



**Personnel**

**PLANNING, CONDUCTING,  
ADMINISTERING, AND EVALUATING  
TRAINING**

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OPR: HQ AFPC/DPPAT (TSgt Kevin L. Denter)

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This manual implements Air Force Policy Directive (AFPD) 36-22, *Military Training*, and addresses how to plan, conduct, administer, and evaluate training programs. Use this manual in support of AFI 36-2201, *Developing, Managing, and Conducting Training*, chapter 4, to help administer training programs and fulfill responsibilities. It provides a paced approach to accomplishing these tasks with numerous examples illustrating each step. Effectively done, these actions can establish a coherent training program to meet the demands of the 21st century. This guide provides the road map to successfully meet these objectives. This manual applies to the total force which includes active duty Air Force, Air Force Reserve (AFRES), Air National Guard (ANG), and Individual Mobilization Augmentees (IMA) unless otherwise noted.

This manual integrates the Air Force on the job training (OJT) process into the 1992 Chief of Staff Air Force directed Year of Training (YOT) initiatives. YOT initiatives centered on formal training and Professional Military Education (PME) while establishing OJT timelines for the apprentice, journeyman, and craftsman. This manual defines how to implement and manage OJT for airmen and Noncommissioned Officers (NCO) in formal upgrade training to the 5- and 7-skill level, and qualification training needed in specific duty positions. This integration completes the loop of formal and informal training programs. Supplements to this manual are authorized at any level. Process supplements that affect any military personnel function as shown in AFI 37-160, volume 1, table 3.2, *The Air Force Publications and Forms Management Programs--Developing and Processing Publications*. Coordinate supplements with Headquarters Air Force Personnel Center (HQ AFPC/DPPAT). Refer to attachment 1 for glossary of abbreviations, acronyms, and terms.

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## Chapter 1

### RESPONSIBILITIES

**1.1. Commander Responsibilities.** Commanders inherit the responsibility of establishing and conducting OJT programs. Commanders who support and assume an aggressive role in OJT program management take an important step toward ensuring qualification of personnel in their assigned jobs and capability of meeting mission requirements.

1.1.1. Command support of unit OJT program is essential to mission accomplishment and training effectiveness. The following are some methods commanders can use to demonstrate their support of OJT:

1.1.1.1. Establish and conduct effective OJT programs by:

1.1.1.1.1. Supporting and assuming an aggressive role in your unit's OJT program management.

1.1.1.1.2. Ensuring qualification of personnel in their assigned jobs to meet mission requirements.

1.1.2. Require unit Education and Training Manager (ETM) provides you monthly briefings or updates on OJT program status. Some suggested areas include:

1.1.2.1. Both strong and weak areas of unit OJT program.

1.1.2.2. Career Development Course (CDC) progression.

1.1.2.2.1. CDC pass rates (one and two time failures by AFSC).

1.1.2.2.2. Deactivations/reactivations (over and under 90 days).

1.1.2.2.3. Waivers based on two-time CDC course examinations (CE) failures.

1.1.2.2.4. Number of unit review exercises (URE) completed on time.

1.1.2.2.5. Any additional statistics deemed appropriate.

1.1.3. Review annual unit assessment reports to:

1.1.3.1. Recognize personnel who provide effective training.

1.1.3.2. Identify personnel who do not provide effective training.

1.1.3.3. Provide direct corrective measures.

1.1.4. Include OJT as a topic during staff meetings and ensure unit ETM attends staff meetings regularly.

1.1.5. Establish procedures to brief newly assigned personnel on:

1.1.5.1. The organization's mission.

1.1.5.2. How they will contribute to the mission.

1.1.5.3. The need to become fully qualified.

1.1.6. Encourage each work center to develop a master training plan (MTP):

- 1.1.6.1. Supervisors may use any combination of documents, publications, or computer products.
- 1.1.6.2. The intent is to create a plan the work center will use to train newly assigned personnel.
- 1.1.7. Attend and participate in unit and base training meetings to show your support for your unit OJT program.
- 1.1.8. Visit work centers where training is in progress:
  - 1.1.8.1. Discuss the training program with supervisors, trainers, and trainees to:
    - 1.1.8.1.1. Determine attitudes, motivation, and trainee's progression.
    - 1.1.8.1.2. Determine if training supports mission requirements.
    - 1.1.8.1.3. Determine if programs are producing desired results.
- 1.1.9. Establish incentives to motivate trainees. Some suggested programs include:
  - 1.1.9.1. Certificates or letters of recognition for those who complete training ahead of schedule.
  - 1.1.9.2. Awards for error free evaluations.
  - 1.1.9.3. Outstanding trainee and trainer of the month or quarter programs.
  - 1.1.9.4. Three-day passes for outstanding CDC scores (90 percent or better) for first time pass only.
- 1.1.10. Ensure the unit ETM is competent by:
  - 1.1.10.1. Encouraging unit ETM to network with other base ETMs in similar job positions or with experienced ETMs.
  - 1.1.10.2. Supporting opportunities for professional development such as training workshops, advanced training course, and formal and contract training, when possible.

**1.2. Base Education and Training Manager Responsibilities.** The base training manager is the office of primary responsibility (OPR) for OJT. He or she is responsible for staff supervision of all the OJT programs within units serviced by the Military Personnel Flight (MPF), regardless of functional area. The base training manager plans, organizes, and directs the overall OJT program ensuring equal service to all units (host and tenant).

- 1.2.1. OJT Staff Assistance Visits (SAV). One of the primary responsibilities of the base training manager is to provide assistance to the unit training programs. One of the methods for accomplishing this task is by conducting a SAV. These visits enable commanders and managers to understand the status of their programs and determine whether or not they meet mission requirements:
  - 1.2.1.1. Ensure the unit ETM has established an effective OJT program by:
    - 1.2.1.1.1. Concentrating on the unit ETM's responsibilities in accordance with AFI 36-2201, paragraph 4.10.
    - 1.2.1.1.2. Examining processes to see how the unit ETM contributes to the organization's effectiveness.
    - 1.2.1.1.3. Determining how the unit ETM informs the commander and managers on the status of the unit's training program.

- 1.2.1.1.4. Using the comprehensive overview on how to conduct a SAV in **Chapter 4** of this manual.
- 1.2.1.2. SAV Reports (see **Attachment 2** for an example of a SAV report):
  - 1.2.1.2.1. Are informative, factual, comprehensive, and to-the-point.
  - 1.2.1.2.2. An effective management tool for commanders and managers to use.
  - 1.2.1.2.3. Useful for directing or redirecting training efforts and resources.
- 1.2.2. Base OJT Meetings. As a base training manager, the quality and effectiveness of your base's OJT program depends greatly on how you "get the word out." Ensure commanders, training managers, and supervisors are knowledgeable and kept current on training philosophy, plans, and procedures. The base OJT meeting is the prime medium used to provide this service.
  - 1.2.2.1. Use OJT meetings as a forum to:
    - 1.2.2.1.1. Educate.
    - 1.2.2.1.2. Share ideas.
    - 1.2.2.1.3. Introduce new concepts.
    - 1.2.2.1.4. Highlight important issues in an effort to improve OJT effectiveness.
  - 1.2.2.2. For an effective base OJT meeting, you will inform personnel of general OJT information. Also, discuss and teach OJT techniques to improve base and unit level OJT programs. Whenever possible, employ experienced unit ETMs to conduct training sessions. Areas to cover in base OJT meetings will include:
    - 1.2.2.2.1. Discussing techniques and procedures used in managing OJT programs.
    - 1.2.2.2.2. Highlighting overall base or unit OJT program strengths and weaknesses and discussing with the group steps required to solve the problems and prevent recurrence.
    - 1.2.2.2.3. Inviting senior officers. Senior officers include the wing, base, or unit commander, MPF chief, and other personnel in the authority line for the base OJT program to formally speak during the meetings.
    - 1.2.2.2.4. Teaching and conducting training sessions on areas requiring emphasis, such as evaluating trainees, improving CDC administration, motivating trainees, using Career Field Education and Training Plans (CFETP), or Air Force Job Qualification Standards (AFJQS) properly, etc.
- 1.2.3. Meeting minutes. Minutes are not verbatim notes of a meeting or conference, but a concise, clear summary of the participants' discussion. The minutes provide a record of completed or planned actions. Type minutes and ensure they include:
  - 1.2.3.1. Personnel who attend.
  - 1.2.3.2. Personnel absent.
  - 1.2.3.3. Items discussed.
- 1.2.4. AFSC 3S2X1 Retraining Interview (not applicable to ANG/AFRES). Base training will ensure the following interview for each retrainee applicant:

- 1.2.4.1. Base training.
- 1.2.4.2. Maintenance training.
- 1.2.4.3. Education services.
- 1.2.5. Use **Attachment 3** as a guide to provide the applicant with an overview of the various duties and responsibilities performed by AFSC 3S2X1 personnel.
- 1.2.6. The NCOIC of base training will consolidate all inputs and attach final recommendations to the retraining package then forward to the individual's parent Major Command (MAJCOM).
- 1.2.7. Update Personnel Data System (PDS) codes for Air Force Training course:
  - 1.2.7.1. Trainer course PDS code is XHM.
  - 1.2.7.2. Certifier course PDS code is XCX.

**1.3. Unit Education and Training Manager Responsibilities.** The training manager is the unit commander's key staff member responsible for overall management of the OJT program. This person serves as a training consultant to all unit members and determines if quality programs are in effect within all sections. This also applies to additional duty training managers.

- 1.3.1. Training Manager's Qualifications. The training manager must possess specific qualifications to function effectively. They are:
  - 1.3.1.1. Skills in training development and evaluation.
  - 1.3.1.2. Communications (both written and spoken).
  - 1.3.1.3. Counseling skills.
  - 1.3.1.4. Leadership and management.
- 1.3.2. The development of these skills are through attendance in formal courses such as:
  - 1.3.2.1. Technical schools.
  - 1.3.2.2. Instructor courses.
  - 1.3.2.3. Training development courses.
  - 1.3.2.4. Professional military education (PME).
- 1.3.3. Learning the unit. Learning the unit is first priority. This knowledge will enhance training related communications with work center personnel.
  - 1.3.3.1. Learn the mission of the organization.
  - 1.3.3.2. Be familiar with how each section supports the mission.
  - 1.3.3.3. Know the Air Force Specialty Codes (AFSC) assigned to each section.
  - 1.3.3.4. Know the number of people authorized and assigned in each AFSC.
  - 1.3.3.5. Know the tasks for which each section is accountable for such as Maintenance Training Flight (MTF), logistics unit, or any other unique organization. Become familiar with:
    - 1.3.3.5.1. Management procedures.

- 1.3.3.5.2. Training guides or instructions.
- 1.3.3.5.3. Automated training systems and products.
- 1.3.3.5.4. Weapon systems and equipment.
- 1.3.4. Training Consultant Duties. The unit training manager must educate all unit personnel on:
  - 1.3.4.1. Training concepts.
  - 1.3.4.2. Assessment of quality training programs.
  - 1.3.4.3. Development and maintenance of training programs that meet the needs of individuals and support mission requirements.
- 1.3.5. Conduct OJT trainee orientation. Cover the following areas. See **Attachment 4** for an example of a briefing guide.
  - 1.3.5.1. Structure of Air Force OJT Program.
  - 1.3.5.2. Responsibilities for OJT.
  - 1.3.5.3. Skill level advancement (upgrade).
  - 1.3.5.4. CDC program.
- 1.3.6. Visit each work center between staff assistance visits to assess the quality of training:
  - 1.3.6.1. Help supervisors determine training capacity and capabilities.
  - 1.3.6.2. Identify training requirements.
  - 1.3.6.3. Help develop MTLs or MTPs (using guidance provided in **Chapter 2**).
  - 1.3.6.4. Prepare memorandums for record (MFR) on informal visits by documenting training actions.
- 1.3.7. Brief commander monthly on the current status of the unit OJT program:
  - 1.3.7.1. Discuss training capacity and capabilities.
  - 1.3.7.2. Explain the impact unqualified personnel could have on meeting mission needs.
  - 1.3.7.3. Explain how trainees are progressing; recommend where command support and emphasis is necessary.
  - 1.3.7.4. Emphasize the good points about the program.
  - 1.3.7.5. Recommend alternative methods for overcoming training deficiencies.
- 1.3.8. Conduct unit OJT meetings:
  - 1.3.8.1. Provide training sessions.
  - 1.3.8.2. Discuss training policies, methods, procedures, and changes.
  - 1.3.8.3. Solicit inputs for topics to discuss that would benefit the majority of unit personnel:
    - 1.3.8.3.1. Training problems and solutions.
    - 1.3.8.3.2. Planning training.
    - 1.3.8.3.3. Motivating trainees.

1.3.8.3.4. Changing CDC requirements.

1.3.8.3.5. Conducting evaluations.

1.3.8.3.6. Recognition programs.

1.3.8.4. Use the meeting as an opportunity to provide in-house training for newly assigned supervisors, when necessary.

1.3.8.5. Recommend you invite the unit commander to open the unit meeting and approve minutes.

1.3.9. Management functions and support. Being the focal point for OJT in the unit requires you to apply effective management techniques. Implement and maintain quality programs by:

1.3.9.1. Establishing procedures to review each newly assigned person:

1.3.9.1.1. PC-III information.

1.3.9.1.2. CDC status.

1.3.9.1.3. Training record.

1.3.9.2. Maintaining data to show the current status of personnel in training (accountability, requirements, and progression). The unit ETM may need additional management tools to track training requirements unique to the unit:

1.3.9.2.1. AF Form 1320a, **Training Chart**.

1.3.9.2.2. General purpose forms.

1.3.9.2.3. Automated products.

1.3.9.3. Coordinating with base education and training office to:

1.3.9.3.1. Request and receive mandatory CDCs for upgrade trainees.

1.3.9.3.2. Brief supervisors, trainers, and trainees on CDCs when received.

1.3.9.3.3. Help establish completion schedules and monitor progression.

1.3.9.4. Conduct formal SAVs. Provide the unit commander with one of the most useful tools available for determining the quality of the unit training program. Carefully plan the SAV to meet this objective. Follow guidance in **Chapter 4** of this AFMAN.

