See AFI 10-2501 and AFMAN 10-2602 for additional information/ requirements.

**Total Force:** All collective Air and Space Force components active, reserve, guard, and civilian elements of the Department of the Air Force.

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

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

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

**Utilization and Training Workshop (U&TW):** A forum, co-chaired by the AFCFM and the Training Pipeline Manager, consisting of MAJCOM Functional Managers, Subject Matter Experts (SME), and AETC training personnel that determines career training requirements.

**Wartime Tasks:** Those tasks taught, at a minimum, when courses are accelerated in a wartime environment. In response to a wartime scenario, these tasks will be taught in the 3-level course in a streamlined training environment.

## ***Section A - General Information***

**1. Purpose.** This CFETP provides information necessary for Department of the Air Force Career Field Managers, Major Command/Field Command Functional Managers, commanders, training managers, supervisors, and trainers to plan, develop, manage, and conduct an effective and efficient career field training program. This plan outlines the training individuals in this AFS should receive to develop and progress throughout their career. This plan identifies initial skills, upgrade, qualification, advanced, and proficiency training. Initial skills training is the 3-skill level awarding AFS specific training an individual receives upon retraining into the Equal Opportunity Specialty through successful completion of the formal DEOMI Equal Opportunity Advisor Course (EOAC), Equal Employment Opportunity Mediation Course and EEO Professional 'Entry' Resident Course located at Patrick SFB, FL. Upgrade training identifies the mandatory courses, task qualification requirements, and correspondence course completion requirements for award of the 3-, 7- and 9-skill levels. Qualification training is actual hands-on task performance training designed to qualify a trainee in a specific duty position. This training program occurs both during and after the upgrade training process. The training program is designed to provide the performance skills/knowledge required on the job. Advanced training is formal specialty training used to increase proficiency of selected airmen and guardians. Proficiency training is additional training, either in-residence or exportable advanced training courses, or on-the-job training provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade. The CFETP has several purposes including:

- 1.1.** Serves as a management tool to plan, manage, conduct, and evaluate a career field training program. Also, it is used to help supervisors identify training at the appropriate point in an individual's career.
- 1.2.** Identifies task and knowledge training requirements for each skill level in the specialty and recommends education/training throughout each phase of an individual's career.
- 1.3.** Lists training courses available in the specialty, identifies sources of training, and the training delivery method.
- 1.4.** Identifies major resource constraints which impact full implementation of the desired career field training process.
- 2.** Uses of the CFETP. The plan will be used by Major Command/Field Command Functional Managers, and supervisors at all levels to ensure comprehensive and cohesive training programs are available for everyone in the specialty.
  - 2.1.** DEOMI DAF Education and Training personnel will develop or revise formal resident, nonresident, field, and exportable training based upon requirements established by the users and documented in Part 2 of the CFETP. They also work with the DAF CFM will also develop acquisition strategies for obtaining resources needed to provide the identified training.
  - 2.2.** Major Command/Field Command Functional Managers will ensure their training programs complement the CFETP mandatory initial, upgrade, and proficiency requirements. On the Job Training (OJT), resident training, contract training, or exportable courses can satisfy identified

requirements. Ensure Major Command/Field Command-developed training to support this Air Force Specialty Code (AFSC) must be identified for inclusion into the plan.

**2.3.** DEOMI (Department of the Air Force) personnel within the Education and Training Directorate will develop training packages (AFJQs/AFQTPs) based on requests submitted by the MAJCOMs/FLDCOMs and according to the priorities assigned by the DAF CFM.

**2.4.** Each individual will complete the mandatory training requirements specified in this plan. The list of courses in Part 2 will be used as a reference to support training.

**2.5.** Submit recommended CFETP corrections to the AFPC EO Operations at [afpc.eo@us.af.mil](mailto:afpc.eo@us.af.mil).

**Coordination and Approval.** The DAF CFM is the approval authority and will initiate an annual review of this document to ensure currency and accuracy. Major Command/Field Command representatives, AETC training personnel and will identify and coordinate on the career field training requirements. Using the list of courses in **Part 2**, ensures elimination of duplicate training.

## ***Section B - Career Field Progression and Information***

**4. Specialty Description.** This information supplements the AFECD. The AFECD can be found at: <https://mypers.af.mil/>.

**4.1. Specialty Summary.** Refer to Air Force Enlisted Classification Directory, paragraph 1.

**4.2. Duties and Responsibilities.** Refer to Air Force Enlisted Classification Directory, paragraph 2.

**5. Skill and Career Progression.** Adequate training and timely progression from the apprentice to the superintendent skill level play an important role in the Department's ability to accomplish its mission. It is essential that everyone involved in training must do their part to plan, manage, and conduct an effective training program. The guidance provided in this part of the Career Field Education and Training Plan ensures everyone receives viable training at appropriate points in their career. The following narrative defines minimum requirements for the 3F4X1 career field (unless otherwise noted).

### **5.1. Apprentice (3) Level.**

**5.1.1.** Minimum rank of SSgt.

**5.1.2.** Successfully complete the initial skills Defense Equal Opportunity Management Institute (DEOMI) Equal Opportunity Advisor Course (EOAC), Equal Employment Opportunity Mediation Course and EEO Professional 'Entry' Course (EPS-E)) Course. Note: Air Reserve Component (ARC) personnel will attend the Equal Opportunity Advisor Reserve Components Course (EOARCC) and Equal Employment Opportunity Mediation Course; however, will not attend the EEO Professional 'Entry' Course (EPS-E).

**5.1.3.** The tasks and knowledge training provided in the 3-skill level resident courses are provided by the Defense Equal Opportunity Management Institute (DEOMI) located at Patrick SFB, FL. The decision to train specific tasks and knowledge items in the initial skills courses are based on a review of a training requirements analysis, AFSC 3F4X1 Subject Matter Expert (SME) input and approval of the DAF CFM. Task and knowledge training requirements are identified and validated in the STS, Part II, Sections A and B. Individuals must complete all initial skills courses or DAF CFM approved equivalent courses to be awarded AFSC 3F431.

**5.1.4.** Supervisor will conduct and document work center orientation and an initial evaluation within 60 days of assignment (120 days for ARC personnel). Utilize the DAF CFM approved Master Training Plan (MTP) to ensure completion of all work center duty position requirements.

**5.1.5.** Due to ongoing societal changes and additional mission requirements, supervisor/trainer will mandate additional training when appropriate.

**5.2. Journeyman (5) Level. N/A** Note: While not a current requirement, DAF CFM is looking at options to implement.

### **5.3. Craftsman (7) Level.**

**5.3.1. Experience:** A minimum of 12 months on-the-job training if member previously held a 7-skill level, if not, 18 months to be proficient in the 7-level core tasks identified by “ \* ” in the CFETP.

**5.3.2.** Be certified on core tasks identified in the CFETP and other duty position tasks identified by the supervisor.

**5.3.3.** Complete Principles of Instruction

**5.3.4.** Complete appropriate CDC, if available.

**5.3.5.** Complete Mediation Level I requirements IAW DAFI 51-1201, *Negotiation and Dispute Resolution Program*.

**5.3.6.** Upon serving three years in AFSC 3F471, apply for SEI XXX (TBD).

**5.3.7.** Be recommended by the supervisor and approved by the commander for the award of the 7-skill level.

**5.3.8.** Academic education through CCAF and higher degree programs are encouraged.

### **6. Superintendent (9) Level.**

**6.1.** Minimum rank of SMSgt as mandated by USAF.

**6.2.** Proficient in all areas listed in the CFETP.

**6.3.** Complete DEOMI EEO Professional ‘Intermediate’ Course (EPS-I) at a minimum of two years after awarded 7-level. (Not Applicable for ARC personnel)

**6.4.** Complete DEOMI EEO Professional ‘Advanced’ Course (EPS-A) at a minimum of five years after awarded 7-level. (Not Applicable for ARC personnel)

**6.5.** Must be recommended by supervisor and approved by the commander.

**7. Training Decisions.** The CFETP uses a building block approach (simple to complex) to encompass the entire spectrum of training requirements for the 3F4X1 career field. The spectrum includes a strategy of 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 professional development training of EO staff personnel shall include continuing education and training to ensure mastery and competency in the EO field. The DAF CFM is the OPR for training decisions; however, works in concert with the Defense Equal Opportunity Management Institute, and other appropriate stakeholders as required.

**7.1. Initial skills.** Courses are developed and provided by DEOMI.

**7.2. Five-Level Upgrade Requirements.** N/A While not a current requirement, CFM is looking at options to implement.

**7.3. Seven-Level Upgrade Training Requirements.** Successful completion of 3F471 CDCs (if available). Completion of the Principles of Instruction course provided by AETC, and completion of the Mediation Level I requirements IAW DAFI 51-1201, *Negotiation and Dispute Resolution Program*.