**1.4. Supervisor responsibilities.** The supervisor has the greatest single impact on successful mission accomplishment. He or she is responsible to:

1.4.1. Share his or her experience and expertise.

1.4.2. Provide a quality OJT program to the trainee to meet mission requirements.

1.4.3. Consult the unit ETM for assistance needed in carrying out training responsibilities and duties as stated in AFI 36-2201, paragraph 4.11.

1.4.4. The supervisor is the key element in:

1.4.4.1. Planning training.

1.4.4.2. Conducting training.

1.4.4.3. Evaluating training.

1.4.5. Attend unit OJT meetings to keep current on training policies, methods, procedures, and changes to the OJT program. As a minimum:

1.4.5.1. One supervisor or training representative from each work center (with enlisted personnel assigned) will attend.

1.4.5.2. Be prepared to discuss CDC progression, training problems, and techniques proven effective for your OJT program.

## Chapter 2

### APPLYING INSTRUCTIONAL SYSTEM DEVELOPMENT (ISD) TO OJT

**2.1. Introduction to OJT and ISD.** As a training manager, your responsibility is not only to monitor the local training program, but also to evaluate it and provide assistance to your unit, especially to the work center supervisor. Therefore, we want you to look again at ISD from a different perspective than that of the supervisor. In this way, you can see how the supervisor applies the ISD process to the work center training program. In this section, we will cover:

- 2.1.1. Some basic OJT terms.
- 2.1.2. Training goals.
- 2.1.3. Master training plan development using ISD.

**2.2. The different types of OJT.** OJT is an all inclusive term that describes all training received by an airman while performing duty in a particular Air Force specialty (AFS). All Air Force organizations with enlisted personnel assigned perform OJT. There are two types of OJT:

2.2.1. Upgrade Training (UGT). OJT for 1-(helper), 3-(apprentice), 5-(journeyman), and 7-(craftsman) level airmen who are in the process of becoming more knowledgeable and skilled so they can formally upgrade to the next higher skill level. UGT requires:

- 2.2.1.1. Completion of applicable CDC, if available.
- 2.2.1.2. Task knowledge if CDC is not available.
- 2.2.1.3. Qualification in tasks required for the assigned duty position.
- 2.2.1.4. Certification of core tasks as identified in your CFETP and any critical tasks identified by supervisor.
- 2.2.1.5. Satisfying mandatory requirements listed in AFMAN 36-2108, *Airman Classification*, for your particular AFS.
- 2.2.1.6. Completion of applicable 7-level (craftsman) course for award of 7-skill level. See **Attachment 5** for procedures on policy, eligibility, and selection.

2.2.2. Qualification training (QT). QT is actual "hands on" task performance training designed to qualify an airman in a specific duty position. QT occurs both during and after UGT and any time an individual is not fully position qualified. Additional QT becomes necessary when:

- 2.2.2.1. A unit mission changes.
- 2.2.2.2. A new piece of equipment or weapon system comes on board.
- 2.2.2.3. New techniques, or a need for increased productivity.

2.2.3. Knowledge Training. Consists of the following two parts:

- 2.2.3.1. Career knowledge. This part consists of fundamental principles and theories through use of a CDC.
- 2.2.3.2. Task knowledge. Specialized task knowledge, provided both during and after UGT, and attained by using directives that govern tasks. This part relates to the specific job assignment

(maintenance of a particular system or equipment) and administered using technical references (TR), such as instructions, manuals, technical orders, etc., listed in the CFETP, specialty training standard (STS) or the AFJQS.

**2.3. Training Program Goals.** A well-planned training program ensures new personnel receive training on their job requirements as quickly and comprehensively as possible. Before developing your training program, consider some wide range goals. Here are five goals you will try to attain:

2.3.1. Goal 1: Provide Maximum Training in Minimum Time. With the work force cutbacks over the past decade or so, we all realize there seems to be little time to train:

2.3.1.1. The faster you train your people to do their jobs, the more time you have available to maintain the work center.

2.3.1.2. Do not substitute speed for safety, accuracy, or training quality.

2.3.2. Goal 2: Strive to Achieve 100 Percent Task Coverage. Simply put, the more people you have trained to do the job, the better your chances are of getting the job done:

2.3.2.1. Ideally, you would like to have everyone qualified on all tasks required in the work center.

2.3.2.2. Plan for 100 percent task coverage and ensure the qualification of someone to perform each task required in the work center.

2.3.2.3. Some people can do each and every task while others are not as capable or motivated.

2.3.2.4. Give consideration to each individual's abilities and experience.

2.3.2.5. By setting the goal of 100 percent task coverage and sticking to it, your people will know what is essential to them.

2.3.2.6. QT never ceases until everyone can do all job tasks.

2.3.3. Goal 3: Maximize Available Resources. Perhaps the biggest challenge in planning your training program is the efficient use of people and equipment:

2.3.3.1. Equipment downtime is a primary concern.

2.3.3.2. Schedule training to coincide with equipment availability.

2.3.3.3. Identify trainers, trainees, and training requirements.

2.3.3.4. Put all the resources together to produce a schedule that permits quality training in the most efficient manner.

2.3.4. Goal 4: Establish an Efficient but Flexible Schedule. As most supervisors are well aware, unscheduled events are frequent occurrences. You can reduce them by having a high-caliber training program:

2.3.4.1. Your training schedule must contain a degree of flexibility that permits your people to attend unscheduled events and still accomplish the training within established time frames.

2.3.4.2. Set up your training schedule based on your experiences and that of your personnel.

2.3.4.3. Build in alternate time periods for training and revise the schedule as necessary.

2.3.5. Goal 5: Use Instructional Systems Development (ISD). When developing a training program, you need to follow a logical, orderly process, such as the ISD process. When you apply ISD to an individual work center, do not concern yourself about an entire Air Force specialty, only a portion of it.

**2.4. Master Training Plan (MTP) Development Using ISD.** To develop your work center MTP you must:

2.4.1. Analyze and determine what instruction is necessary.

2.4.2. Design instruction to meet the need.

2.4.3. Develop instructional materials to support system requirements.

2.4.4. Implement the instructional system.

2.4.5. Task Analysis. An in-depth task analysis is the basis for your entire training program. In this section, we are going to look at how to develop a master task list (MTL), conduct research, and document training requirements:

2.4.5.1. MTL. Before you start training, you must find out what training is necessary, if any. Before you can do that, you must know two things:

2.4.5.1.1. What tasks are essential to do the job?

2.4.5.1.2. What are the qualifications of your assigned personnel? There are primarily two types of task requirements:

2.4.5.1.2.1. Work center or Section:

2.4.5.1.2.1.1. Identify the normal mission and day-to-day work requirements for the entire work center or section, all special work requirements, and any additional duties.

2.4.5.1.2.1.2. Some tasks are not required on a day-to-day basis.

2.4.5.1.2.1.3. Review contingency plans or wartime requirements, special operating instructions, or the publications governing the other duties.

2.4.5.1.2.1.4. Once you develop a comprehensive list, ask your co-workers to help you review it for completeness.

2.4.5.1.2.2. Position:

2.4.5.1.2.2.1. After determining what your overall work center or section requirements are, it is a good idea to determine individual positions.

2.4.5.1.2.2.2. Let us say you determine the work center's mission requires 150 tasks. Your unit manpower document (UMD) authorizes you seven positions (some are 3-, 5-, and 7-skill level). This means you will have seven people assigned, with the comparable levels of skill stated above, to perform your section or work center's mission (all 150 tasks).

2.4.5.1.2.2.3. To have all personnel qualified on all tasks is impractical or impossible sometimes.

2.4.5.1.2.2.4. Divide and assign the tasks specifically to individual positions.

2.4.5.1.2.2.5. All positions require one or more tasks, such as "answer the telephone."

2.4.5.1.2.2.6. For each position (authorization), there are a number of tasks that require performance to support the overall work center mission.

2.4.5.1.2.2.7. Normally, the work center supervisor makes this determination.

2.4.5.2. Conduct research. How do you find what tasks are essential for your work center? You accomplish this by:

2.4.5.2.1. Reviewing the previous MTP if there is one.

2.4.5.2.2. Reading technical orders, operating instructions, or other applicable governing publications.

2.4.5.2.3. Using your own personal experience.

2.4.5.2.4. Reviewing Air Education and Training Command (AETC) formal training courses, if available.

2.4.5.2.5. Using an occupational survey report (OSR), if available. To obtain an OSR, send a memorandum of request to AFOMS/OMYXI, 550 5th Street East, Randolph AFB TX 78150-4449, or fax to DSN 487-7073.

2.4.5.2.6. Conducting on site interviews and observations, if necessary.

2.4.5.2.7. Developing questionnaires for personnel in the work center and asking them to identify the things they do to maintain specific equipment.

2.4.5.2.8. Using Subject Matter Experts (SME) from other work centers, when possible.

2.4.5.2.9. Reviewing local JQSs, if available.

2.4.5.2.10. Reviewing STS (part II of CFETP).

2.4.5.2.11. Reviewing self inspection checklists.

2.4.5.3. Documentation. CFETPs or **Chapter 5** of this AFMAN outline the current policy and procedures for the documentation of OJT:

2.4.5.3.1. Documentation of a MTL is usually on the:

2.4.5.3.1.1. Specialty Training Standard (STS), (part II of CFETP) along with the AF Form 797, **Job Qualification Standard Continuation/Command JQS**, for local tasks not already identified.

2.4.5.3.1.2. AF Form 1320a, or some other planning aid to consolidate the work center or section training requirements.

2.4.5.3.2. The MTL or training aid identifies all training requirements including:

2.4.5.3.2.1. Daily duties.

2.4.5.3.2.2. Contingency or wartime tasks.

2.4.5.3.2.3. Additional duties.

2.4.5.3.2.4. Any mandatory AFS requirements.

2.4.6. Determine Training Needs. Once you have the work center and position requirements identified, your next step is to identify training needs. You determine training needs by comparing your personnel's qualifications to the actual job performance requirements. Determine this by conducting an initial evaluation. Other factors you need to consider when determining training needs are mandatory qualifications, recurring training, and personnel gains and losses:

2.4.6.1. Initial Evaluation. The purpose of the initial evaluation is to determine, specifically, the qualifications of your assigned personnel. Accomplish this when a new person arrives to the section or when someone changes duty positions:

2.4.6.1.1. You perform the initial evaluation by reviewing, with the worker, the individual's AF Form 623, **On-The-Job Training Record**, or in some instances, computerized automated training listings.

2.4.6.1.2. Compare the worker's qualifications to the work center and position tasks, advising the worker of any additional training needed.

2.4.6.1.3. In cases where a newcomer is qualified on a task required for the new work center, you will have to re-verify their qualifications to ensure they are still proficient to perform that task.

2.4.6.1.4. The first priority is to get the individual position qualified.

2.4.6.2. Mandatory Qualifications. For some specialties there are mandatory qualifications maintained for a specific career area: for example, typing proficiency of 35 words per minute for an Information Management specialty. These mandatory qualifications are listed in AFMAN 36-2108 for enlisted personnel.

2.4.6.3. Recurring Training. The various publications that govern the work you do require some training be repeated periodically. For instance, the following require qualification on an annual or semiannual basis:

2.4.6.3.1. Fire-prevention training.

2.4.6.3.2. Cardiopulmonary resuscitation (CPR) training.

2.4.6.3.3. Engine runs.

2.4.6.4. Gains and Losses. A key factor in figuring when and how much training is necessary centers around your changes in personnel:

2.4.6.4.1. Review the current staffing documents that identify and authorize the AFSCs required to accomplish the mission:

2.4.6.4.1.1. Unit Manning Document (UMD).

2.4.6.4.1.2. Unit Personnel Manning Roster (UMPR).

2.4.6.4.2. If a person is leaving, what tasks are not performed in his or her absence?

2.4.6.4.3. When a new person arrives, where would she or he be best placed to ensure total task coverage?

2.4.6.4.4. With the changes coming, what training is necessary?

2.4.7. Training Capability. Determine your training capability and resources. In general, for a training capability to exist, you must have:

2.4.7.1. An authorized unit manning document position.

2.4.7.2. Training references.

2.4.7.3. A person capable of administering job qualification training.

2.4.8. Available Time. Identify available time for training. This is one of your more difficult tasks in planning your training program. Surges in mission requirements and changes in availability of equipment required for training make it necessary for your plan to be flexible. You may have to reach your training goal in stages, rather than being able to train a total task at one time.

2.4.9. Job Rotation. Consider need for job rotation. Even if there are no personnel changes coming, you may decide your people need a wider breadth of experience to ensure a well-rounded work force. This will help to provide for continuity when your personnel take leave or are absent for any reason.

2.4.10. Design Training Program. After the task analysis is completed, you know what the training needs are, both for the overall work center and for the individual positions (assigned to that work center). Now you must determine:

2.4.10.1. What your training program objectives are.

2.4.10.2. What you want to accomplish.

2.4.10.3. How and when to measure the objective.

2.4.11. Objectives. Performance of a task and learning to perform a task are distinctively different. You need to change those tasks into clearly stated objectives to specify what the trainee is able to do after receiving training. Objectives contain three parts:

2.4.11.1. Conditions. This part of the objective consists of the items you will provide for the trainee to use during training (the givens); for example, technical orders, checklists, tools, equipment:

2.4.11.1.1. The condition may also indicate how much help the person will receive during the task performance or indicate if the task regularly requires more than one person.

2.4.11.1.2. The conditions you use in training must mirror the conditions used during performance of the task on the job.

2.4.11.2. Performance (Behavior). This part closely mirrors the task statement and consists of an action verb and object:

2.4.11.2.1. The verb will reflect actions that are observable, measurable, verifiable, and reliable.

2.4.11.2.2. The performance during training will mirror the performance of the task on the job.

2.4.11.3. Standard. The standard reflects a clearly stated, measurable standard of performance:

2.4.11.3.1. Standards specify the accuracy and completeness required for accomplishing the objectives.

2.4.11.3.2. In other words, how well, how fast, how accurate, etc., trainees must perform a task before the trainer or supervisor certifies them in their training record. There are six types of standards:

2.4.11.3.2.1. Referring to a standard operating procedure in accordance with technical order I F-XX-XX.

2.4.11.3.2.2. Implying the standard of no error (an adjustment made to an exact frequency or voltage).

2.4.11.3.2.3. Specifying a minimum acceptable level of performance (plus or minus .5 volts).

2.4.11.3.2.4. Specifying a time requirement (performed within 15 minutes).

2.4.11.3.2.5. Specifying the rate of production (performed so many times in an hour).

2.4.11.3.2.6. Specifying qualitative requirements (equipment cleaned very well).

2.4.12. Go/No-Go Standards. The USAF OJT program defines the "Go" standard as capable and competent to perform tasks in terms of procedures, timeliness, performance, and so forth.

2.4.13. Evaluations or Tests. Evaluations or tests are for use after training to determine if training was successful. They also let trainees know how well they are progressing. OJT frequently uses oral and written tests to measure knowledge and attainment of knowledge objectives:

2.4.13.1. Written Test. The most commonly used type of written test in the Air Force is multiple choice because of its ease and objectivity in scoring:

2.4.13.1.1. Use good English and keep your language simple.

2.4.13.1.2. Try not to use ambiguous statements; avoid the use of needless jargon and words that do not have exact meanings.

2.4.13.1.3. Avoid negatives and double negatives.

2.4.13.1.4. Use your own language rather than taking the words directly from the textbook.

2.4.13.1.5. Limit the subject of each question to one item.

2.4.13.1.6. If you need additional guidance on how to construct a written test, refer to AFMAN 36-2236, *Guidebook for Air Force Instructors*.

2.4.13.2. Performance Test. A performance test is a formal appraisal of trainee accomplishment of an objective based on observation of performance against a predetermined standard:

2.4.13.2.1. To ensure the standards of an objective are met, the evaluator will watch the trainee perform.

2.4.13.2.2. There is no standard format or form for preparing performance tests; however, the most common is nothing more than a checklist.

2.4.13.2.3. A performance test will contain the objective, materials, and instructions required for the students to take the test.

2.4.13.2.4. For more detailed information, refer to AFH 36-2235, volume 11, *Information for Designers of Instructional Systems*.

2.4.14. Develop a Predetermined Standard. A predetermined standard is basically a checklist. The checklist is a breakdown of a task into a series of task elements that a trainee must do to reach the objective:

2.4.14.1. Review the task statement.

2.4.14.2. Develop and write down the elements involved in doing the task.

2.4.14.3. Determine how to measure each element of the task:

2.4.14.3.1. Will you simply watch the performance?

2.4.14.3.2. Will you ask questions and have the trainee explain why the elements are necessary?

2.4.14.3.3. Will you physically check measurements or specifications?

2.4.14.4. Put everything together into a predetermined standard.

2.4.14.5. Decide what tools, materials, and equipment you and the trainee need during the evaluation.

2.4.15. Develop Instructions for the Trainee. The trainee must know exactly what to expect before starting the evaluation. Key factors here include requirements for speed, accuracy, neatness, procedures, etc. You may even wish to review the objective before and after the evaluation.

2.4.16. Selecting Training Strategies. Now that you have determined what your objectives are, decide how and where to provide the training. The following paragraphs will guide you in this effort and will give you some areas to consider as you design your training:

2.4.16.1. Consider Available Options. Ask yourself what the best method is to teach the task:

2.4.16.1.1. The training method used most often is the coach pupil or demonstration performance method.

2.4.16.1.2. Are other resources available to you, such as Computer Based Instruction (CBI) or qualification training packages (QTPs) where the trainee may or may not require your direct teaching.

2.4.16.1.3. In some cases, your role will change from that of a "teacher" to one as a "guide."

2.4.16.1.4. Questions to ask in determining the best method to use and time to conduct OJT include:

2.4.16.1.4.1. Do you need classroom time?

2.4.16.1.4.2. Does the CDC background knowledge meet some of your training requirements?

2.4.16.1.4.3. Can the trainer train more than one individual?

2.4.16.1.4.4. Does equipment downtime allow training accomplishment?

2.4.16.1.4.5. Do you need outside help?

2.4.16.1.4.6. Is training done concurrent with scheduled production maintenance requirements, such as train and work at the same time?

2.4.16.1.4.7. How many tasks are completed in one session?

2.4.16.1.4.8. How many tasks require several sessions?

2.4.16.1.4.9. Which tasks are completed during a normal shift?

2.4.16.1.4.10. Which tasks require special mockups, test equipment, or equipment down-time?

2.4.16.1.4.11. If necessary, schedule special training sessions?

2.4.16.1.4.12. How many people need training on each task?

2.4.16.1.4.13. How many people need training to meet mission requirements by the end of the month, 2 months, etc.?

2.4.16.1.4.14. When must you complete the training to ensure continuity and mission effectiveness?

2.4.16.2. Consider Need for Equipment. There are times when you will need a piece of equipment, a computer terminal, or some type of audiovisual device to accompany a training session. In planning the training, provisions must allow for devices, facilities, and materials well in advance.

2.4.17. Select Training Methods. How well you get your message across and the way you teach it will have much to do with the methods you use. As in classroom teaching, there are certain methods suitable for one-on-one or small group training:

2.4.17.1. Lecture Methods. Use the lecture when you have to give information (facts, principles, and ideas) to a group of people in a short period of time. The lecture method is especially useful when you use this method in combination with other methods.

2.4.17.2. Discussion Method. A method of teaching where the trainer uses questions to cause trainees to take part actively in the learning situation by exchanging ideas, opinions, and experiences to reach conclusions that support learning objectives:

2.4.17.2.1. The trainer's job is to ask questions, pose problems, and direct trainee participation.

2.4.17.2.2. The trainees will answer questions and solve problems by pooling their thinking under your guidance.

2.4.17.2.3. Discussion consists of an orderly exchange of ideas with a goal in mind--it is not a "bull session."

2.4.17.3. Demonstration Method. The demonstration method of teaching is a planned performance by a trainer of physical or motor skill, a scientific principle, or an experiment:

2.4.17.3.1. Is a method the trainer uses to demonstrate the procedures for completing a task.

2.4.17.3.2. Because of the "show and tell" nature of the demonstration method, it gives certain advantages over the lecture and discussion methods.

2.4.17.4. Performance Method. The performance method provides the trainee with the opportunity to practice, perform, and apply, under controlled conditions and close supervision, the skills necessary for completing a task.

2.4.18. Develop Lesson Guides and Task Breakdowns. Another important phase in planning instruction is to get the major parts of the job broken down into units of instruction that will provide for a series of successes on the part of the learner:

2.4.18.1. Plan instruction so it will introduce a part of the task that is small enough for learning at one time and is short enough to allow complete performance immediately after teaching the segment.

2.4.18.2. Some tasks are so simple that it would be a waste of time to prepare a breakdown.

2.4.18.3. There are times when technical manuals or standard operating procedures (SOP) exist which eliminate the necessity for a separate task breakdown.

2.4.18.4. Use the task breakdown as a management tool.

2.4.18.5. The task breakdown can become the basis for the training program if there are no other outlines, guides, technical orders, or technical manuals to support teaching and developing workers.

2.4.18.6. A task breakdown is nothing more than an outline, usually in two columns, that lists the "important steps" of the process in the left column and the "key points" to remember in the right column.

2.4.19. Develop Teaching Aids. Still another phase of planning training is to use existing aids or to prepare teaching aids that can support your training methods:

2.4.19.1. Relieve the learner of having to go through too much detailed background and operating instructions.

2.4.19.2. Make a more vivid presentation by using materials such as flow charts, pictures, samples, or graphs.

2.4.19.3. Limit the span of coverage.

2.4.19.4. Take advantage of previous related learning.

2.4.19.5. Establish a standard of performance or provide a mutual understanding of the pattern of accomplishment.

2.4.20. Scheduling Training. Once you have established your training goals and know your resources and time required, your final planning task is to develop a map for success.

2.4.20.1. An effective management tool is to schedule your training in writing and get your trainer and trainees involved in the process.

2.4.20.2. Develop alternate plans in case your schedule requires changing because of unforeseen circumstances.

2.4.21. Validating. To find and eliminate errors and inadequate training requires validation:

2.4.21.1. The first tryout of a lesson may reveal several errors; if it passes with flying colors, be suspicious.

2.4.21.2. While it is relatively easy to detect and revise training plans and materials that only partially meet the requirements, it is very difficult to identify and revise those that grossly exceed the requirements.

2.4.21.3. You must provide enough training for the trainees to accomplish the objectives that will enable them to perform the tasks on the job.

2.4.21.4. Revise your plan as necessary, review the areas identified as weak or inaccurate, and make changes as necessary.

2.4.21.5. Depending on the number of changes made, another validation or tryout may be necessary.

2.4.21.6. You are ready to implement your training program.

2.4.22. Implement and Evaluate Training. Once you complete your planning, organizing, developing, and validating, you are ready to conduct your training. Now you must evaluate your training to see whether your needs and objectives are being met:

2.4.22.1. Conducting OJT. You can make your instruction more meaningful if you adopt some of the following general techniques for conducting OJT:

2.4.22.1.1. Prepare the Training Situation. Ensure required tools and equipment are on hand and in working order.

2.4.22.1.2. Ensure the shop or room is available and properly heated, lighted, and ventilated. Also, if available ensure training aids are in good working order.

2.4.22.2. Prepare the Trainee to Receive Job Instruction. Put the trainee at ease. This helps to build confidence. Training efforts are likely to be in vain if the trainee is nervous or ill at ease:

2.4.22.2.1. Find out what the trainee knows about the task. Do not teach things already known. Start where knowledge ends.

2.4.22.2.2. Explain the task or operation at hand and relate it to the work of the whole unit. This emphasizes the importance of the task.

2.4.22.2.3. When demonstrating a task, ensure the trainee observes from the proper position.

2.4.22.2.4. Do not have the trainees look backwards or from an angle other than the one from which they will work.

2.4.22.3. Present the Operation. Tell, show, illustrate, and then question:

2.4.22.3.1. Once understanding is achieved, have the trainee perform the task.

2.4.22.3.2. Give only a few instructions at one time.

2.4.22.3.3. If you present ideas gradually you achieve understanding more quickly.

2.4.22.3.4. Make the key points clear. They make or break the operation; to a large extent, they determine the ultimate success or failure of the training.

2.4.22.3.5. Use available training aids when they help to put the point across.

2.4.22.3.6. Before using any training aid, be sure it works and applies directly to the subject.

2.4.22.3.7. Work for accuracy first, speed later. Repeat the task and explain, if necessary.

2.4.22.4. Tryout Performance. Have the trainee do the task under observation. Repeat the task and have the trainee explain what is being done and why. Have the trainee explain the key points.

Correct any errors but do so encouragingly. Continue to have the trainee perform and explain until you know the trainee is proficient.

2.4.22.5. Follow-up. Put the trainees on "solo" to get the feel of the job:

2.4.22.5.1. Tell them who and where to go for help.

2.4.22.5.2. Check the trainee's work frequently, perhaps every few minutes at the start, then every few hours.

2.4.22.5.3. Be on the lookout for incorrect or unnecessary moves, but do not make an issue over them.

2.4.22.5.4. Expect a few mistakes; if there are none, congratulate the trainee for a job well done.

2.4.22.5.5. Taper off the coaching until the trainee is able to work under normal supervision. Ensure the trainee is following the approved safety practices.

2.4.22.6. Developing Experience. Once you have taught the task and the trainee meets the required standard or performance, continue to have the trainee perform the work. Only through practice will experience develop and "tricks of the trade" acquired.

2.4.23. Nature of Evaluation. Evaluation in training is constant throughout the teaching and learning process. When a trainee has learned to do a task, there has been a change in behavior that can be defined, observed, and measured. Evaluation judges the quality of that new behavior. Evaluation is a systematic process of determining how well a trainee has reached the objective. Anything seen, heard, or otherwise sensed can serve as the basis for evaluation. In a large spectrum, evaluation can tell you how well both the trainer and trainee have progressed toward the goals and objectives:

2.4.24. Objectives for Evaluation. Your STS (part II of CFETP) lists your basic objectives for evaluation:

2.4.24.1. The duty position requirements are your objectives for training and evaluation.

2.4.24.2. Each task requires evaluation before you certify the individual as competent.

2.4.24.3. When a CDC is available, you may want to develop quizzes to check attainment of subject or task knowledge.

2.4.25. Standard for Evaluation. For OJT, the standards are simple: Is the trainee able to do the job (go), within the conditions and standard set in your objectives. Noncompliance of the standard indicates more training is necessary (no-go).

2.4.25.1. Conducting Evaluations. When conducting evaluations there are four things you will do: Prepare for the evaluations, keep in mind common rating errors, analyze your results, and follow-up.

2.4.25.1.1. Preparation for Evaluations. You will consider the following areas when preparing for evaluations:

2.4.25.1.1.1. Are all the needed supplies, equipment, and technical references on hand before you start?

2.4.25.1.1.2. Ensure the environment and place you choose to conduct the evaluation fits as closely as possible to "real world" conditions of the task.

2.4.25.1.1.3. If giving a written test, ensure the room is quiet, well lighted, comfortable, and free of distraction.

2.4.25.1.1.4. Brief the trainee. Tell the trainee exactly what to expect:

2.4.25.1.1.4.1. Ensure the trainee is aware of how well, how fast, and in what order the tasks are completed.

2.4.25.1.1.4.2. If you give confused directions, you will receive comparable results.

2.4.25.1.1.5. Measure appropriately. Ensure your evaluation measures only what it is suppose to measure:

2.4.25.1.1.5.1. Avoid leading the evaluation into areas that do not reach that goal.

2.4.25.1.1.5.2. If a task calls for using a technical order to do the job, there is no reason to see whether the trainee has memorized the entire process.

2.4.25.1.1.6. Be objective. Keep control of your own personal opinions and feelings about the trainee or the task being evaluated. Your goal is to give an assessment of the trainee's ability.

2.4.25.1.1.7. Sample behavior. If the entire task is too large for you to check every single point in the process, select a liberal sampling that includes the key elements critical to task accomplishment.

2.4.25.1.1.8. Know your task. You need to detect minor differences in ability as you watch the trainee do the task. This will give you insight into where and how much more training is necessary.