**7.4. Nine-Level Upgrade Training Requirements.** Proficient in all areas listed in the CFETP. Completion of the DEOMI EEO Professional ‘Intermediate’ Course (EPS-I) and DEOMI EEO Professional ‘Advanced’ Course (EPS-A) (Not Applicable for ARC personnel)

## **8. Proficiency Training.**

**8.1.** All 3F4X1 personnel must undergo a minimum of 8-hours of equal employment opportunity refresher training per year IAW the EEOC Management Directive 110. The purpose of this refresher training requirement is to keep personnel informed of developments in EEO practice, law, and guidance, as well as to enhance and develop their counseling skills. Installation Equal Opportunity Directors are responsible for ensuring their personnel receive annual refresher training. MAJCOM/FLDCOM Equal Opportunity Functional Managers submit and coordinate annual training requirements for personnel and are responsible to ensure installations meet annual refresher training requirements. Note: EEO refresher training is not required for ARC personnel.



**8.2.** All 3F4X1 personnel who execute the Alternative Dispute Resolution program and are on active rosters must undergo a minimum of 8-hours of mediation refresher training per year, including at least 1-hour each of training in standards of conduct, confidentiality, and drafting settlement agreements IAW DAFI 51-1201, *Negotiation and Dispute Resolution Program*. Installation Negotiation and Dispute Resolution Program Managers are responsible for ensuring their Alternative Dispute Resolution Practitioners receive annual refresher training. MAJCOM/FLDCOM Equal Opportunity Functional Managers submit and coordinate annual Alternative Dispute Resolution training requirements for Equal Opportunity Practitioners and are responsible to ensure installations annual refresher training requirements are met.

**9. Community College of the Air Force (CCAF).** Off-duty education is a personal choice encouraged for all. The 3F4X1 AFSC does not have a specialty related CCAF. Personnel have two options to obtain a CCAF degree; (1) Await the launch of the Military Technology and Applied Sciences Management (MTASM) degree or (2) Pursue a CCAF Associate of Applied Science (AAS) degree applicable to their initial AFSC (provided they remain eligible to hold the AFSC and skill level per DAFI 36-2670 requirements.). Refer to the CCAF General Catalog for specific degree requirements.

9.1. DEOMI serves as the 3F4X1 technical school and is accredited by the Council on Occupational Education (COE). The Defense Equal Opportunity Management Institute receives up to 38 college credit recommendations from American Council on Education that members may obtain upon completion of DEOMI courses.

**9.2. Occupational Instructor Certification.** Upon completion of instructor qualification training, consisting of the instructor methods course and supervised practice teaching, Community College of the Air Force instructors who possess an associate degree or higher may be nominated by their school commander and commandant for certification as an occupational instructor.

**9.3. Trade Skill Certification.** When a CCAF student separates or retires, a trade skill certification is awarded for the primary occupational specialty. The College uses a competency-based assessment process for trade skill certification at one of four proficiency levels: Apprentice, Journeyman, Craftsman (Supervisor), or Master Craftsman (Manager). All are transcribed on the CCAF transcript.

**10. Air Force Credentialing Opportunities On-Line (AF COOL).** This program supports recruitment, retention, readiness, and transition. It provides Airmen and Guardians a vehicle for pursuing civilian industry credentials (certifications, licensures, and registries) related to their occupational specialty and expands their career-related technical expertise and professionalism. It also prepares Airmen and Guardians for entry into civilian jobs upon separation or retirement. The program provides Airmen and Guardians the capability to research industry credentials and apply for program-funded opportunities. Program information and guidance is available at <https://afvec.us.af.mil/afvec/af-cool/welcome>

## **11. Career Path.**

**11.1. Career Field Development.** The following summarizes career progression opportunities based on the Continuum of Learning (CoL) model. The CoL is the deliberate process of combining education, training, and experience to produce the right expertise and competence to meet the DAF's operational needs. The CoL is a career-long process of individual development where challenging experiences are combined with education and training to produce Airmen and Guardians who possess the tactical expertise, operational competence, and strategic vision to lead and execute the full spectrum of DAF missions.

**11.2. Career Field Development Team.** There are multiple team members involved in successfully developing our career field; functional managers at all levels (base, MAJCOM/FLDCOM and DAF) and members of the career field.

**11.3. MAJCOM/FLDCOM Functional Managers.** The focus for functional managers was to match inbounds with vacancies with the primary drivers being dates and grades to minimize vacancies. To effectively develop our career field in the future, we must also give past experiences strong consideration to ensure we are developing a well-rounded force. Functional managers should be aimed at identifying the right Airman for the right job at the right time whenever possible.

**11.4. Members of the Career Field.** Each member plays a role in ensuring they are well rounded. Members need to seek assignments and diverse positions (reference CoL and 3F4XX Career Path Chart) that will provide challenging experiences to enhance overall development and breadth of experience. Failing to do so could have negative impacts on future growth and developmental opportunities.

**11.5. AFSC and CEM code.** 3F4X1 personnel maintain their individual AFSC identifiers through the rank of SMSgt. Upon promotion to CMSgt, they assume the AFSC 3F400 Chief Enlisted Manager (CEM) code.

## 11.6. Enlisted Development Plan

### Enlisted Force Development Plan

In order to succeed in the 21st Century fight, our people need an **interconnected development system** to support continual growth – when, where, and how they need it. Development must be agile and **Airmen-centered** to keep up with the fast-paced and ever-changing operational environment. By harnessing the capabilities of the Information Age, we build greater connections between initial skills, technical, and on the job training, education, and experiences.

*- Enlisted Force Development Action Plan 2022-2023*

#### Experience

Combine what you learned in basic military and technical training school with what you learn through on-the-job training to continue building a solid foundation as an administrator. Your first position will start as an EO Specialist. As your time on station lengthens look to increase your breadth of experience and knowledge through job rotation into NCOIC & Program Manager positions. The "Basic Badge" is awarded upon completion of technical school. Your primary focus is earning your 7-skill level by completing your Distance Learning Course and mastering your core task skills. Enroll and complete off-duty education toward your CCAF/Associate's degree when applicable.

#### Basic Badge



#### Experience

Seek opportunities to build functional depth in Strategic Advisory and Program Manager roles and expand your knowledge both at home station and in the deployed environment. As a frontline leader, continue developing your supervisory skills as a NCOIC, Superintendent or EO Director. As you approach 5-6 years in-service, seek out and increase your breadth of experience in other occupational competencies and positions (Instructor, Facilitator, SEL roles). Consider an overseas tour, if you have yet to complete one. The "Senior Badge" is awarded upon upgrade to 7-skill level. Complete your CCAF. Look for other professional development and broadening experiences.

#### Senior Badge



#### Experience

As a SNCO, you need to hold leadership positions (to include Key Developmental Positions and Key Leadership Positions) to build on the functional and supervisory skill sets you developed as you worked your way through the ranks. Seek out operational and joint positions to develop your strategic-level perspective as this foundation will benefit you in deliberately developing Airmen. The "Master Badge" is awarded to SMSgt & above with a 7-level. Complete your SNCOA as soon as you are eligible. While waiting for the opportunity to attend SNCOA in-residence, complete your off-duty education with a focus on a Bachelor's/Master's degree.