2.4.25.1.1.9. Be practical. Ensure your evaluation is practical. Keep it simple, clear, and concise and it must not require an excessive amount of time, money, and effort.

2.4.25.1.1.10. Make the evaluation useful. Your evaluation must have utility. A test may have all the other important qualities, but a test is of little value if you cannot use it or it does not support the objective.

2.4.25.1.1.11. Limit questions to one idea. Make them clear, to the point, and challenging so that the trainee's thinking is purposeful. Other techniques in questioning include:

2.4.25.1.1.11.1. Adapt the question to the ability of the trainee. Avoid asking questions you know would only add confusion.

2.4.25.1.1.11.2. Use "how" and "why" questions to prevent "yes" or "no" responses. You want the trainee to have to think about the answer and, when answering, tell you why it is so.

2.4.25.1.1.11.3. Allow a reasonable amount of time for answering. Do not force or "pump" immediate responses.

2.4.25.1.1.11.4. Avoid leading or catch questions as well as those that are not about the training. Review the results of the evaluation with the trainee as soon as possible after you have conducted it.

2.4.26. Common Rating Errors. As you conduct an evaluation, beware of differences in people that serve as "traps" that cause errors in judging quality of performance:

2.4.26.1. Supervisors hesitate to rate a trainee as very good or very bad and tend to rate people simply as satisfactory.

2.4.26.2. Because of differences in their own feelings of what the standard of performance is, supervisors tend to overrate or underrate trainees. By using objectives, the go/no-go principle, and a checklist, technical order, or prescribing publication as a guide for evaluation, you are able to avoid this error in rating.

2.4.26.3. Another common problem in evaluating trainee qualification is to believe the trainee is superior in all parts of a task because the trainee does very well in one particular element of the task. This problem especially applies to personality traits; for example, you may consider a trainee very efficient simply because she or he is industrious and dependable.

2.4.26.4. Your personal impressions of the trainee can also have an impact on how well you rate performance. This problem stems from likes, dislikes, opinions, prejudices, and moods of people. It may cause you to overrate or underrate performance, depending on how you feel about the trainee.

2.4.26.5. The only effective way to avoid error in judgment is to give a fair evaluation, considering only the objective in mind.

2.4.26.6. Another problem comes from an inappropriate use of the results of your evaluation for purposes not originally intended; for instance, using the results as a basis for disciplinary action or denying privileges or chances for promotion.

2.4.26.7. Keep your evaluation in perspective, and avoid this dangerous trap. A failure in one or a few tasks may not mean the trainee needs discipline--it usually means more training is necessary.

2.4.27. Analyzing Results. Once you have checked the trainee's progress in OJT by giving a written or practical evaluation, your next action is to use the results. From the evaluation, answer the following questions:

2.4.27.1. Did the trainee pass or fail?

2.4.27.2. Is more training necessary?

2.4.27.3. If the trainee failed, was it because the instructions were not good enough?

2.4.27.4. Did the test really measure what it was supposed to?

2.4.27.5. Was it a fair evaluation?

2.4.27.6. Is the trainee ready for certification on the JQS?

2.4.28. Follow Up. The primary goal of a follow-up is to ensure the trainee has received quality training and is proficient to meet the requirements of the mission. A second purpose is to update your training materials. Your goal in a follow-up is to use the information to:

2.4.28.1. Validate (confirm) that your training and evaluation meet on-the-job needs.

2.4.28.2. Add, substitute, delete, or modify your methods and objectives.

2.4.28.3. Make changes in the content or emphasis of your OJT program.

2.4.28.4. Change how you plan to conduct or evaluate your OJT program to remedy any of the weaknesses you found.

2.4.29. Other ways to follow up include:

2.4.29.1. Check the quality of the trainee's work over a period of time. This will give you an indication whether the trainee is "on track" as he or she gains experience.

2.4.29.2. Interview the trainee to see if he or she feels comfortable and competent in doing the tasks.

2.4.29.3. Check your overall mission requirements against what is being done. Have you met your goal? Are you meeting all of your requirements accurately and on time?

**2.5. Conclusion.** ISD applied to OJT gives you a method to develop a logical, comprehensive and easy-to-use work center MTP. Once you understand ISD at the work center level you may apply it to develop a training program at any level. Additional guidance on the use of ISD for OJT and other applications are found in AFH 36-2235, volumes 1-11, *Information For Designers of Instructional Systems*.

## Chapter 3

### CAREER DEVELOPMENT COURSES (CDC)

**3.1. Purpose and Scope.** Career Development Courses (CDC) provide the information necessary to satisfy career specific knowledge.

3.1.1. These courses are developed from references identified by uppercase and lowercase letters in the STS that correlate with mandatory knowledge items listed in AFMAN 36-2108.

3.1.2. CDCs must contain information on basic principles, techniques, and procedures that are common to an AFSC.

3.1.3. They do not list information on specific equipment or tasks unless it best illustrates a procedure or technique that has utility to the entire AFSC.

**3.2. Using CDCs for Upgrade Training.** Extension Course Institute (ECI) publishes a list of AFSCs with CDCs required quarterly identifying all mandatory CDCs required for skill level upgrading. This listing is also available through ECI's homepage. The address is [www.cdsar.af.mil/eci/combafsc.htm](http://www.cdsar.af.mil/eci/combafsc.htm).

3.2.1. If available, supervisors will use CDCs to satisfy career knowledge requirements for UGT.

3.2.2. If a CDC becomes available after entering UGT, the individual does not have to take the CDC, unless specified by the AFCFM.

3.2.3. An individual cannot be disenrolled from a current enrollment in a CDC unless specified by the AFCFM.

3.2.4. Supervisors will conduct training to support specific required task knowledge using STS references or other directives governing tasks requiring training.

3.2.5. Commanders may upgrade an airman to the next higher skill level once they complete the CDC (if applicable), task knowledge, job qualification, formal training, and any other mandatory requirements.

3.2.6. If a trainee fails the course examination, a comprehensive review of the entire CDC package is necessary.

3.2.6.1. The unit commander, with the assistance of the unit ETM, supervisor, and trainer, must analyze the training program. They must determine why the trainee failed and what steps are necessary to ensure the trainee passes the second time.

3.2.6.2. Have trainees take a reading comprehension test, or give personal testimony as to why the failure occurred.

3.2.6.3. Conduct the commander's evaluation document findings and file them in the training record. Forward a copy of the evaluation to base training.

3.2.7. If a trainee fails the CE on retesting, the commander evaluates the trainee's potential for progress and documents the findings on an AF Form 623a, **On-The-Job Training Record Continuation Sheet**.

3.2.7.1. If the airman has demonstrated exceptional qualification and ability on the job, the commander may elect to request a waiver of the CDC requirement.

3.2.7.2. Complete all career knowledge requirements identified in the STS, prior to submitting a waiver request.

3.2.7.3. Waiver requests will include summaries of circumstances and rationale, and are forwarded through base training (HQ ARPC for IMAs) to the wing commander for consideration.

**3.3. Career Knowledge Training When CDCs Are not Available.** The supervisor identifies STS training references the trainee requires for career knowledge and ensures, as a minimum, the trainee covers the mandatory items listed in AFMAN 36-2108. The trainee completes a study of the references, undergoes evaluation by the task certifier, and receives certification.

**3.4. Tracking CDC Completion.** The unit ETM will help the supervisor set up a process to track completion of CDC volumes. The unit ETM will maintain a copy of the supervisor's schedule for tracking completion of CDC volumes. Examples of items to include in helping determine CDC volume status are listed below.

3.4.1. Name, Rank, Social Security Number (SSN), and Enrollment Date.

3.4.2. Duty Section Supervisor and phone number.

3.4.3. CDC number, date ordered, date received, and estimated completion date.

3.4.4. Estimated and actual completion dates for each volume.

3.4.5. Estimated and actual completion date of CE.

**3.5. Two Time CDC Failure Waivers.** The unit ETM will help in preparing waivers. Ensure waiver packages are properly documented and recommendations justified. The waiver package must include:

3.5.1. The unit commander cover letter will include the following:

3.5.1.1. Name and phone number of point of contact.

3.5.1.2. Member's name, grade, SSN, AFSC, specific CDC.

3.5.1.3. Brief synopsis of supporting documentation in the package.

3.5.1.4. Commander's recommended action.

3.5.2. Attachments to cover letter:

3.5.2.1. AF Form 623, On-The-Job Training Record, with knowledge training documented (in accordance with AFMAN 36-2245, attachment 6, part II, paragraph 2.5.1.2).

3.5.2.2. Any pertinent documentation such as ECI Forms 34, ECI Forms 9, AF Forms 623a or non-form substitute, commanders evaluations, etc.

3.5.2.3. As necessary, specify any additional local instructions and guidance.

**3.6. Reenrollments.** Reenrollment authority is HQ AFPC/DPPAT for all active and Reserve personnel and HQ ANG/MPTMO for ANG.

3.6.1. Reenrollments are not authorized for members failing their CDC CE twice.

3.6.2. The unit ETM will process the request for reenrollment through their base training office. If the base training office approves the request they will forward it to their MAJCOM for approval. If

the MAJCOM approves the request they will forward the request to HQ AFPC/DPPAT for final approval.

3.6.3. The request must include:

3.6.3.1. Name and SSN of member.

3.6.3.2. Current unit address.

3.6.3.3. Current Test Control Facility (TCF) and Identification Zip/Shred.

3.6.3.4. Original Enrollment Date.

3.6.3.5. Justification.

## Chapter 4

### GUIDE FOR CONDUCTING EDUCATION AND TRAINING STAFF ASSISTANCE VISITS (SAV)

**4.1. Purpose.** The intention of this section is to aid base and unit ETMs in preparing, conducting, and documenting SAVs:

- 4.1.1. Use the following information to assist you in developing a comprehensive study of the training program and provide the best assistance possible.
- 4.1.2. The objective is to research, identify, and offer solutions to problems--not create them.
- 4.1.3. When conducting a SAV on the unit ETM, the base ETM will use the applicable sections of this chapter as specified by AFI 36-2201, paragraph 4.8.4.2 and any MAJCOM directives.

**4.2. Overview.** A flexible schedule is necessary to meet your needs and the needs of the sections. Contingencies, exercises, or peak work loads may cause a temporary interruption to your tentative schedule. Usually you will conduct your visit in the following sequence:

- 4.2.1. Make pre-visit preparations.
- 4.2.2. Set the schedule.
- 4.2.3. Provide in-briefings.
- 4.2.4. Observe the management and effectiveness of the training program.
- 4.2.5. Evaluate what you observed.
- 4.2.6. Develop possible solutions and recommendations.
- 4.2.7. Prepare a draft summary of your findings.
- 4.2.8. Provide out-briefings.
- 4.2.9. Prepare final report.
- 4.2.10. Follow-up.

**4.3. Pre-Visit Preparation.** The more effective you are at planning your visit, and the more in-depth you research your organization, the more effective your efforts will prove in later stages of the visit:

- 4.3.1. Scheduling. Notify the unit, sections, or both, of the date and approximate time you plan to visit.
  - 4.3.1.1. You may make the notification by letter, phone, or personal contact, whichever meets your needs.
  - 4.3.1.2. Ensure the people you need to visit (commander, unit ETM, training monitors, branch chiefs, work center supervisors, IMAs, etc.) are available.
  - 4.3.1.3. Ensure your visit does not conflict with major operations, inspections, or other SAVs that could hamper the effectiveness of your research and evaluation.
- 4.3.2. Research. Use all available resources to make the most of your pre-visit research:

4.3.2.1. Pertinent publications dealing with specific training functions--Air Force Instructions (AFI), Air Force Manuals (AFMAN), Air Force Pamphlets (AFPAM), and any MAJCOM directives--will tell you what is necessary for the training program.

4.3.2.2. How do mission statements relate to the training efforts?

4.3.2.3. Do policy letters correlate with and are they in agreement with training directives and proven training techniques?

4.3.2.4. What is the organization's contingency or wartime training requirements?

4.3.2.5. Review SAVs, crosstell, and self-inspection and assessment results to identify trends affecting the quality of training.

4.3.2.6. Do wing safety reports indicate poor training as a possible cause?

4.3.2.7. What indications in absences or changes in personnel (turnover rates, AWOLS, etc.) relate to a lack of training?

4.3.2.8. Training program statistics. Do they show any trends requiring attention? Some examples are:

4.3.2.8.1. CDC statistics.

4.3.2.8.2. Resource Augmentation Duty (READY) Program (if applicable).

4.3.2.8.3. Qualified versus unqualified personnel.

4.3.2.8.4. Attendance at training meetings.

4.3.2.8.5. Air Force Training Course usage.

4.3.2.8.6. Task evaluation results from SAV or quality assurance (QA) reports.

4.3.2.8.7. After researching the areas above and any other special interest areas, set specific goals of what you need to get a complete picture of the training program.

#### **4.4. Visiting the Unit.**

4.4.1. Protocol During Visits. You will always precede and end your visit to sections by briefing the commander, the unit ETM, training monitors, branch chiefs, section supervisors, or designated representatives. Your in-briefing will set the stage for the rest of the visit. In addition, your overview is a key step in establishing rapport and showing your visit entails much more than merely checking records. Minimum areas to cover include:

4.4.1.1. State the purpose of your visit: "To assess the effectiveness and quality of training and to provide assistance wherever needed."

4.4.1.2. Outline areas needing review.

4.4.1.3. Indicate the depth and scope of your research and evaluation. Review your pre-visit notes.

4.4.1.4. State ratings are not applicable.

4.4.1.5. State where and whom you plan to visit. If you have a tentative schedule give a copy to the commander.

- 4.4.1.6. Give an estimate of the length of your visit.
  - 4.4.1.7. Ask the person you are briefing (commander, branch chief, section supervisor):
    - 4.4.1.7.1. About the general health of the training program.
    - 4.4.1.7.2. Are there any known problem areas.
    - 4.4.1.7.3. Whether there are additional areas they want you to review.
  - 4.4.1.8. Schedule a tentative out-brief on the results of your visit for each person you in-brief.
- 4.4.2. Assessment and Assistance Phase. Observation is the most direct way of studying the training process and the conditions surrounding it. When making the assessment, be specific in what you are looking for and systematic in your approach. Provide assistance whenever possible. Refer questions outside your area of expertise to an authority who can help. Remember, you are looking for "training indicators" that add or detract from mission accomplishment. Use the following guidance as you perform your visit to ensure complete coverage:
- 4.4.2.1. Commander Support:
    - 4.4.2.1.1. How does the commander ensure an aggressive OJT program is in effect?
    - 4.4.2.1.2. How does the commander accept OJT as an important part of the unit's mission?
    - 4.4.2.1.3. How often does the commander discuss the quality of training with supervisors, trainers, and trainees?
    - 4.4.2.1.4. How does the commander evaluate personnel (at least every 90 days) in training status code "T" and determine their status? Does the commander forward a copy of the evaluation to base training? Are personnel in TSC "P" evaluated periodically for reentry into training or to update their status?
    - 4.4.2.1.5. How does the commander evaluate trainee's potential to progress after a CDC course examination failure, and how is the evaluation documented?
    - 4.4.2.1.6. Has the commander assigned qualified personnel to manage the unit OJT program?
    - 4.4.2.1.7. Is the commander aware of any problem areas in the OJT program?
    - 4.4.2.1.8. Does the commander require each work center to develop a plan for training?
      - 4.4.2.1.8.1. Include tasks requiring training; how, where, and when supervisors and trainees will accomplish the training.
      - 4.4.2.1.8.2. Estimated duration of training.
      - 4.4.2.1.8.3. Procedures for evaluating trainee knowledge and performance.
    - 4.4.2.1.9. What incentives has the commander established to motivate trainees?
    - 4.4.2.1.10. Does the commander include OJT as a topic during staff meetings?
    - 4.4.2.1.11. How often and what areas does the commander require the unit ETM to provide briefings or updates for the OJT program?
    - 4.4.2.1.12. Has the commander established procedures to brief newly assigned personnel on the organization's mission, how they contribute to mission accomplishment, and the necessity for them to become fully qualified in their assigned jobs to meet the mission's requirements?

4.4.2.1.13. Has the commander designated in writing, with the assistance of the unit ETM, trainers and certifiers for each AFSC authorized by the unit manpower document (UMD)?

4.4.2.1.14. Has the commander ensured the ETM, training monitors, supervisors, trainers, and certifiers attend the Air Force Training Course or an equivalent course taught previously?

#### 4.4.2.2. Unit ETM Support:

4.4.2.2.1. Does the ETM know the unit's mission and how each work center contributes to mission accomplishment to include contingency or wartime requirements, also consider the total force?

4.4.2.2.2. Does the ETM brief the commander at least monthly; if so, what areas are briefed?

4.4.2.2.3. Is the ETM performing only training duties, and if not, what is the effect?

4.4.2.2.4. How and what procedures does the ETM use to identify personnel requiring training?

4.4.2.2.5. How does the ETM conduct an OJT trainee orientation for trainees entering upgrade training?

4.4.2.2.6. How often does the ETM make informal visits to all work centers?

4.4.2.2.7. Does the ETM prepare MFRs on informal visits and complete follow-up action when necessary?

4.4.2.2.8. Does the ETM maintain a current copy of the OJT roster (for units without PC-III)? Does PC-III reflect the current status of all trainees (for units with PC-III)?

4.4.2.2.9. How does the ETM ensure all mandatory requirements are satisfied before submitting an upgrade request?

4.4.2.2.10. Does the ETM verify and forward requests for CDC enrollment extensions to ECI (through base training for units without PC-III)?

4.4.2.2.11. Is the unit experiencing any problems with classification or OJT actions?

4.4.2.2.12. Does the ETM maintain a current file of CFETPs, STSs, and AFJQSs for each AFSC authorized on the UMD? Are sufficient copies on hand or on order to accommodate demand?

4.4.2.2.13. Does the ETM have a current list of AFSC trainers and certifiers for each AFSC authorized on the UMD?

#### 4.4.2.3. How does the unit ETM:

4.4.2.3.1. Advise and assist supervisors and trainers in the development and use of training briefing guides, MTLs, and work center training plans?

4.4.2.3.2. Advise and assist supervisors in identifying and meeting all tasks required to support day-to-day production and contingency operations?

4.4.2.3.3. Assist work center supervisors with the selection of trainers and certifiers?

4.4.2.3.4. Brief all personnel on the concepts, scopes, and objectives of OJT?

- 4.4.2.3.5. Discuss training deficiencies and causes with supervisors and trainees on a regular basis?
- 4.4.2.3.6. Provide supervisors with assistance in obtaining literature and publications pertinent to their OJT programs?
- 4.4.2.3.7. Initiate AF Forms 623 and provide them to the supervisors?
- 4.4.2.3.8. Ensure all UGT trainees have enrolled and received applicable CDCs (specified in ECI List of AFSCs With CDC Required)?
- 4.4.2.3.9. Provide CDC materials to supervisors and trainees for mandatory CDC enrollments?
- 4.4.2.3.10. Brief supervisors and trainees on CDC procedures?
- 4.4.2.3.11. Ensure the trainees complete all their URE and self test questions before taking their CE?
- 4.4.2.3.12. Ensure the accomplishment of review training (ECI Form 34) and forward CE results to the trainees' supervisor?
- 4.4.2.3.13. Verify and forward requests for CDC enrollment extensions to ECI. Request an extension from ECI when a trainee is to depart PCS and is within 90 days of expiration of enrollment?
- 4.4.2.3.14. Advise the base training office of address changes for trainees enrolled in CDCs prior to PCS?
- 4.4.2.3.15. Ensure reassigned trainees depart with all unclassified CDC material?
- 4.4.2.3.16. Forward unclassified CDC materials (received after reassignment of trainees) to gaining organizations?
- 4.4.2.4. OJT Meeting and Minutes. Does the unit ETM:
  - 4.4.2.4.1. Attend base training meetings and pass pertinent information to supervisors?
  - 4.4.2.4.2. Conduct unit OJT meetings at least quarterly and distribute minutes of the meetings?
  - 4.4.2.4.3. Prepare an agenda in advance and distribute to all sections?
  - 4.4.2.4.4. Accomplish minutes identifying:
    - 4.4.2.4.4.1. Personnel who are in attendance?
    - 4.4.2.4.4.2. Personnel who are absent?
    - 4.4.2.4.4.3. A summary of the items discussed?
  - 4.4.2.4.5. Notify the commander of no-shows?
  - 4.4.2.4.6. Use guest speakers at meetings?
  - 4.4.2.4.7. Conduct in-house training during the meetings?
  - 4.4.2.4.8. Review the results of SAV?
- 4.4.2.5. Unit Staff Assistance Visit:

- 4.4.2.5.1. Is a SAV conducted annually (18 months for ANG and AFRES units)? Was a written report submitted to the base training manager within 30 days of completion?
  - 4.4.2.5.2. Did the visit provide assistance, or merely accomplish a records check?
  - 4.4.2.5.3. Was the SAV report comprehensive?
  - 4.4.2.5.4. Did the report assess the effectiveness of actual training processes, methods, and techniques?
  - 4.4.2.5.5. Did the report indicate the identification and accomplishment of contingency requirements?
  - 4.4.2.5.6. Do trainees receive quality training?
  - 4.4.2.5.7. Did the report identify assistance provided to the work centers?
  - 4.4.2.5.8. Have certifiers performed task evaluations on critical and core tasks?
  - 4.4.2.5.9. Were sufficient task evaluations performed during the SAV to assess the quality of training in each work center? You can conduct mock evaluations utilizing an AF Form 803, **Report of Task Evaluation**, during the visit. This helps unit supervisors, trainers, and trainees become familiar with evaluation procedures and tools, and helps you, the ETM, become familiar with the mission of the work center.
  - 4.4.2.5.10. Did supervisors and trainers provide qualification training to those individuals performing unsatisfactorily on task evaluations? To determine whether a weakness existed in the work center training program, were other individuals in the same AFSC evaluated?
  - 4.4.2.5.11. Perform a follow-up visit if necessary, to ensure completion of corrective action.
- 4.4.2.6. Supervisor Knowledge, Guidance, and Support:
- 4.4.2.6.1. Does the supervisor have a training plan that identifies duty and training requirements for total work center or section task coverage, including contingency requirements, wartime requirements, and mandatory specialty qualification requirements? The supervisor can accomplish this by developing a MTP based on the master task listing.
  - 4.4.2.6.2. How does the supervisor perform an initial evaluation of all personnel within 90 days of assignment to a duty position?
  - 4.4.2.6.3. How does the supervisor familiarize trainees with the concepts, scope, objectives, methods, and procedures pertinent to OJT?
  - 4.4.2.6.4. Does the supervisor administer the CDC in accordance with AFI 36-2201, attachment 3?
  - 4.4.2.6.5. Does the supervisor counsel trainees as problems occur concerning the progress of their CDCs and job qualification training? Does the supervisor's counseling session with the trainee cover (as a minimum) strengths, areas needing improvement, attitude, and ways to improve?
  - 4.4.2.6.6. How does the supervisor schedule and monitor supervised training sessions when the trainee has difficulty with CDC progression or job qualification training, as evidenced by unsatisfactory scores, decertification, etc.?

- 4.4.2.6.7. How does the supervisor record all interruptions to training (leave, hospitalization, TDY, etc.) affecting the trainee's progress?
- 4.4.2.6.8. How does the supervisor ensure trainees meet the minimum, mandatory requirements specified in AFIs 36-2101, *Classifying Military Personnel (Officers and Airmen)* and 36-2201, AFMAN 36-2108; CFETP, and duty position requirements prior to initiating upgrade?
- 4.4.2.6.9. Does the section supervisor ensure a representative from his or her section attends all training meetings conducted by the unit ETM?
- 4.4.2.6.10. Does the supervisor initiate the AF Form 2096, **Classification/On-The-Job Training Action**, (with the assistance of the unit ETM), to affect entry into, completion, or withdrawal from OJT?
- 4.4.2.6.11. Does the section supervisor monitor training schedules to ensure section personnel are aware of their scheduled appointment and available for class?
- 4.4.2.6.12. How are supervisors planning for training needs?
- 4.4.2.6.13. Do the supervisors share their experiences and expertise to meet mission requirements and provide a quality OJT program to the trainee?
- 4.4.2.6.14. Has the supervisor attended the Air Force Training Course?
- 4.4.2.7. Supervisor, Trainer, and Trainee Knowledge of OJT:
- 4.4.2.7.1. Are supervisors, trainers, and trainees aware of their responsibilities for OJT?
- 4.4.2.7.2. What kind of communication and work relations exist between the levels of responsibility? Is everyone getting the word for changes made to the OJT program?
- 4.4.2.7.3. What methods do supervisors and trainers use to improve knowledge of the OJT program within the section?
- 4.4.2.7.4. Have trainers and certifiers attended the Air Force Trainer Course, or suitable substitute; are they certified to perform their duties and appointed in writing by the commander?
- 4.4.2.8. MTL and Training Plans:
- 4.4.2.8.1. Have all sections developed an MTL identifying normal day-to-day work requirements for the entire work center or section, to include wartime requirements and additional duties?
- 4.4.2.8.2. Do all sections have the CFETP or AFJQS as listed in AFIND-8, *Numerical Index of Specialized Education Training publications*, on file for all assigned AFSCs within the work center?
- 4.4.2.8.3. Does the MTL identify all work center training requirements, including contingency and wartime requirements?
- 4.4.2.8.4. Are training requirements, not identified in the CFETP, STS, or AFJQS, identified on an AF Form 797?
- 4.4.2.8.5. Does the MTP answer who will receive training; what, when, where, and how of training requirements and evaluation of trainees' knowledge and performance?

- 4.4.2.8.6. Can work center personnel interpret the MTP?
- 4.4.2.8.7. Is the MTP flexible enough to allow accomplishment of training requirements?
- 4.4.2.8.8. Does the MTP provide sufficient guidance to provide quality training within the work center?

4.4.2.9. Quality of Training:

- 4.4.2.9.1. Are attitudes toward training consistent with program goals?
- 4.4.2.9.2. Do supervisors motivate trainees to achieve positive attitudes toward training?
- 4.4.2.9.3. Is there adequate training capacity? What are the extent or limits on training capability?
- 4.4.2.9.4. Are training problems management related?
- 4.4.2.9.5. Where there is a lack of experienced personnel to provide quality training, have efforts been made to resolve the problem?
- 4.4.2.9.6. Do trainees meet required standards of performance during task evaluations?
- 4.4.2.9.7. How do production and performance standards relate to established requirements? Are deficiencies attributed to a lack of training?
- 4.4.2.9.8. Do supervisors encourage new ideas and reward initiative?
- 4.4.2.9.9. Do supervisors consider job rotation so they can provide continuity when personnel are absent or when job requirements change from one person to another?
- 4.4.2.9.10. Do personnel observe rules and safety disciplines? Are there problems that indicate a need for better training?
- 4.4.2.9.11. Do wasteful work practices indicate a need for training?

4.4.2.10. Career Development Course (CDC) Management:

- 4.4.2.10.1. Does the supervisor and trainee inventory the material and post all required changes?
- 4.4.2.10.2. Does the supervisor maintain the CDC package and is the trainee issued one volume at a time? (**EXCEPTION:** For IMAs you may issue more than one volume at a time.)
- 4.4.2.10.3. Does the supervisor establish a CDC completion schedule and require trainee compliance and provide unit ETM a copy? If the trainee exceeds the schedule does the supervisor document the reasons within AF Form 623?
- 4.4.2.10.4. Determine the following:
  - 4.4.2.10.4.1. Number of course examinations administered.
  - 4.4.2.10.4.2. Number of course examinations passed.
  - 4.4.2.10.4.3. Pass rate.
- 4.4.2.10.5. Does the supervisor counsel the trainee using the guidelines in AFI 36-2201, attachment 3? As a minimum, does the counseling cover strengths, attitude, areas needing improvement, and ways to improve?