#### Master Badge



#### FOUNDATIONAL COMPETENCIES

Developing Self

Developing Others

Developing Ideas

Developing Organizations

#### OCCUPATIONAL COMPETENCIES

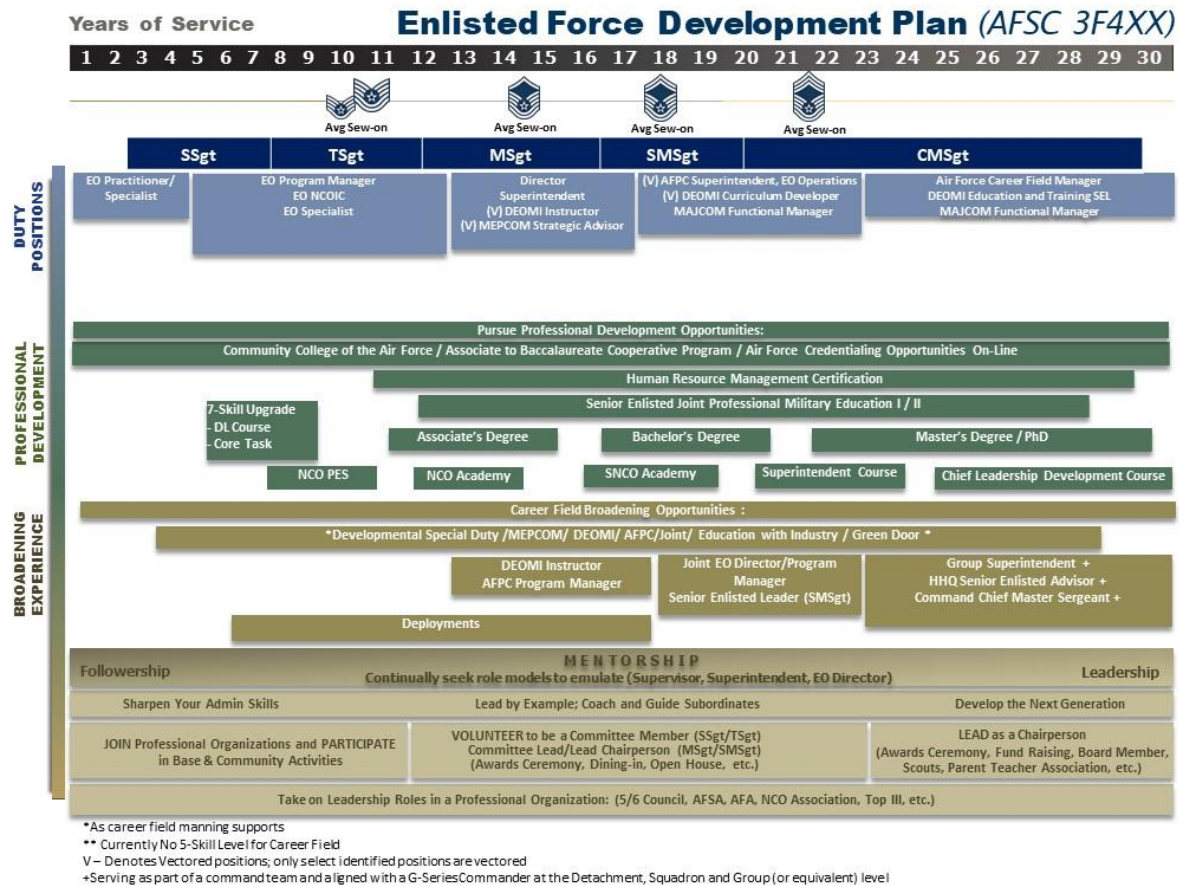
Leadership

Communication

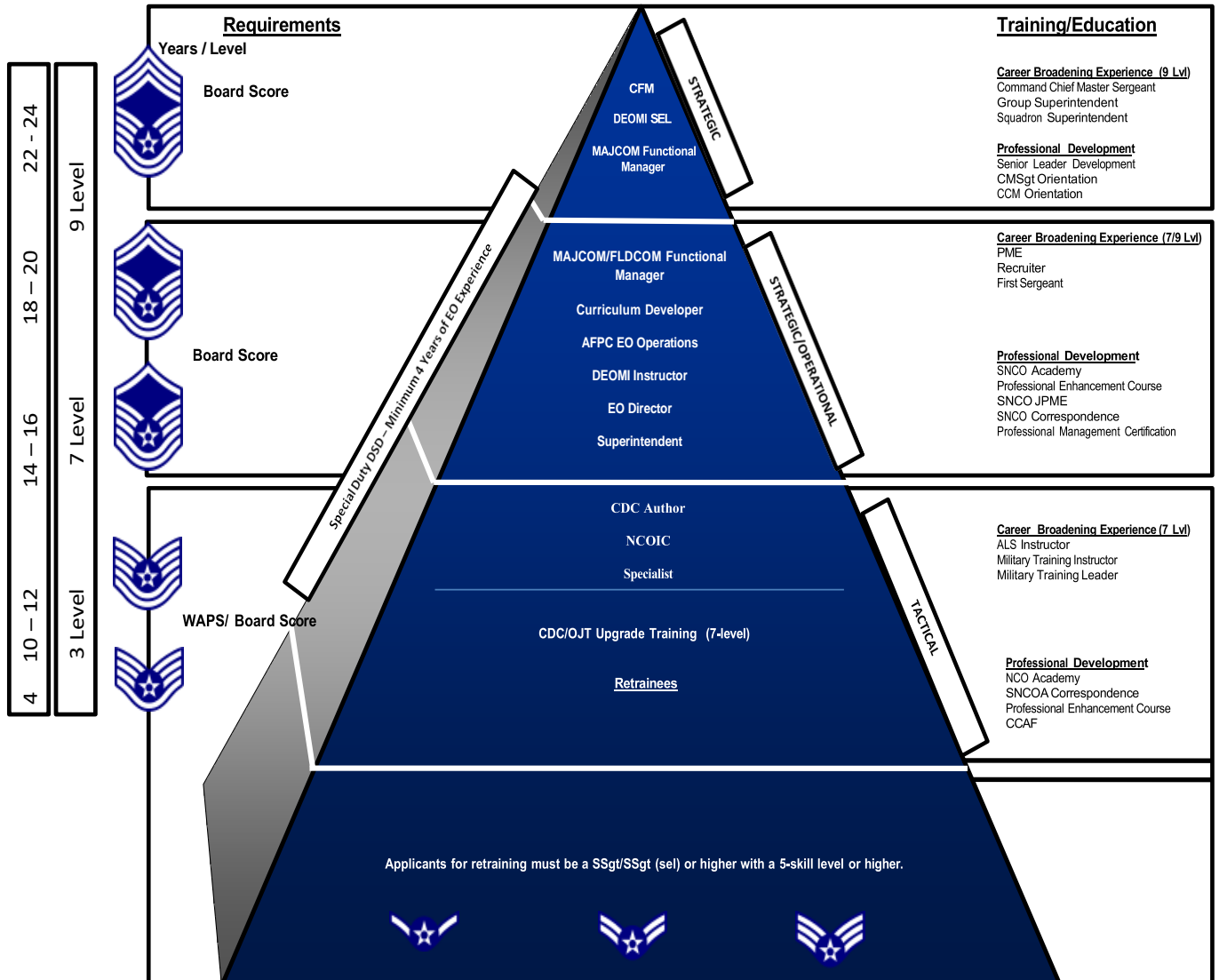
Mission Execution

Professional Foundations

## 11.7 Enlisted Development Plan



## 12. Enlisted Career Pyramid



## 12.1. Equal Opportunity Enlisted Career Path

**Table 1. Equal Opportunity Active Duty Enlisted Career Path**

Education and Training Requirements	GRADE REQUIREMENTS			
	Rank	Average Sew-on	Earliest Sew-On	High Year Of Tenure (HYT)
<b>Apprentice Technical School (3-Skill Level)</b> - Must attend and graduate Defense Equal Opportunity Management Institute's: - Equal Opportunity Advisor Course (EOAC) - Equal Opportunity Advisor Reserve Component Course (EOARCC) (ARC personnel only) - Equal Employment Opportunity Mediation Course - EEO Professional 'Entry' Course (EPS-E) (N/A for ARC)	SSgt TSgt	10.5	5 years	15 years 20 years
<b><u>Certifier</u></b> - Minimum TSgt with 7-Level (same experience level for civilians) - Attend applicable Air Force Course - Appointed by unit commander - Be certified on tasks - Certify core and critical tasks <b>**Certifier not required for EO personnel**</b>	<b><u>Trainer</u></b> <ul style="list-style-type: none"> <li>• Possess the same AFSC as the trainee (same experience level for civilians)</li> <li>• Must be qualified to perform task.</li> <li>• Trainers will sign-off trainee's records by initialing the trainer's column.</li> <li>• Must attend formal AF Training Course and be recommended by the supervisor.</li> </ul>			
<b>Upgrade To Craftsman (7-Skill Level)</b> <b>**Note: EO is a retraining in only career field at the grade of SSgt and does not have a 5-skill level. **</b> - Minimum rank of SSgt - Minimum 12 months OJT if member previously held a 7-skill level, if not, 18 months to be proficient in the 7-skill level - Complete applicable 7-skill level core tasks identified by “* ” in the core STS - Upon serving three years in AFSC 3F471, apply for SEI XXX (TBD). - Complete appropriate CDC, if available - Complete Level I Mediation Requirements (IAW DAFI 51-1201) - Complete Principles of Instruction Course				
<b>Noncommissioned Officer Academy (NCOA)</b> - Must be a TSgt, MSgt Selectee, or MSgt Resident graduation is a prerequisite for MSgt sew-on (Active Duty only) - ARC: Correspondence or in-residence				
<b>USAF Senior NCO Academy (SNCOA)</b> - Must be a SMSgt or SMSgt Selectee - Resident graduation is a prerequisite for SMSgt sew-on (Active Duty only) - ARC: Correspondence or in-residence	MSgt	15 years	8 years	24 years
<b>Upgrade To Superintendent (9-Skill Level)</b> - Minimum rank of SMSgt - Complete DEOMI EEO Professional Intermediate Course (N/A for ARC) - Complete DEOMI EEO Professional Advanced Course	SMSgt	18.9 years	11 years	26 years

(N/A for ARC)				
<b>Upgrade to CEM Code 3F4X1</b> - Attend resident Chief Master Sergeant Leadership Course as CMSgt-select or CMSgt	CMSgt	21.3	14 years	30 years

**Note 1:** Published sew-on times are DAF averages. Refer to the myPers website for current information: <https://mypers.af.mil/>.