- 4.4.2.10.6. Does the supervisor review all learning objectives, chapter review exercises, or self-test questions for accuracy and compare the trainee's answers to the answers provided by ECI?
- 4.4.2.10.7. Does the trainee correct all incorrect learning objectives, chapter review exercises, or self-test questions? Does the supervisor check those answers?
- 4.4.2.10.8. Does the trainee complete the Unit review Exercise (URE) as an open book exercise?
- 4.4.2.10.9. Does the supervisor review all URE responses for completion?
- 4.4.2.10.10. Does the supervisor issue the next volume after completion of the previous volume?
- 4.4.2.10.11. Does the supervisor provide review training on incorrect URE responses?
- 4.4.2.10.12. Do the supervisor and trainee document review training on the ECI Forms 34?
- 4.4.2.10.13. Does the supervisor maintain ECI Forms 34 in the trainee's AF Form 623 until successful completion of upgrade or qualification training?
- 4.4.2.10.14. Does the supervisor review the entire CDC (emphasizing weak areas) with the trainee before course examination administration?
- 4.4.2.10.15. Do all trainees and supervisors receive a CDC briefing by the ETM?
- 4.4.2.10.16. When the supervisor receives the course examination results (ECI Form 9), is review training conducted on missed areas?
- 4.4.2.10.17. Does the supervisor schedule and monitor supervised training sessions with trainees having difficulty with their CDCs and annotate the results on AF Form 623a or other nonform substitute?
- 4.4.2.10.18. Does the commander, with the assistance of the unit ETM or base training manager, evaluate the training program, interview the supervisor and trainee to:
  - 4.4.2.10.18.1. Determine the reason for failure?
  - 4.4.2.10.18.2. Identify corrective action?
  - 4.4.2.10.18.3. Document findings and recommendations.
- 4.4.2.10.19. Review the following areas prior to the interview:
  - 4.4.2.10.19.1. Reading Comprehension test results.
  - 4.4.2.10.19.2. Vocational Aptitude Battery or Armed Forces Classification Test scores, as stated in AFMAN 36-2108 for each assigned Air Force specialty.
  - 4.4.2.10.19.3. Performance evaluation.
- 4.4.2.11. Ancillary Training Program. Evaluate the program according to AFI 36-2201, chapter 13.
- 4.4.2.12. OJT Records Documentation. Evaluate the documentation of training record and their contents to show the current training status of individuals. Documenting training is an important

part of the unit OJT program; however, do not determine the success of the program based solely on records documentation:

- 4.4.2.12.1. Does the training record indicate the individual's duty position requirements?
- 4.4.2.12.2. Are training requirements identified in the trainee's CFETP, STS, or AFJQS listed as work center training requirements on the master task list?
- 4.4.2.12.3. Have the trainers received certification on the training of these tasks?
- 4.4.2.12.4. Does the training record indicate when an initial evaluation took place?
- 4.4.2.12.5. Does the ECI Forms 34 show completion of review training?
- 4.4.2.12.6. When the trainee exceeds the URE completion schedule, does the supervisor enter a statement in the training record to explain the reason or reasons?
- 4.4.2.12.7. Does the supervisor document completion of CDCs and formal schools in the OJT record (unless included in an automated system)?
- 4.4.2.13. Using Automated Products. Evaluate use of products based on Air Force, MAJCOM, and local requirements
- 4.4.2.14. Individual Mobilization Augmentee (IMA) Program.
  - 4.4.2.14.1. Has the unit of assignment provided the unit of attachment the wartime job description and sufficient information about the IMA's mobilization position to plan and provide adequate training?
  - 4.4.2.14.2. Does the supervisor plan and provide training to IMAs as required?
  - 4.4.2.14.3. Are IMAs assigned meaningful tasks to maintain proficiency in wartime duty positions?
  - 4.4.2.14.4. Is an AF Form 623 maintained for each attached IMA in the grade of technical sergeant or below?
  - 4.4.2.14.5. Is marginal training performances or failure to progress in training documented, if applicable?
  - 4.4.2.14.6. Are IMAs in nonproductive training status identified?
  - 4.4.2.14.7. Does the supervisor perform an initial evaluation of all enlisted IMAs within two Inactive Duty Training (IDT) periods?
  - 4.4.2.14.8. Are all IMAs enrolled in or have they received applicable CDCs?
  - 4.4.2.14.9. Are the required directives on hand for effective management of the IMA program?
- 4.4.2.15. Contingency Training Programs. Units with contingency training requirements need to make sure personnel qualifications are current in the event of unexpected deployment or crisis?
- 4.4.2.16. Typing Program:
  - 4.4.2.16.1. Is there a viable typing proficiency program for trainees who have a mandatory typing requirement?

- 4.4.2.16.2. Has the supervisor established a typing program with monthly goals based on the results of the trainees' initial test scores?
- 4.4.2.16.3. Do supervisors and trainers document typing practice sessions and progress on AF Form 623a or a nonform substitute?
- 4.4.2.16.4. How are trainees who have a mandatory typing requirement evaluated?
- 4.4.2.17. Air Force Training Course:
  - 4.4.2.17.1. Does the ETM maintain a current list of personnel who have completed or require the Air Force Training Course?
  - 4.4.2.17.2. Do scheduling methods ensure personnel attend the applicable portion of the Air Force Training Course?
  - 4.4.2.17.3. How are personnel who complete earlier versions of the trainer and certifier course or equivalent courses tracked?
  - 4.4.2.17.4. What action is taken on no-shows?
- 4.4.2.18. Trainees in Nonproductive Training Status:
  - 4.4.2.18.1. Is anyone in a nonproductive training status, if so, who and why?
  - 4.4.2.18.2. Does the commander evaluate these individuals to determine their eligibility to reenter training every 90 days?
  - 4.4.2.18.3. Is action being pursued to correct their status?
  - 4.4.2.18.4. Is there a projected estimated completion date?
- 4.4.2.19. Programs Required by Other Publications and Directives. Evaluate these programs according to applicable publication or directive.
- 4.4.3. Evaluation Phase. Now it is time to interpret the data, develop your conclusions, and decide what recommendations you need to make.
  - 4.4.3.1. Analyze and sort the facts.
  - 4.4.3.2. Determine the validity of suggestions and complaints.
  - 4.4.3.3. Ensure research is comprehensive.
  - 4.4.3.4. Define the problem, rather than the symptoms, and determine the problem and cause.
  - 4.4.3.5. Develop possible solutions and recommendations. After formulating tentative conclusions and before making your formal recommendations, consider:
    - 4.4.3.5.1. What are the desired results?
    - 4.4.3.5.2. How much time is available to solve the problem?
  - 4.4.3.6. Identify all needed resources.
    - 4.4.3.6.1. Consider all possible solutions.
    - 4.4.3.6.2. Are there any constraints?
    - 4.4.3.6.3. What effect will each possible solution have on other areas?

- 4.4.3.6.4. What are the advantages and disadvantages of each possible solution?
- 4.4.3.6.5. Outline and prepare a solution in broad terms?
- 4.4.4. Out-briefing Phase. Brief the commander and key personnel. As a minimum:
  - 4.4.4.1. Restate the purpose of the visit and the depth and scope of the research.
  - 4.4.4.2. Note the positive aspects of the program.
  - 4.4.4.3. Identify any problem areas.
  - 4.4.4.4. State required action needed to resolve the problem.
  - 4.4.4.5. Offer proposed solutions. List pros and cons of each solution.
  - 4.4.4.6. State proposed solutions and a detailed plan for implementation (to include who, what, when, where, and why of the process).

#### **4.5. Post Visit Procedures.**

- 4.5.1. Writing the Report. Strive to clearly and concisely document the health of the training program, specific areas needing improvement, and an outline of required actions. If your writing skills could use a little improvement, refer to AFH 37-137, *The Tongue and Quill*. The report will include the following:
  - 4.5.1.1. Office Symbol.
  - 4.5.1.2. Unit Level. ETM's office symbol and phone extension. Base Level. Office Symbol of the individual signing the report.
  - 4.5.1.3. Routing Procedures. Forward the report to the squadron commander.
  - 4.5.1.4. Report Suspense. Reports are to arrive in the unit and other agencies as appropriate no later than 30 days after the final out-briefing.
  - 4.5.1.5. Follow-up Visits. Indicate on the report whether a follow-up visit is necessary and whether replies to the report are required. In addition, identify a point of contact and extension in this paragraph.
  - 4.5.1.6. Who Signs the Report. The unit ETM usually signs unit visit reports. The personnel chief signs base training reports, unless directed otherwise. Follow local policy.
  - 4.5.1.7. Courtesy Copies. Send a copy to all work centers, base training, and other organizations and units as directed by MAJCOM or local policy. Also send a copy to HQ ARPC/RMT if the unit has any IMAs assigned or attached.
  - 4.5.1.8. Applicability. If an area is not applicable to a unit, do not address the area. Example: If the unit has no IMAs assigned or attached skip this area and go on to the next.
  - 4.5.1.9. Follow-up Phase:
    - 4.5.1.9.1. Allow sufficient time for recommendations to work, then arrange a follow-up visit to ensure correction of the problem.
    - 4.5.1.9.2. As a result of your recommendation, did you create any problems? If so, determine possible solutions. Formulate conclusions and out-brief as before.

4.5.1.9.3. If analysis indicates the unit has one or more sections performing in less than a satisfactory manner or has serious training problems, then a follow-up visit is required (within 90 days).

4.5.1.9.4. Reevaluate only the problem areas in the follow-up visit and report. Route the follow-up SAV report the same as the initial SAV report.

4.5.1.9.5. Attach the follow-up visit report to the original report. Route replies and formal follow-up visits the same as the original report. You may conduct additional follow-up visits informally and maintain MFRs as applicable.

**4.6. Conclusion.** The effectiveness of the visit and the report will depend on how much effort you put into it. If you are thorough, everyone will have a tool they can use to produce a better training program. Be innovative and develop trainee questionnaires, trainee and supervisor interview guides, and recognition programs for those sections that have exceptional training programs.

## Chapter 5

### TRAINING FORMS AND THEIR DOCUMENTATION

**5.1. Introduction.** The purpose of this chapter is to provide guidelines and examples of proper documentation in the OJT program, unless specifically covered in the CFETP. Documentation of training is important to commanders, managers, supervisors, and trainees because it reflects the actual status of training programs and individual qualifications:

5.1.1. Documentation helps management to assess:

5.1.1.1. Mission capability.

5.1.1.2. Readiness.

5.1.1.3. Individual and collective weaknesses.

5.1.1.4. Resources needed to support production.

5.1.2. It indicates to the supervisor the number of qualified personnel available to accomplish the work and who needs training.

5.1.3. It shows trainees what their requirements are and how they are progressing.

5.1.4. Inspectors, staff assistance personnel, etc., will review training documentation primarily to help determine the qualifications of individuals or a unit's mission capability.

5.1.5. Approved Training Records. The AF Form 623 is a standard folder used as a training record. The AF Form 623B is for use when the Air Force Career Field Managers (AFCFM) designate substitutions. AFCFMs will provide the necessary information on how to use the AF Form 623B. The only AFSs currently authorized to use AF Form 623B is the medical career fields.

**5.2. Using AF Form 623.** The AF Form 623 should contain information needed to determine the current training history of an airman:

5.2.1. To ensure proper use of the form and for it to retain its value, supervisors must ensure the form includes all necessary data to reflect pertinent, accurate, and up-to-date information.

5.2.2. Supervisors use the form to determine individual's qualification, training needs, and to make assignments or recommend personnel for positions.

5.2.3. Completing AF Form 623 as a Training Folder. The AF Form 623 is not complete until you include a CFETP, STS or AFJQS, etc., for the appropriate AFS.

5.2.3.1. Use AFIND 8 to identify the appropriate document for each AFSC assigned.

5.2.3.2. The supervisor and trainer use the AF Form 623 to maintain a cumulative history of an airman's training progress.

5.2.3.3. When the trainee acquires the knowledge and qualification recommended for a task listed in the CFETP, STS, AFJQS, or AF Form 797, the trainer and/or certifier dates and initials the item to show completion and the trainee initials each completed item. Only core and critical tasks require both trainer and certifier initials.

**5.3. Maintaining AF Form 623.** Maintain AF Forms 623 at the lowest level of supervision having storage facilities to enable the supervisor, trainer, and trainee immediate access:

5.3.1. In most cases, this is the immediate work unit.

5.3.2. When in-processing airman who have an AF Form 623, does it contain current documents to show their appropriate training status, such as, CFETP, AF Forms 797, and AF Forms 1098?

5.3.3. File any forms or documentation pertaining to the member's current training situation in the AF Form 623.

**5.4. Reaccomplishing Unusable AF Forms 623.** Supervisors will not reaccomplish the AF Form 623 for the sole purpose of transferring information to a new form. When necessary to reaccomplish a mutilated, dirty, or illegible AF Form 623, the supervisor or unit ETM transfers all pertinent information (including documents stored in the form) to the new form. Give the replaced form (except for those containing classified data) to the individual.

**5.5. Disposing of AF Forms 623.** On separation, retirement, commissioning, or promotion to master sergeant, unless otherwise directed by the AFCFM, unit commander, or supervisor, give the individuals their AF Form 623. Do not give AF Forms 623 containing classified information to the individual.

**5.6. Documents Included in AF Form 623.** Supervisors may include any document pertaining to an individual's current training status in the AF Form 623.

**5.7. Career Field Education and Training Plan (CFETP).** 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 a specialty. The CFETP consists of two parts; supervisors use these to plan, manage, and control training within the career field:

5.7.1. Part I. Provides information necessary for overall management of the specialty:

5.7.1.1. Section A--explains how everyone will use the plan.

5.7.1.2. Section B--identifies career field progression information, duties and responsibilities, training strategies, and career field path.

5.7.1.3. Section C--associates each level with specialty qualifications (knowledge, education, training, and other).

5.7.1.4. Section D--indicates resources constraints (some examples are funds, manpower, equipment, facilities).

5.7.1.5. Section E--identifies transition training guide requirements for SSgt through MSgt (if applicable).

5.7.2. Part II. Includes the following:

5.7.2.1. Section A--contains the STS that identifies the duties, tasks, and technical references to support training, Air Education and Training Command (AETC) conducted training, wartime course and core task and correspondence course requirements.

5.7.2.2. Section B--contains the course objective list and training standards supervisors will use to determine if airmen satisfied training requirements.

5.7.2.3. Section C--identifies available support materials. When developed, use a QTP to support proficiency training.

5.7.2.4. 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.

5.7.2.5. Section E--identifies MAJCOM unique training requirements supervisors can use to determine additional training required for the associated qualification needs.

**5.8. Air Force Job Qualification Standard (AFJQS).** AFJQSs are training documents approved by the AFCFM for a particular job type or duty position within an Air Force specialty. Approved AFJQSs must include core task items from part II of the CFETP. AFIND 8 lists these documents, when available.

**5.9. JQS Documentation.** The CFETP part II or AFJQS becomes a JQS for OJT when placed in AF Form 623 and used according to AFI 36-2201. When used as a JQS, the following requirements apply:

5.9.1. Documentation. Identify duty position requirements by circling (in pencil) the subparagraph number next to the task statement:

5.9.1.1. As a minimum, complete the following columns in Part II of the CFETP:

5.9.1.1.1. Date training completed.

5.9.1.1.2. Trainee Initials.

5.9.1.1.3. Trainer Initials.

5.9.1.1.4. Certifier Initials (if applicable).

5.9.1.2. Trainers may sign off non-core and non-critical tasks by initialing the trainer's column as third party certification is not required for non-core and non-critical tasks.

5.9.1.3. Only upon the approval of the AFCFM may you use an AFJQS in lieu of Part II of the CFETP (STS).

5.9.2. The AFCFM may supplement these minimum documentation procedures as needed or deemed necessary for their Career Field.

5.9.3. Converting from Old Document to CFETP. CFETPs are used, when available, to identify and certify all past and current qualifications (unless an AFJQS has been mandated):

5.9.3.1. For those tasks previously certified and required in the current duty position, evaluate current qualifications and, when verified, recertify using current date as completion date and trainer, certifier and trainee enter initials for core and critical tasks. For non-core and non-critical tasks only the trainer and trainee initials are required.

5.9.3.2. For previous certification on tasks not required in the current duty position, carry forward only the previous completion date. If and when these tasks become a duty position requirement, recertify using standard certification procedures.

5.9.4. Documenting Career Knowledge. When a CDC is not available, the supervisor identifies CFETP, Part II training references the trainee requires for career knowledge and ensures, as a minimum, that trainers cover the mandatory items in AFMAN 36-2108:

5.9.4.1. For two-time CDC course exam failures, supervisors identify all CFETP, Part II items corresponding to the areas covered by the CDC.

5.9.4.2. The trainee completes a study of references, undergoes evaluation by the task certifier, and receives certification on the CFETP, Part II.

5.9.4.3. Supervisors must document successful obtainment of career knowledge prior to submission of a CDC waiver.

5.9.5. Decertification and Recertification. When a supervisor determines an airman is unqualified on a task previously certified for his or her assigned position, the supervisor lines through the previous certification or deletes previous certification when using automated system:

5.9.5.1. Appropriate remarks pertaining to the reason for decertification are entered on the AF Form 623a.

5.9.5.2. The individual is recertified (if required) either by erasing the old entries, or covering the task if task certification was in ink and writing in the new certification date and initials.

5.9.6. Performance Standard. Tasks are trained and qualified to the "Go" level. Go means the individual can perform the task without assistance and meet local demands for accuracy, timeliness, and correct use of procedures.

**5.10. AF Form 797.** When additional items not listed in the CFETP Part II or AFJQS are necessary in the current duty assignment, enter them on the AF Form 797. Additional duties identified by appointment letter where task certification is not accomplished are not documented on the AF Form 797. Fill out the form, when required, according to the following information:

5.10.1. Task Number Column. Starting with the number "1," number each task sequentially.

5.10.2. Task, Knowledge, and Technical References Column. Use this column to add locally required tasks.

5.10.2.1. In the same block with each task, list the applicable TRs.

5.10.2.2. Identify subtasks and identify the TR with the major task or add to the subtask to which it applies.

5.10.3. Start Date, Completion Date, Trainee's, Trainer's, and Certifying Official's Initials Columns. Annotate these columns in exactly the same manner as the CFETP Part II, or AFJQS.

5.10.4. Trainee Name Block. Enter the trainee's last name, first, and middle initial on at least the first page. On subsequent pages only the last name is necessary.

5.10.5. Manner of Making Entries on AF Form 797. Supervisors may make entries on this form in ink, pencil, or typed, except for the date started OJT and the circles placed around the task numbers, which are pencil entries. Use the same procedures used to document the CFETP, Part II and the AFJQS to document AF Forms 797.

5.10.6. Disposition of AF Form 797. AF Form 797 disposition is the same as the CFETP Part II and AFJQS.

**5.11. AF Form 803, Report of Task Evaluation.** Evaluators may use this form to conduct and document completion of task evaluations during training SAVs, when directed by the commander, or when a

task certification requires validation (for example, to ensure trainee has satisfactorily completed required upgrade training tasks). Fill out the form, when required, according to the following information:

- 5.11.1. Name. Self-explanatory.
- 5.11.2. Grade. Self-explanatory.
- 5.11.3. AFSC. Members current CAFSC.
- 5.11.4. In UGT. Check the applicable block identifying if member is in UGT.
- 5.11.5. JQS Task Item(s) Evaluated. Evaluate the member and identify the task number and task title.
- 5.11.6. Results. Check the applicable block identifying members result.
- 5.11.7. Remarks. State how member failed to meet, met or exceeded, the required standard on the task evaluated.
- 5.11.8. Date. Completion date of evaluation.
- 5.11.9. Name of Evaluator. Self-explanatory.
- 5.11.10. Signature. Self-explanatory.

**5.12. AF Form 1098, Special Task Certification and Recurring Training.** Supervisors may use the AF Form 1098 to document selected special task qualifications of critical nature, selected tasks requiring recurring training or evaluation, or selected tasks where someone outside the normal training channels validates the individual's qualification.

- 5.12.1. When used for these purposes, it becomes a part of the AF Form 623.
- 5.12.2. Also, Air Force and MAJCOM directives may identify tasks contained in the CFETP requiring special certification or recurring training or evaluation.
- 5.12.3. This form consolidates the status of qualifications of a critical or recurring nature where the supervisor may readily review them.
- 5.12.4. Unit ETMs or supervisors may overprint the form at command, wing, or unit level to standardize common entries and reduce administrative workload. Upon completion of reevaluations, make the appropriate entries in columns B through H. Line out noncurrent entries.
- 5.12.5. The following is an explanation of typical AF Form 1098 entries. Leave nonapplicable columns blank:
  - 5.12.5.1. Column A--Enter the selected special task and the applicable publications (i.e., technical references) which requires qualification or training.
  - 5.12.5.2. Column B--Enter completion date of the evaluation or special training.
  - 5.12.5.3. Column C--The certifying official's signature completes the documentation. Print the name of the certifying official here when you transcribe the entry from some other source document, unless otherwise specified in the applicable publication. An entry in this column indicates the individual's qualification to perform the applicable task without direct supervision.
  - 5.12.5.4. Column D--Have the trainee initial indicating their awareness of, and agreement with, applicable entries.

5.12.5.5. Column E--Enter the score; rating; or, when required by the applicable publication, the training length in hours.

5.12.5.6. Column F--Enter the type of evaluation, such as (P) for practical or (W) for written. When both a practical and written evaluation are necessary, draw a diagonal line in the applicable columns (B) through (E) to separate the required information. When the entry pertains to training, enter (C) for classroom, (P) for practical, or (SS) for self-study.

5.12.5.7. Column G--Enter frequency of evaluation or training: (NR) is nonrecurring; (A) is annual; (S) is semiannual; (Q) is quarterly; (M) is monthly. For any other frequency leave blank and fill in the appropriate due date.

5.12.5.8. Column H--Enter the required date of refresher training or reevaluation.

5.12.6. Supervisors will make all applicable entries by pencil, ink, typewriter, or any combination of the three.

5.12.7. The supervisor reviews the AF Form 1098 during the initial evaluation to determine what entries are applicable to the trainee's current duty position.

**5.13. AF Form 1320a , Training Chart.** The 1320a provides a simple method for organizing and recording training information about the job and the worker. The 1320a is also useful as a scheduling tool. You may annotate any number of people and tasks and plan specific training activities as part of your overall training plan. The instructions for use on this form are located on the back of the form.

**5.14. AF Form 898, Field Training Requirements Scheduling Document.** Use this form for identifying civilian and military personnel in need of training provided by the Training Detachment (TD). It provides a simple method of organizing who receives training and when they receive the training. Another use of this form is for scheduling purposes. Training Management completes items 1 through 7d, TD completes item's 7e through 7k, and training management or TD complete items 8 and 9. Use the following instructions for completing the form:

5.14.1. Item 1. Date the form when you begin preparing it at the start of the training period.

5.14.2. Item 2. Identify the training management office originating the training request.

5.14.3. Item 3. Identify the supporting TD, FTT, or MTT.

5.14.4. Item 4. Identify the training month that this form covers, (for example, Apr).

5.14.5. Item 5. Identify the 3-month training period that this form covers (for example, 1 Apr 97 - 30 Jun 97).

5.14.6. Item 6a. List in numerical order:

5.14.6.1. Authorization of all formal type-4 courses the servicing TD conducts.

5.14.6.2. Other type-4 courses the service unit requires.

5.14.6.3. Partial course requirements.

5.14.7. Item 6b. Identify the MAJCOM and locally designated priority courses with an asterisk.

5.14.8. Item 7a. Indicate the total backlog that will exist on the first day of the next training month for the corresponding course identified in item 6a.

5.14.9. Item 7b. Indicate the number of students available to begin training during the next training month for the corresponding course identified in item 6a (for example, for the month of Apr 97).

5.14.10. Item 7c. Indicate the number of students who plan to begin training during the second training month for the corresponding course identified in item 6a (for example, for the month of May 97).

5.14.11. Item 7d. Indicate the number of students who plan to be in training during the third month for the corresponding course identified in item 6a (for example, for the month of Jun 97).

5.14.12. Item 7e - Upper Left. Indicate the total number of seats available for training in the next training month for the corresponding course identified in item 6a (for example, for the month of Apr 97). Make every possible effort to get this entry to satisfy the available backlog (students available) in item 7b. If instructors do not plan to support a training request, the TD enters one or more of these codes:

5.14.12.1. "E" - Teaching en route students.

5.14.12.2. "F" - Teaching foreign military students.

5.14.12.3. "L" - Leave.

5.14.12.4. "M" - Minimum class size not met.

5.14.12.5. "N" - No instructor authorized.

5.14.12.6. "Q" - Qualification training.

5.14.12.7. "T" - Teaching another course.

5.14.12.8. "Y" - Temporary duty.

5.14.12.9. "R" - Other circumstances. **Note: Explain all "R"s in block 8.**

5.14.13. Item 7e - Bottom Right. TD indicates the actual seats filled as of class start date.

5.14.14. Item 7f. Indicate the total number of seats available during the second training month for the corresponding course identified in item 6a (for example, for the month of May 97). Make every possible effort to get this entry to satisfy the available backlog (students available) in item 7c. Use the instructor non-availability codes in item 7e when an instructor does not plan to support a training request.

5.14.15. Item 7g. Indicate the priority backlog for the applicable corresponding course in item 6a. Calculate as follows: Priority backlog "g" = (b-e) (upper left) + (c-f) .

**NOTE:**

When you find negative numbers in the results, use "zero" as the answer. Bring priority backlogs to the immediate attention of 82 FLDTG and the supported MAJCOM (career field manager) by a joint TD-MA message. Make every possible effort to systematically and completely train the priority backlog.

5.14.16. Item 7h. Indicate the total number of seats available during the third training month for the corresponding course identified in item 6a (for example, for the month of Jun 97). Make every possible effort to get this entry to satisfy the available backlog (students available) in item 7d. Use the instructor non-availability codes in item 7e when an instructor does not plan to support a training request.

5.14.17. Items 7i, j, and k. Indicate the number of seats that you do not plan to use in each month of the training period (after comparing items 7b, c, d, and 7e, f, h, respectively).

5.14.18. Item 8. Use this section to communicate significant information for the local field training program. Note deviations to previously validated schedules and instructor non-availability explanations.

5.14.19. Item 9. Use this section to ensure you have thoroughly coordinated and validated all requirements. The training management OIC or NCOIC signs and dates this section each month.

**5.15. AF Form 403, Request for Special Technical Training.** Use an AF Form 403 to request special training not available through normal DoD sources. Fill out the form, when required, according to the following information:

5.15.1. Send AF Forms 403 through the training unit of the Military Personnel Flight (base training) to the MAJCOM headquarters for approval. **EXCEPTION:** Handle the form otherwise if HQ USAF authorizes:

5.15.1.1. MAJCOM HQ or other authorized agencies validate AF Forms 403 and send the requirements to the AFTMS, using the special training format.

5.15.1.2. The MAJCOM HQ must:

5.15.1.2.1. Compile requests from lower-ranking units for similar kinds of training.

5.15.1.2.2. Explain why the units need the training. (See paragraph **5.15.2.**, item 2.)

5.15.1.3. Special training to satisfy en route-to-overseas requirements requires unique personnel management actions. (See AFCAT 36-2223.)

5.15.1.4. When you use AF Form 403 for special training of civilian employees, you must coordinate it with the servicing CCPO. Use DD Form 1556, **Request, Authorization, Agreement, Certification of Training and Reimbursement**, at the base level only.

5.15.2. Item 1. Check the block to indicate whether the training requirements are firm or an estimate for the fiscal year. Submit fiscal year estimates when AETC (which programs estimated training requirements) conducts its annual screening. Do not combine two or more different special training requirements on a single request (for example, operator and maintenance training). **EXCEPTION:** Combine the requirements if the same people plan to receive more than one type of training.

5.15.3. Item 2. Because this item represents the most crucial information, make sure you include all the information the MAJCOM and AETC need to evaluate and process the request:

5.15.3.1. State the mission the training will support.

5.15.3.2. Briefly state the purpose of the requested training. For example:

5.15.3.2.1. To train personnel to operate or to maintain equipment.

5.15.3.2.2. To train personnel in methods, procedures, and processes.

5.15.3.2.3. To familiarize personnel, planners, or supervisors on new systems, equipment, and techniques.

5.15.4. Identify and describe systems, equipment, techniques, procedures, processes, and special skills for which the personnel listed in Item 1 will receive training.