**Note 2:** All core position tasks must be completed prior to upgrade.

**Note 3:** The EO training cycle is different from most other specialties due to being a lateral career field. In addition to retraining personnel in from different year groups, recruiting and retraining within different grades compound the challenge of charting a by-year/by-grade progression in this specialty. The above chart is provided only as an overview of a typical training cycle with consideration for EO's uniqueness.

**Note 4:** Core tasks identified in the STS are intended to ensure an overarching understanding of the core competencies outlined above and throughout the STS. In doing so, a task from each area is identified which best exemplifies that competency. Like previous core task documentation requirements, once certified during upgrade training, supervisors are required to readdress these items as an individual's duty position and responsibilities change. For upgrade training requirements, the supervisor will determine proficiency of each task for certification. That determination should be documented appropriately in the individuals training record.

### ***Section C - Skill Level Training Requirements***

**13. Purpose.** Skill level training requirements in this career field are defined in terms of tasks and knowledge requirements. This section outlines the specialty qualification requirements for each skill level in broad, general terms and establishes the mandatory requirements for entry, award, and retention of each skill level. The specific task and knowledge training requirements are identified in Part II, Sections A and B, of this CFETP.

### **14. Specialty Qualification Requirements.**

#### **14.1. Apprentice (3 Skill-Level) Training.**

##### **14.1.1. Specialty Qualification:**

**14.1.1.1. Knowledge.** Knowledge in the following areas is mandatory: principles, policies, and procedures for administering EO programs; regulations and procedures of other government and civilian agencies administering and providing services to prevent and eliminate equal opportunity human relations problems; EO education and instruction programs; interviewing and counseling techniques; and preparing and maintaining case files and records. Knowledge areas address individual, group, and organizational behavior; EO management skills; instructor skills; the study of discrimination based upon racial, sexual, religious, and cultural differences on individual, organizational, institutional and cultural levels; the study of cultural, historical, and socio-psychological perspectives as well as contemporary issues of diverse cultural groups; EO programs and procedures within an inter-service environment/contingency and experiential learning cycle practical application exercises;

**14.1.1.2. Education.** Completion of college courses in English, social science, psychology, sociology, human resources and behavior, organizational development, and speech are desirable.

**14.1.1.3. Training.** For award of the 3-skill level, completion of the initial skills DEOMI Equal Opportunity Advisor Course (EOAC), Equal Employment Opportunity Mediation Course and EEO Professional 'Entry' Course (EPS-E) Course is mandatory (Note: EEO Professional 'Entry'

course attendance is not required for ARC personnel).

**14.1.1.4. Experience.** Qualification in and possession of AFSC 3F431. Also, experience performing or supervising functions such as organizing and administering EO programs and instructing on EO and human relations issues.

**14.1.1.5. Other.** N/A

**14.1.1.7. Implementation.** Entry into training is accomplished by approved retraining from any AFSC or initial classification. Please see Air Force Enlisted Classification Directory for additional requirements.

**14.2. Journeyman (5 Skill Level) Training:** N/A While not a current requirement, CFM is looking at options to implement.

**14.3. Craftsman (7 Skill Level) Training:**

**14.3.1. Specialty Qualification:**

**14.3.1.1. Knowledge.** Knowledge and proficiency of 3 skill-level training requirements. Upon completion of CDCs (if available) and OJT, trainee will have working knowledge of principles, policies, and procedures for administering EO programs and regulations/procedures/statutes and laws of related government and civilian agencies. Supervise and perform in the following areas: EO education and training; interviewing and counseling and preparing/maintaining records. Knowledge areas address individual, group, and organizational behavior; equal opportunity management skills; instructor skills; the study of discrimination based upon racial, sexual, religious, and ethnic differences on individual, institutional and cultural levels; the study of cultural, historical, and socio-psychological perspectives, as well as contemporary status of diverse groups; equal opportunity programs and procedures of the military Services.

**14.3.1.2. Education.** Completion of a CCAF or other associates degree program, or college level courses in English composition and grammar course, speech, guidance and counseling, computer systems, human relations, consultation, sociology, and psychology are highly recommended. Additional courses in leadership and human resource management are desirable. To assume the grade of MSgt, active-duty personnel must be graduates of the NCO Academy in-residence and ANG/AFRC personnel must complete *applicable* NCO Academy requirements.

**14.3.1.3. Training.** Successful completion of the EO 7-level CDCs (when available) and OJT. Qualification consists of completion of duty position and core task requirements. Completion of the Principles of Instruction course and Level 1 Mediation requirements (IAW DAFI 51-1201).

**14.3.1.4. Experience.** Qualification in and possession of AFSC 3F431. Experience in conducting, supervising, developing, and administering all aspects of the EO program.

**14.3.1.5. Other.** Additional training requirements deemed necessary by appropriate DoD Directives and DAFIs.



**14.3.1.6. Training Sources and Resources.** DEOMI, AETC and other DAF CFM approved training opportunities.

**14.3.1.7. Implementation.** Complete appropriate CDC, if available. Be certified on core tasks identified in the CFETP and other duty position tasks identified by the supervisor. Complete the Principles of Instruction course. Complete Mediation Level I requirements IAW DAFI 51-1201, *Negotiation and Dispute Resolution Program*.

#### **14.4. Superintendent (9 Skill-Level) Training:**

##### **14.4.1. Specialty Qualification:**

**14.4.1.1. Knowledge.** Knowledge and proficiency of all 3F471 qualifications, as well as wartime and contingency training planning as outlined in DAFI 36-2710 and any other applicable deployment instructions or guides, marketing, administration, and management of all functions within the EO program.

**14.4.1.2. Education.** Completion of college level courses above the Associates level in human resources and applied social sciences is highly recommended. To assume the grade of SMSgt, Active-Duty personnel must be graduates of the SNCO Academy in-residence and ANG/AFRC personnel must complete applicable SNCO Academy requirements.

**14.4.1.3. Training.** The professional development training should include continuing education and training to ensure mastery and competency in the EO field IAW DoD and DAFI related policies and procedures. Additionally, completion of the DEOMI EEO Professional Intermediate Course and DEOMI EEO Professional Advanced Course. (Note: DEOMI EEO Professional Intermediate Course and DEOMI EEO Professional Advanced Course requirements are not applicable to ARC personnel.)

**14.4.1.4. Experience.** Qualification in and possession of AFSC 3F471, and experience in managing all aspects of the EO programs.

##### **14.4.1.5. Other.**

**14.4.1.6. Training Sources and Resources.** DEOMI and other DAF approved training opportunities.

**14.4.1.7. Implementation.** Qualification in and possession of AFSC 3F471. Also, experience managing functions such as overseeing command level budget constraints, installation and command-wide organizational climate senior leadership briefings; development and implementation of performance measures; determining manpower requirements; or organizing and implementing force management structures during contingencies. Must complete DEOMI EEO Professional 'Intermediate' Course (EPS-I), Mediation Refresher Training and DEOMI EEO Professional 'Advanced' Course (EPS-A), as well as any additional training requirements deemed necessary by supervisor(s) and MAJCOM/FLDCOM Functional Managers to ensure mastery and competency in the EO field and the consistent change in cultural dynamics.

(Note: DEOMI EEO Professional Intermediate Course and DEOMI EEO Professional Advanced Course requirements are not applicable to ARC personnel.)

## ***15. Section D - Resource Constraints***

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

**15.2. Apprentice Level Training:** No constraints.

**15.3. Journeyman (5 Skill Level) Training:** While not a current requirement, the DAF CFM is looking at options to implement.

**15.3.1. Constraints.** There is one assigned DAF-specific curriculum developer, along with a limited number of instructors to support the additional requirements. Additionally, the 3F4X1 CDC writer's newly authorized position is vacant, which is a key element to effectively execute the training plan and procedures.

**15.3.2. Impact.** Establishment of a 5-skill level will allow for the growth and development of personnel within the career field. This growth is currently strained due to the overwhelming number of tasks required for the progression from 3-skill level to 7-skill level. The implementation of a 5-skill level will provide members with the ability to perform core tasks. An initial student backlog is expected but the gaps in training and understanding of EO programs/policies will continue to widen if training is not delivered as required by the career field.

**15.3.3. Resources Required.** Additional DAF-specific curriculum developers and a full time CDC writer.

**15.3.4. Action Required:** CFM is working with DEOMI to identify and establish course requirements, determine if a 5-skill level course will be established, identify course length, platform (i.e. in-person/virtual) student/instructor ratio, etc. The CFETP to include the STS will be updated as appropriate. Additionally, DAF will request an Exception to Policy for personnel to attend the DEOMI EEO Professional 'Intermediate' Course and request an increase in the number of courses offered; lastly, the CDC writer position will be filled; member will be trained as appropriate to assume CDC writing responsibilities and update CDCs as appropriate.

**15.3.5. OPR/Target Completion Date.** CMSgt Tomeka Parker, 3F4 Career Field Manager; FY25

**15.3.5. Craftsman (7 Skill Level) Training:** Requires an adjustment to current CDC's and potential 7-level/advanced military course (in-person and/or distance learning)

**15.3.6. Constraints.** CFM is working with DEOMI to establish course requirements, i.e., course length, student/instructor ratio, etc., or requirements to bridge gaps in training. There is one assigned DAF-specific curriculum writer, along with a limited number of instructors to support the additional requirements. Additionally, the 3F4X1 CDC writer's newly authorized position is vacant, which is a key element to effectively execute the training plan and procedures.

**15.3.7. Impacts.** A 7-skill level course will allow for the growth and development of personnel within the career field. This growth is currently strained due to the overwhelming number of tasks required for the progression from 3-skill level to 7-skill level. Gaps in training and proficiency of executing EO programs/policies will continue to widen if training is not delivered in a timely manner.

**15.3.8. Resources Required.** Additional DAF-specific curriculum writers and a full time CDC writer.

**15.3.9. Action Required.** CFM is working with DEOMI to initiate the establishment of a 7-level course (virtual and/or in-person), additionally, the CDC writer position will be filled; member will be trained as appropriate to assume CDC writing responsibilities and update CDCs as appropriate.

**15.3.10. OPR/Target Completion Date.** CMSgt Tomeka Parker, CFM; FY25

**15.4. Superintendent (9 Skill-Level) Training:** Requires an adjustment to the prerequisites (attendance to the DEOMI SEP and/or AEP) associated with the DEOMI EEO Professional 'Intermediate' Course (EPS-I) and DEOMI EEO Professional 'Advanced' Course.

**15.4.1 Constraints.** Limited resources at DEOMI, as well as instructor/student capacity.

**15.4.2. Impacts.** Gaps in training and proficiency of executing EO programs/policies will continue to widen if training is not delivered in a timely manner.

**15.4.3. Resources Required.** Additional DEOMI EEO Professional 'Intermediate' Course and DEOMI EEO Professional 'Advanced' Courses and resources to ensure throughput can be sustained.

**15.4.4. Action Required.** DAF will request ETP for DEOMI EEO Professional 'Intermediate' Course and DEOMI EEO Professional 'Advanced' Courses and an increase in the number of classes offered.

**15.4.5. OPR/Target Completion Date.** CMSgt Tomeka Parker, CFM; FY25

## ***16. Section E. Transitional Training Guide***

**16.1.** There are currently no transition training requirements. *This area is reserved.*

## Part 2

### *Section A - Specialty Training Standard*

**1. Implementation.** This STS will be used for training provided by DEOMI for 3-level classes entering the initial skills courses and for 7-level enrollment in CDC 3F471 with an effective date TBD. The STS will also be used to identify 7-level upgrade training requirements with an effective date TBD.

**2. Purpose.** As prescribed in DAFI 36-2670, *Total Force Development*, this STS:

**2.1.** Lists in the column 1 (Task, Knowledge, and Technical Reference) the most common tasks, knowledge, and Technical References (TR) necessary for airmen and guardians to perform duties in the 3- and 7-skill level. Number task statements sequentially i.e., 1.1, 1.2, 2.1. Column 2 (Core Tasks) identifies, by asterisk (\*), specialty-wide training requirements and wartime training requirements.

**2.2. Provides certification for OJT.** Column 3 is used to record completion of tasks and knowledge training requirements. Use automated training management systems to document technician qualifications, if available. Task certification must show a certification/completed date.

**2.3. Shows formal training and correspondence course requirements.** Column 4 shows the proficiency to be demonstrated on the job by the graduate as a result of training on the task/knowledge and the career knowledge provided by the correspondence course.

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

**2.5.** Becomes a job qualification standard (JQS) for on-the-job training when placed in AF Form 623, Individual Training Record, and used according to DAFI 36-2670, *Total Force Development*. When used as a JQS, the following requirements apply:

**2.6. Documentation.** Document and certify completion of training IAW DAFI 36-2670, *Total Force Development*. myTraining is mandatory for documenting training and attachments one and two of this CFETP must be used. Use of attachment three is optional.

**2.7. Certification Procedures.** This STS is the primary source document for recording task certifications. Core tasks are identified by skill level through the U&TW process. These core tasks are the minimum qualification requirements for position qualification or skill level upgrade.

**2.8. Position Qualification.** Supervisors may defer core tasks for unique duty position qualification or task is not performed. Deferred core tasks must be identified in the unit's JQS master training plan. Supervisors evaluate the need to train core tasks for position qualification each time an individual is assigned to a new duty position or duty location.

**2.9. Transcribing from Old CFETP to New CFETP.** All AFJQSs and previous CFETPs are replaced by this CFETP; therefore, transcribing of all training records to this CFETP STS is mandatory. Use of AFTR to identify and certify all past and current qualifications is mandatory. Document and certify all previous and current training IAW DAFI 36-2670, *Total Force Development*.

**2.10. Decertification and Recertification.** When a trainee is found to be unqualified on a task previously certified for his or her position, the supervisor deletes the previous certification date in myTraining. Appropriate remarks are entered on the AF Form 623A, On-The-Job Training Record Continuation Sheet, as to the reason for the justification. The individual is recertified (if required) using new training dates. For certification/decertification documentation reference DAFI 36-2670, *Total Force Development*. For CDC course exam failures refer to DAFI 36-2670, *Total Force Development*.

**2.10.1. Remedial Training Requirements.** When a member is found to be unqualified on more than five core tasks in his or her position, the supervisor will delete the previous certification date in myTraining. Remedial training will be contingent on the MAJCOM/FLDCOM FM's recommendation plan and appropriate remarks are entered on AF Form 623A. For the member to be recertified on the tasks, the MAJCOM/FLDCOM FM must approve of the recertification and the supervisor will document on AF Form 623A.

## **2.11. Training Standard.**

**2.11.1.** Tasks are trained and qualified to the go/no go level. Go means the individual can perform the task without assistance and meet local demands for accuracy, timeliness, and correct use of procedures.

**2.11.2.** Is a guide for development of promotion tests used in the Weighted Airman Promotion System. Specialty Knowledge Tests are developed at the AETC Airman Advancement Division, by senior Noncommissioned Officers with extensive practical experience in their career fields. Specialty Knowledge Tests are developed by subject matter experts who authenticate Weighted Airman Promotion System material and reference AF Specialty-specific occupational analysis data. Questions are based upon study references listed in the Enlisted Promotions References and Requirements Catalog. Individual responsibilities are in Chapter 4, paragraph 4.2.11 of AFMAN 36-2664, *Personnel Assessment Program*. Weighted Airman Promotion System is not applicable to the ANG.

**2. Recommendations.** Report unsatisfactory performance of individual course graduates to the Defense Equal Opportunity Management Institute; 366 Tuskegee Airmen Drive; Patrick SFB, FL 32925-3399.

BY ORDER OF THE SECRETARY OF THE AIR FORCE

CAROLINE M. MILLER, Lt Gen, USAF  
Deputy Chief of Staff, Manpower,  
Personnel, and Services

**Attachment 1**

<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 (last 4)
PRINTED NAME OF SUPERVISOR/TRAINER 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	

PROFICIENCY CODE KEY		
	SCALE VALUE	DEFINITION: The individual
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (EXTREMELY LIMITED)
	2	Can do most parts of the task. Needs help only on hardest parts. (PARTIALLY PROFICIENT)
	3	Can do all parts of the task. Needs only a spot check of completed work. (COMPETENT)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (HIGHLY PROFICIENT)
*Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (NOMENCLATURE)
	b	Can determine step by step procedures for doing the task. (PROCEDURES)
	c	Can identify why and when the task must be done and why each step is needed. (OPERATING PRINCIPLES)
	d	Can predict, isolate, and resolve problems about the task. (ADVANCED THEORY)
**Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (FACTS)
	B	Can identify relationship of basic facts and state general principles about the subject. (PRINCIPLES)
	C	Can analyze facts and principles and draw conclusions about the subject. (ANALYSIS)
	D	Can evaluate conditions and make proper decisions about the subject. (EVALUATION)
<p><b>Explanations</b></p> <p>* A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Examples: b and 1b)</p> <p>** A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.</p> <p>(-) This mark is used alone instead of a scale value to show that no proficiency training is provided in the course or CDC.</p> <p>X This mark is used alone in course columns to show that training is required but not given due to limitations in resources.</p> <p>NOTE 1: All tasks and knowledge items shown with a proficiency code are trained during wartime.</p> <p>NOTE 2: All On The Job Tasks (OJT) are identified with an "X" meaning the measuring scale is a GO or No GO.</p>		



1. Implementation. This STS will be used for technical training provided by AETC for the 3-skill level course beginning on TBD.

1. TASKS, KNOWLEDGE, AND TECHNICAL REFERENCES	2. CORE TASKS	3. Certification for OJT				4. Proficiency Codes used to indicate training/information provided by the technical school		
		A	B	C	D	A	B	
						3 SKILL LEVEL	7 SKILL LEVEL	
						Course	CDC	
1. EO CAREER FIELD STRUCTURE AND PROGRESSION TR: DAFI 36-2710, CFETP Part 1, NGR 600-22								
1.1. Duties of AFSC 3F4X1						A	B	
1.2. Career progression						-	B	
1.3 Organizational structure						-	B	
1.4. Retrainee applicant screening								
1.4.1. Create structured activity plan for assessing applicant's suitability	*					-	2b	X
1.4.2. Conduct observation period	*					-	2b	X
1.4.3. Prepare Recommendation/Non-recommendation Memorandum	*					-	2b	X
2. EO RESPONSIBILITIES, POLICIES AND PROGRAMS TR: DoDD 1300.17, DoDD 1325.6, DoDD 1350.2, DoDD 1350.3, DoDD 1440.1, DAFI 36-2710, DAFI 51-1201, DAFI 51-1204, MD-110, 29 CFR Part 1614, DoDI 1020.04								
2.1. Policies and Programs	*					A	B	
2.2. EO Roles and Responsibilities								
2.2.1. Orient New Personnel	*					A	B	
2.2.2. Plan Work Assignments	*					A	B	
2.2.3. Schedule Work Assignments	*					A	B	

3. EO CULTURAL AWARENESS, DIVERSITY, and Sexual Assault and Prevention Response (SAPR) TR: DAFI 36-2710, DoDD 1350.2, MD-715, DAFI 36-205, DAFI 36-7001, DoDD 6495.01								
3.1. Historical						A	B	
3.2. Contemporary Issues						A	-	
3.3. Unconscious Bias						A	-	
3.4. Microaggressions						A	-	
3.5. Toxic Leadership						A	-	
3.6. Uncomfortable Conversations						A	-	
3.3. Cultural Awareness and Diversity								
3.3.1. Generational Differences						A	B	
3.3.2. Cultural Differences						A	B	
3.3.3. Cross-Cultural Communication						A	B	
3.3.4. Diversity						A	B	
3.3.5. Inclusion						A	B	
3.3.6. Special Observance Programs						A	B	
3.3.7. Accessibility						A	B	
3.3.8. Equity						A	B	
3.4. Unlawful Discrimination								
3.4.1. Behaviors of Discrimination								
3.4.1.1. Disparate Treatment						A	B	X
3.4.1.2. Disparate (Adverse) Impact						A	B	X
3.4.1.3. Perpetuation of Past Discrimination						A	B	X
3.4.1.4. Accommodation						A	B	X
3.5.1.5. Retaliation	-					A	B	X
3.5. Harassment								

3.5.1. Types of Harassment (Military and Civilian)								
3.5.1.1. Bullying	-					A	B	
3.5.1.2. Hazing	-					A	B	
3.5.1.3. Reprisal	-					A	B	
3.5.1.4. Sexual						A	B	X
3.5.1.5. Non-Sexual						A	B	X
3.5.1.6. Discriminatory						A	B	
3.5.1.7. Stalking						A	B	
3.6. Categories of Discrimination								
3.6.1. Institutional						B	B	
3.6.2. Individual						B	B	
3.7. Sexual Assault Prevention and Response (SAPR)								
3.7.1. Sexual Assault Definition						A	A	
3.7.2. EO Responsibilities						A	A	
4. ADMINISTRATIVE ACTIONS TR: DAFI 33-119, DAFI 33-322, DAFI 33-332, DAFI 36-2710, DAFI 36-2907, DAFI 33-360, DAFH 33-337, DAFI 36-2407, DAFMAN 33-326, DAFMAN 33, DAFMAN 1-101 322, DAFI 38-201, DAFI 65-601, DoD 5400.7-R AF Sup, AFMS 16K100, ANGI 36-7, DAFMAN 1-101								
4.1. EO Budget								
4.1.1. Budget Management						A	B	
4.1.2. Create Spend Plan						2b	c	
4.2. Written Communications								
4.2.1. Draft Staff Summary Sheet	*					2a	b	X
4.2.2. Draft Memorandum for Record	*					2b	-	X

4.2.3. Draft Official Memorandum	*					2b	-	X
4.2.4. Draft Electronic Communications	*					2b	-	X
4.2.5. Draft News Article						2b	-	X
4.2.6. Draft EO Guidance Memorandum	*					2b	X	X
4.3. EO Program Reporting and Compliance Requirements								
4.3.1. Prepare MD-715 (N/A for ARC)						1a	-	X
4.3.2. Conduct Self-Inspection Assessment	*					1a	c	X
4.3.3. Prepare the AF Form 3018 Military Equal Opportunity/ Human Relations Education Summary	*					1a	c	X
4.3.4. Prepare HHQ Data Collection	*					1a	c	X
4.3.5. Prepare EEOC Form 462 (N/A for ARC)	*					1a	c	X
4.3.6. Prepare MD-715 (Part G) (N/A for ARC)	*					1a	1c	X
4.4. Management and Disposition of EO Office Records and Files								
4.4.1. Process FOIA Requests						b	-	
4.4.2. Functional Requests						A	B	
4.4.3. Privacy Act requests						A	-	
4.4.4. CUI information and Documentation						A	-	
4.4.5. EO Records Development and Maintenance						A	-	X
4.4.6. EO Manpower Standard and Documents						A	-	
5. EO ROLE IN HOST-TENANT AGREEMENTS AND GSU SUPPORT TR: DAFI 25-201								
5.1. Determine Requirements and Validity						-	b	
5.2. GSUs/Tenant Unit Support						-	B	
5.3. Memorandum of Agreement/Understanding (MOA/MOU)						-	B	

6. COMMUNICATION SKILLS TR: DAFMAN 36-2236								
6.1. Interpret Verbal and Non-Verbal Communication						a	c	
6.2. Interpret Individual Communication						a	c	
6.3. Interpret Group Communication						a	c	
7. HUMAN RELATIONS EDUCATION TR: DAFI 36-2710, DAFMAN 36-2236, ANGI 36-7								
7.1. EO Training								
7.1.1. Identify EO Training	*					a	c	
7.1.2. Schedule EO Training	*					a	c	
7.1.3. Update MILPDS	*					a	c	
7.1.4. Conduct Lecture	*					1a	c	
7.1.5. Conduct Guided Discussion	*					2b	-	X
7.1.6. Conduct Briefing	*					2b	-	X
7.2. Lesson plans								
7.2.1. Personalize DAF Approved	*					1a	c	
7.2.2. Localize EO Briefings						-	c	X
7.2.3. Evaluate Training Effectiveness						-	2c	X
8. INSTALLATION COMMITTEES TR: DAFI 36-3009, DAFJI 31-1213, DAFI 90-501								
8.1. Community Action Board (CAB)						-	C	X
8.2. Community Action Team (CAT)						-	C	X
8.3. Armed Forces Disciplinary Control Board (AFDCB)						-	C	X
8.4. Installation Barrier Analysis Working Group						-	-	X
8.5. Status of Discipline						-	-	X

9. ORGANIZATIONAL CLIMATE ASSESSMENT PROGRAMS TR: DAFI 36-2710, ANGI 36-7								
9.1. Prepare Installation Equal Opportunity Assessment Summary (IEOAS)/Briefings	*					-	c	X
9.2. Develop Data Collection Strategies	*					2b	c	X
9.3. Review Records and Reports	*					b	b	X
9.4. Coordinate With Allied Programs						b	b	X
9.5. Analyze Data	*					2b	c	X
9.6. Develop Recommendations	*					2b	c	X
9.7. Assist Commander in Formulating an Action Plan	*					2b	c	X
9.8. Document all Organizational Climate Assessment Actions	*					2b	c	X
9.9. Climate Surveys								
9.9.1. DEOCS Actions								
9.9.1.2. Manage Schedule/IT Tracker	*					-	c	X
9.10. Preparation								
9.10.1. Send CC Notification	*					1a	c	X
9.10.2. Conduct Pre-Assessment Analysis	*					1a	c	X
9.10.3. Gather Information for DEOCS Processing	*					1a	c	X
9.10.4. Review Unit Continuity Folder and External Sources for Trend Data	*					1a	c	X
9.10.5. Conduct In-brief	*					1a	c	X
9.11. DEOCS Administration								
9.11.1. Request DEOCS Survey	*					1a	b	X
9.11.2. Send survey access information	*					1a	-	X
9.11.3. Provide follow-up/status updates	*					1a	b	X
9.12. Post DEOCS Actions								

9.12.1. Download DEOCS Report	*					1a	c	X
9.12.2. Analyze DEOCS Climate factors/SAQs, LDQs/comments	*					1a	c	X
9.12.3. Send Report to Required Agencies	*					1a	c	X
9.12.4. Conduct Out-brief	*					1a	c	X
9.12.5. Conduct Follow-up with Commander	*					1a	c	X
9.13. Commander Action Plans (CAP)								
9.13.1. Advise Commanders of CAP Requirements	*					1a	c	X
9.13.2 Develop EO Recommendations	*					1a	c	X
9.13.3. Develop Principle of Prevention Recommendations	*					1a	c	X
9.13.4. Conduct Follow-up Meeting	*					1a	c	X
9.13.5. Document/File Six-Month Status Report	*					1a	c	X
9.13.6. Develop Interview Questions	*					1a	c	X
9.13.7. Conduct interviews	*					1a	c	X
9.13.8. Highlight Trends from Interviews and Compare to DEOCS Report	*					1a	c	X
9.13.9. Identify interview Trend Data	*					1a	c	X
9.14. Focus Groups								
9.14.1. Develop Questions						1a	b	X
9.14.2. Conduct Focus Groups						1a	b	X
9.14.3. Analyze Data	*					1a	c	X
9.15. Out and Abouts								
9.15.1. Schedule Visit	*					1a	c	X
9.15.2. Coordinate Visit	*					1a	c	X
9.15.3. Conduct Visit	*					1a	c	X
9.15.4. Analyze Data and Trends	*					1a	c	X
9.15.5. Provide Written Report	*					1a	c	X

9.15.6. Provide Recommendations/Solutions to Assessments	*					1a	c	X
9.15.7. Conduct Out-brief	*					1a	c	X
9.15.8. Assist Commanders in Formulating Action Plans and Milestones	*					1a	b	X
10. REFERRAL AND SUPPORT TR: DoDD 6495.01, DAFI 36-2710, DAFI 90-301, ANGI 36-7								
10.1. Determine Appropriate Referral/Support Resources	*					a	c	
10.2. Document Referrals						1a	c	
10.3. Hand-Off Policy						A	C	
11. INFORMAL ASSISTANCE TR: DODI Title 10 U.S.C 1561 to Chapter 13, DAFMAN 1-101 Atch 11.								
11.1. Inform Military Customer of Limited Confidentiality	*					2b	c	X
11.2. Determine Customer Concerns/Issues	*					2b	c	X
11.3. Identify the Appropriate Course of Action for Customers	*					2b	c	X
11.4. Document AF Form 1271	*					2b	c	X
11.5. Conduct Follow-up	*					2b	c	X
12. COMPLAINTS WORKED BY UNIT TR: DAFI 36-2710, ANGI 36-7								
12.1. Commander Worked Issue (CWI)	*					B	C	
12.2. Provide Subject Matter Expertise for CDIs	*					2b	c	
12.3. Assist IO with Developing Interview Questions and Identifying Witnesses	*					2b	c	
12.4. Review the Report of Investigation (ROI)	*					2b	c	
12.5. Submit Written Technical Review of ROI	*					2b	c	
12.6. Document CWIs on AF Form 1587-1	*					2b	c	X



13. MILITARY EQUAL OPPORTUNITY COMPLAINTS TR: DAFI 36-2710, NGR 600-22/ANGI 36-3, NG-Pam 600-22/ANGP 36-3								
13.1. Conduct complaint intake (Preamble)	*					2b	c	X
13.2. Complaint Types								
13.2.1. Process Conduct Cross/Inner Command	*					1a	c	X
13.2.2 Process Complex Complaints	*					2b	c	X
13.2.3. Process Anonymous Complaints	*					1a	c	X
13.2.4. Process Conflict of Interest Complaints	*					1a	c	X
13.2.5. Process Institutional Complaints	*					2b	c	X
13.2.6. Process Referral Complaints	*					2b	c	X
13.2.7. Process Joint Complaints	*					2b	c	X
13.3. Informal Complaints								
13.3.1. Document Informal Complaint on AF Form 1587-1/ANG: NGB Form 333	*					2b	c	X
13.4. Formal Complaints						-	-	-
13.4.1. Frame Allegations	*					2b	c	X
13.4.2. Advise CC of Responsibilities	*					2b	c	X
13.4.3. Consult with Legal	*					2b	c	X
13.4.4. Conduct Complaint Clarification	*					2b	c	
13.4.5. Coordinate Extensions	*					2b	c	
13.4.6. Identify Potential Witnesses and Information Sources	*					2b	c	X
13.4.7. Formulate Interview Questions	*					2b	c	X
13.4.8. Coordinate Rights Advisement with Legal	*					2b	c	X
13.4.9. Conduct Rights Advisement	*					2b	c	X
13.4.10. Conduct Interviews	*					2b	c	X

13.4.11. Analyze Evidence	*					2b	c	X
13.4.12. Complete Clarification Report	*					2b	c	X
13.4.13. Coordinate Legal and CC Review	*					2b	c	X
13.4.14. Document AF Form 1587	*					2b	c	X
13.4.15. Out-brief Complainant	*					2b	c	X
13.4.16. Conduct Follow-ups	*					2b	c	X
13.4.17. Prepare case file for IC review	*					2b	c	X
13.4.18. Monitor Complaint Timelines	*					2b	c	X
13.4.19. Resolving SJA/EO Disagreements	*					2b	c	X
13.4.20. Process Appeal	*					2b	c	X
13.4.21. Coordinate Hands-Off						2b	c	X
14. EQUAL EMPLOYMENT OPPORTUNITY COMPLAINTS TR: MD-110, 29 CFR Part 1614, DAFI 36-2710 (N/A for ARC)								
14.1. Stakeholder Roles (AFCARO, IRD, EEOC, AFLOA, etc.)								
14.1.1. Organizational Structure						-	B	X
14.1.2. Functions						-	B	X
14.2. Types of Complaints								
14.2.1. Individual						A	C	
14.2.2. Mixed						A	C	
14.2.3. Class						A	C	
14.3. Pre-Complaint/Complainant's Rights & Responsibilities								
14.3.1. Advise Complainant	*					2b	c	X
14.3.2. ADR Program Notice	*					2b	c	X
14.3.3. Broughton Notice (Compensatory Damages)	*					2b	c	X
14.3.4. ADEA Complaints	*					2b	c	X

14.3.5. Equal Pay Act	*					2b	c	X
14.3.6. Negotiated Grievance Procedures	*					1a	b	X
14.4. Limited Inquiry								
14.4.1. Determine Claim(s)	*					1a	c	X
14.4.2. Identify Basis(es)	*					1a	c	X
14.4.3. Identify Relief Sought	*					1a	c	X
14.4.4. Determine Jurisdiction	*					1a	c	X
14.4.5. Conduct Limited Fact Finding	*					1a	c	X
14.4.6. Determine Settlement Authority	*					1a	c	X
14.4.7. Monitor Timelines	*					2b	c	X
14.5. EEO Resolutions								
14.5.1. Facilitate Resolution	*					1a	c	X
14.5.2. Attempt Resolution	*					1a	c	X
14.5.3. Document Resolution Agreement	*					1a	c	X
14.6. Final interview								
14.6.1. Relay Resolution Efforts	*					1a	c	
14.6.2. Issue Notice of Right to File	*					1a	b	
14.6.3. Explain Formal Complaint Timelines	*					1a	c	
14.6.4. Explain Formal Complaint Process	*					1a	c	
14.6.5. Complete Counselor's Report	*					1a	c	
14.7. Formal Complaint								
14.7.1. Acknowledge Receipt of Formal Complaint	*					1a	c	X
14.7.2. Status Monitoring	*					-	B	X
14.8. Complainant Options								
14.8.1. Right to Request Hearing	*					A	B	X

14.8.2. Right to Request Appeal	*					A	B	X
14.8.3. Right to File Civil Action	*					A	B	X
14.8.4. Concept of Fragmentation						A	B	X
14.8.5. Process a Complaint Amendment	*					-	c	X
14.8.6. Coordinate with Appropriate Legal Channels	*					-	c	X
14.8.7. Recommend Acceptance/ Partial Acceptance/ Dismissals of Complaints	*					1a	c	X
14.9. Post Investigation Actions								
14.9.1. Prepare Case File for CPMS/IRD	*					-	b	X
14.9.2. Issue Notice of Incomplete Investigation' Letter (180 Day Requirement)						-	b	X
14.9.3. Final Agency Decision						A	C	
14.9.4. Hearings						A	C	
14.9.5. Appeal Process						A	C	
15. NEGOTIATED GRIEVANCE PROCEDURES/INSTALLATION COLLECTIVE BARGAINING AGREEMENT TR: MD-110, 29 CFR Part 1614								
15.1. DoD Employee Complaint Options						-	B	
15.2. Organizational Collective Bargaining Agreements						-	B	
16. HARASSMENT REPORTING REQUIREMENTS TR: DAFI 36-2710, NDAA FY13 SECTION 579(b), Title 10 USC 1561								
16.1. Prepare Required Reports for IC/Center Commander/ Director/GCMCA	*					1a	c	X
16.2. Advise CC on Reporting Requirements	*					1a	c	X

16.3. Provide DoD Employee Complaint Options	*					a	c	X
<b>17. STAKEHOLDERS INTERFACE TR: DAFI 36-2710, AFI 90-301, AFI 90-401</b>								
17.1. Refer Reprisal Allegations	*					-	b	X
17.2. Respond to Congressional Inquiries						-	b	
17.3 Provide SME responsibilities to Investigating Officer						a	c	X
17.4. Senior Official Notification								
17.5. Notify Stakeholders of Formal Complaints Against All Officers and (Civilian Equivalent)	*					a	c	X
17.6. Refer Complaints Against Senior Officials to SAF/IGS via the Installations IG	*					a	c	X
17.7. Update AF IT System	*					1a	c	
17.8. Provide AFPC/MAJCOM Updates						-	b	
<b>18. EQUAL OPPORTUNITY &amp; TREATMENT INCIDENTS TR: DAFI 36-2710, ANGI 36-7</b>								
18.1. Sources						A	-	
18.2. Incidents	*					A	C	
18.3. Classify for IC/Center Commander/Director /Space Force /ANG Concurrence	*					a	c	X
18.4. Prepare Incident Reports and Notifications	*					a	c	X
<b>18.5. Incident Clarification</b>								
18.5.1. Identify Potential Witnesses and Information Sources	*					a	c	X
18.5.2. Coordinate JA Interviews						a	c	
18.5.3. Conduct Interviews	*					a	c	X
18.5.4. Gather information	*					b	c	X
18.5.5. Analyze information	*					b	c	X
18.5.6. Assess Impact on Center/Wing Climate	*					b	c	X
18.5.7. Coordinate Final Incident Report with JA	*					a	c	X

19. DISSIDENT AND PROTEST ACTIVITIES TR: DAFI 36-2710, DAFPD 51-9, DAFI 51-903, DODD 1325.6, ANGI 36-7								
20. NEGOTIATION AND DISPUTE RESOLUTION (NDR) TR: DAFI 36-2710, DAFI 51-1201, DAFPD 51-12, DAF ADR Compendium, MD-110, Chapter 3, ANGI 36-7, CNGBI 9600.01, Administrative Resolution Dispute Act (ADRA)								
20.1. Core Principles	*					A	B	X
20.2. Standards of Conduct	*					A	B	X
20.3. Confidentiality	*					A	B	X
20.4. Techniques	*					A	B	X
20.5. Eligible Disputes	*					A	B	X
20.6. Case Selection Criteria	*					A	B	X
20.7. Convene/Conduct Proceedings	*					2b	c	X
20.8. Prepare Settlement Agreements	*					2b	c	X
20.9. Reporting						-	-	X
20.10. Settlement Breach						-	B	X
20.11. Document NDR	*					1a	b	X
21. ACCOMMODATION TR: DODD 1300.17, SECAF Interim Guidelines on Free Exercise of Religion in the Military, ANGI 36-7								
21.1 Religious						A	C	
21.2 Reasonable						A	C	
22. AF EO IT DATA SYSTEMS TR: DAFI 36-2710								
22.1. Document MEO Complaints (Formal/Informal/CWI)	*					a	c	X
22.2. Document EOTI	*					a	c	X
22.3. Document HRE/Briefings	*					a	c	X

22.4. Document SME	*					a	c	X
22.5. Document Out & About	*					a	c	X
22.6. Document DEOCS	*					a	c	X
22.7. Document General Assistance/Non-EO Assistance	*					a	c	X
22.8. Document Non-EO ADR	*					a	c	X
22.9. Document Special Observances	*					a	c	X
23. EEO IT Database System (N/A for ARC)								
23.1. Document/Update Civilian Contacts	*					a	c	X
23.2. Document/Update Civilian Pre-complaints	*					a	c	X
24.3. Document/Update Civilian Formal Complaints	*					a	c	X

**NOTE 1:** Users are responsible for annotating technical references to identify current references pending STS revision. Locate current Air Force publications at:

DOD Issuances and OSD Administrative Instructions at

<http://www.dtic.mil/whs/directives/>

Air Force publications at <http://www.e-publishing.af.mil/>.

Online Reference Ware and Courses:

<https://usafprod.skillport.com/skillportfe/main.action>

PSD Guides via MyPers at <https://mypers.af.mil/>

**NOTE 2:** Core tasks are identified with an \* in Column 2.

**NOTE 3:** All tasks and knowledge items shown with a proficiency code are trained during war time.

**NOTE 4:** Equal Employment Opportunity (EEO) related core tasks are Not Applicable (N/A) for ARC personnel.

**NOTE 5:** Certification of CBRN Task Qualification Training (TQT) requirements is outlined in AFI 36-2670 and AFI 10-2501. Any core 7-skill level tasks are appropriate for evaluation under TQT; supervisors must tailor task selection based on the members' assigned UTC, MAJCOM-specific or locally directed requirements. Work centers will identify additional TQT tasks as required.

**NOTE 6:** Track and manage training using an automated training system (e.g., myTraining).

### ***Section B - Course Objective List***

There are currently no advanced courses. This area is reserved.

### ***Section C - Support Material***

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

### ***Section D - Training Course Index***

**Purpose.** This section of the CFETP identifies training courses available for continuation/ supplemental training. For information on all formal courses, refer to the Defense Equal Opportunity Institute website at [defenseculture.mil](http://defenseculture.mil). Must receive Department of the Air Force Career Field Manager approval prior to attending.

### **Department of the Air Force Equal Opportunity In-Residence/Virtual Courses.**

<u>Course Number</u>	<u>Course Title</u>	<u>Location</u>
EBALD3F431 0A1A	Equal Opportunity Advisor Course	Patrick SFB
EBAZD3F491 KA1A	Equal Employment Opportunity Professional Entry Course	Patrick SFB
EBALD3F431 DA1A	Equal Employment Opportunity Mediation Course	Patrick SFB
EBALD3F431 AA2B	Equal Opportunity Advisor Reserve Components Course	Patrick SFB



EBAZD3F491 AA1A	Equal Employment Opportunity Counselor Course	Patrick SFB
EBAZD3F491 LA1B	Equal Employment Opportunity Professional Series Intermediate Course	Patrick SFB
EBAZD3F491 CA1B	Equal Employment Opportunity Professional Series Advanced Course	Patrick SFB
J3AZRTXXXX 0P1A	Principles of Instruction	Sheppard AFB

### **3. Extension Course Institute (ECI) Courses N/A**

### **4. Exportable Courses N/A**

### ***Section E - MAJCOM Unique Requirements N/A***