- 5.15.5. Identify maintenance training requirements in one of these ways:
  - 5.15.5.1. Organizational.
  - 5.15.5.2. Intermediate.
  - 5.15.5.3. Depot.
  - 5.15.5.4. If training takes place on a system or equipment:
    - 5.15.5.4.1. Identify the prime equipment, to include:
      - 5.15.5.4.2. Type, model, and series.
      - 5.15.5.4.3. Related weapon, support, and control systems, as applicable.
      - 5.15.5.4.4. Support equipment that personnel plan to use with the prime equipment.
      - 5.15.5.4.5. List:
        - 5.15.5.4.5.1. The manufacturer, manufacturer's part number, and the federal stock number.
        - 5.15.5.4.5.2. Prime and related support equipment that you can provide from available or programmed assets 30 days before training begins.
    - 5.15.5.5. Include security classification of equipment involved.
- 5.15.6. Item 3. Self-explanatory.
- 5.15.7. Items 4A, B, and D. Indicate the total requirements. Provide estimates if specific information is not available.
- 5.15.8. Check each applicable block.
- 5.15.9. Item 5. Check each applicable block.
- 5.15.10. Items 6, 7, 8, 9, 10, and 13. Signatures verify the need for training. The appropriate personnel officer of the organization that implements AF Form 403 signs item 7.
- 5.15.11. Item 11. Resource constraints may prevent you from completing all valid special training requirements.
  - 5.15.11.1. Authorities require enough data about relative priorities among training requirements to ensure personnel use available resources most effectively.
- 5.15.12. Item 11B. Identify the force activity designator (FAD).
- 5.15.13. Item 11C. Indicate a percentage that identifies the greatest possible reduction without causing an unacceptable mission impact. For example, if an unacceptable impact would not occur until the reduction approaches 30 percent, indicate "30 percent."

5.15.14. Item 12. Indicate the name and telephone number of the person whom AETC may call if it requires more information.

MICHAEL D. McGINTY, Lt General, USAF  
DCS/Personnel

## Attachment 1

### GLOSSARY OF ABBREVIATIONS, ACRONYMS, AND TERMS

#### *Abbreviations and Acronyms*

**AETC**—Air Education and Training Command  
**AFCFM**—Air Force Career Field Functional Manager  
**AFI**—Air Force Instruction  
**AFJQS**—Air Force Job Qualification Standard  
**AFH**—Air Force Handout  
**AFPD**—Air Force Policy Directive  
**AFMAN**—Air Force Manual  
**AFPAM**—Air Force Pamphlet  
**AFRES**—Air Force Reserve  
**AFS**—Air Force Specialty  
**AFSC**—Air Force Specialty Code  
**AIA**—Air Intelligence Agency  
**ANG**—Air National Guard  
**CBI**—Computer Based Instruction  
**CDC**—Career Development Course  
**CE**—Course Examination  
**CFETP**—Career Field Education and Training Plan  
**ECI**—Extension Course Institute  
**ETM**—Education and Training Manager  
**IMA**—Individual Mobilization Augmentee  
**ISD**—Instructional System Development  
**JQS**—Job Qualification Standard  
**MAJCOM**—Major Command  
**MFR**—Memorandum For Record  
**MPF**—Military Personnel Flight  
**MTF**—Maintenance Training Flight  
**MTL**—Master Task Listing  
**MTP**—Master Training Plan  
**NCO**—Noncommissioned Officer

**OJT**—On-the-Job Training  
**OPR**—Office of Primary Responsibility  
**PCS**—Permanent Change of Station  
**PDS**—Personnel Data System  
**PME**—Professional Military Education  
**QT**—Qualification Training  
**QTP**—Qualification Training Package  
**SAV**—Staff Assistance Visit  
**SOP**—Standard Operating Procedure  
**SME**—Subject matter Expert  
**STS**—Specialty Training Standard  
**TR**—Technical Reference  
**TSC**—Training Status Code  
**UGT**—Upgrade Training  
**UMD**—Unit Manning Document  
**UMPR**—Unit Manning Personnel Roster  
**URE**—Unit Review Exercise  
**YOT**—Year of Training

### *Terms*

**Advanced Training**—A formal course training toward a technical or supervisor level AFS. Training is for selected career airman in the advanced technology of the AFS.

Training is normally restricted to senior NCOs. Graduates are not awarded a new AFSC.

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

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

**Career Field Education and Training Plan**— A comprehensive core training document that identifies, (1) life cycle education and training requirements, (2) training support resources, and (3) minimum core task requirements for a specialty. The CFETP aims to give personnel a clear career path and instills a sense of industry in career field training.

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

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

**Contract Training**—Type I training that receives the same priority funding as Air Force-directed

training. It supports initial groups of instructors, operators, that the Air Force requires for new or modified weapon systems.

**Core Task**—Tasks the AFCFM identify as minimum qualification requirements within an AFSC, regardless of duty position. Core tasks may be specified for a particular skill level or in general across the AFSC. Guidance for using core tasks can be found in the applicable CFETP narrative.

**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.

**Master Task List (MTL)**—Document maintained within the work center that identifies all tasks performed in the work center. This includes core, critical, position qualification, and wartime tasks. This document can be automated.

**Master Training Plan (MTP)**— A comprehensive training plan for a work center. It can include the MTL, QTPs, AFJQS, CFETP, task breakdowns, commercial publications and any other document that supports training.

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

**Qualification Training**—Hands-on performance training that personnel design to qualify an airman in a specific position. This training occurs both during and after upgrade training to maintain up-to-date qualifications.

**Qualification Training Package (QTP)**—An instructional package designed for use at the unit to qualify or aid qualification in a duty position or program, or on a piece of equipment. It may be printed, computer-based, or in other audiovisual media.

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

**Standard**—An exact value, a physical entity, or an abstract concept, that 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. A fixed quantity or quality.

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

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

**Training Session**—Training that trainers conduct based on technical data for a maintenance task that existing courses can not support.

**Upgrade Training**—Training that leads to the award of a higher skill level.

## Attachment 2

### OJT STAFF ASSISTANCE VISIT REPORT SAMPLE

**A2.1.** Use the following guidelines in preparing a formal SAV report. You must prepare a memorandum identifying the purpose, visit dates, and a reply to the report if necessary. An example of a memorandum is as follows:

MEMORANDUM FOR: Unit Commander

FROM: Base or Unit ETM

SUBJECT: Training Staff Assistance Visit

1. The purpose of this visit was to assess the effectiveness of your OJT program and provide guidance, assistance, and education as required.
2. This visit was conducted by: name and title, from (date to date), according to the guidelines in AFI 36-2201.
3. For each area covered in your visit summary, provide your assessment, specific assistance provided, and recommendations in attachment 1. Put task evaluation results in attachment 2. Identify key personnel contacted in attachment 3 (for Unit ETM's visit only).
4. A reply to this report (is) (is not) required. When you identify significant problems within attachment 1, a reply is necessary. Remember to give a suspense date when a reply is necessary.

SIGNED

Base/Unit ETM

Attachments:

1. Visit Summary
2. Tasks Evaluations
3. Key Personnel Contacted

**A2.2. Visit Summary:** The areas identified by a single \* are for the Unit ETM's visits and double \*\* identifies the Base ETM's. Items identified by an asterisk (\*) (\*\*) are minimum assessment areas and will be addressed in appropriate SAVs. Address all other areas if applicable to the unit.

A2.2.1. Assessment. Be specific as to your findings, tell what you saw, how many, etc.; emphasize the positive where possible. However, if there are problems, do not fail to identify them, the commander needs to know.

A2.2.2. Specific Assistance Provided. Tell what you did as the ETM to assist and be specific.

A2.2.3. Recommendations. State your recommended management-oriented ideas as to what actions are necessary to correct noted deficiencies and prevent recurrence.

**A2.3. (\*\*) Commander Support:**

A2.3.1. Assessment.

A2.3.2. Specific Assistance Provided.

A2.3.3. Recommendations

**A2.4. (\*\*) ETM Support:**

A2.4.1. Assessment.

A2.4.2. Specific Assistance Provided.

A2.4.3. Recommendations.

**A2.5. (\*\*) OJT Meeting and Minutes:**

A2.5.1. Assessment.

A2.5.2. Specific Assistance Provided.

A2.5.3. Recommendations.

**A2.6. (\*\*) Staff Assistance Visits:**

A2.6.1. Assessment.

A2.6.2. Specific Assistance Provided.

A2.6.3. Recommendations.

**A2.7. (\*) Supervisor Knowledge, Guidance, and Support:**

A2.7.1. Assessment.

A2.7.2. Specific Assistance Provided.

A2.7.3. Recommendations.

**A2.8. (\*) Supervisor, Trainer, and Trainee Knowledge of OJT:**

A2.8.1. Assessment.

A2.8.2. Specific Assistance Provided.

A2.8.3. Recommendations.

**A2.9. (\*) MTLs and Training Plans:**

A2.9.1. Assessment.

A2.9.2. Specific Assistance Provided.

A2.9.3. Recommendations.

**A2.10. (\*)(\*\*) Quality of Training:**

A2.10.1. Assessment.

A2.10.2. Specific Assistance Provided.

A2.10.3. Recommendations.

**A2.11. (\*)(\*\*)CDC Management:**

A2.11.1. Assessment.

A2.11.2. Specific Assistance Provided.

A2.11.3. Recommendations.

**A2.12. Ancillary Training Program:**

A2.12.1. Assessment.

A2.12.2. Specific Assistance Provided.

A2.12.3. Recommendations.

**A2.13. (\*) Training Record Documentation:**

A2.13.1. Assessment.

A2.13.2. Specific Assistance Provided.

A2.13.3. Recommendations.

**A2.14. Automated Product Use:**

A2.14.1. Assessment.

A2.14.2. Specific Assistance Provided.

A2.14.3. Recommendations.

**A2.15. Individual Mobilization Augmentee (IMA) Program:**

A2.15.1. Assessment.

A2.15.2. Specific Assistance Provided.

A2.15.3. Recommendation.

**A2.16. Contingency Training Programs:**

A2.16.1. Assessment.

A2.16.2. Specific Assistance Provided.

A2.16.3. Recommendations.

**A2.17. Typing Program:**

A2.17.1. Assessment.

A2.17.2. Specific Assistance Provided.

A2.17.3. Recommendations.

**A2.18. (\*\*) Air Force Training Course:**

A2.18.1. Assessment.

A2.18.2. Specific Assistance Provided.

A2.18.3. Recommendations.

**A2.19. Trainee in Nonproductive Training Status:**

A2.19.1. Assessment.

A2.19.2. Specific Assistance Provided.

A2.19.3. Recommendations.

**A2.20. Programs Required by Other Publications:**

A2.20.1. Assessment.

A2.20.2. Specific Assistance Provided.

A2.20.3. Recommendations.

**A2.21. Unit Statistics:**

A2.21.1. Number of enlisted assigned.

A2.21.2. Number of personnel in upgrade training:

A2.21.3. Three level.

A2.21.4. Five level.

A2.21.5. Seven level.

**A2.22. Summary.** Close with a brief synopsis of your findings. Be sure to give your expert opinion of the overall status of the visit.

## Attachment 3

### GUIDE FOR INTERVIEWING PROSPECTIVE 3S2X1 RETRAINEES

**A3.1. Purpose.** The purpose of this guide is to provide additional information for interviewers of personnel interested in retraining into AFSC 3S2X1, as well as for review by prospective retrainees. This information goes beyond the Air Force classification system of requirements and procedures for retraining. Use this guide to provide an overview of the various jobs within the AFSC and entry requirements.

**A3.2. Introduction.** Being an ETM in today's Air Force is a very challenging and demanding, yet rewarding job, if approached with a positive attitude and a willingness to work. Anyone desiring to be an ETM must clearly understand what the AFSC encompasses and requires.

**A3.3. Information.** As with any major decision in life, gain as much information as possible before making a final decision. Becoming a "3S2" is no different. The best place to begin obtaining information follows:

A3.3.1. Review AFMAN 36-2108, specialty description that outlines the AFSC requirements and broad duties and responsibilities for AFSC 3S2X1 (provided by the interviewer).

A3.3.2. Review the current 3S2X1 STS (part II of CFETP) to get an idea of the general task requirements of the AFSC. Keep in mind, the STS is general in nature and not job specific. You will find specifics in technical references and functional publications relating to the particular duty position; i.e., AFI 36-2201, for direct management of training programs.

**A3.4. Key Requirements.** Familiarity with these basic AFS requirements is fundamental; however, one of the key requirements is not immediately recognizable:

A3.4.1. The ability to work with people and communicate effectively--both orally and in writing.

A3.4.2. The nature of most ETM duties is salesmanship.

A3.4.3. You must deal effectively with trainees, students, trainers, supervisors at all levels, commanders, and others to be successful.

A3.4.4. If you do not like guiding, persuading, counseling, advising, assisting, educating, or instructing people--this AFSC is not for you.

A3.4.5. Additionally, PME and technical or academic instructor courses are helpful. The initial mandatory AFS training is Education and Training Apprentice course (J3ALR3S231-001, PDS Code XOR) and the 7-level advanced skills course is Education and Training Craftsman (J3ACR3S271-000, PDS Code XHL) taught at Sheppard AFB, TX.

**A3.5. Different Jobs.** Now that the true nature of this AFSC is becoming clearer, a review of the different positions is in order. There are basically three distinguishable areas in the AFSC; on-the-job training and related training program development and management, formal instructing and related training activities, and support of voluntary education policy and programs. Within these three areas exist at least six common variations of jobs:

A3.5.1. Support unit and squadron ETM.

A3.5.2. Squadron and wing aircraft or missile maintenance training.

A3.5.3. Base training manager.

A3.5.4. Command ETM.

A3.5.5. Instructor.

A3.5.6. Education Services Manager.

**A3.6. Support Unit and Squadron ETM.** Being assigned as a unit or squadron ETM is one of the most desirable places to begin in the AFSC. This is the grass roots level of the training environment and a great place to learn the basics of the AFS. AFI 36-2201 outlines the many duties associated with this position. In this job, you interact daily with trainees, trainers, supervisors, and the squadron commander. You occupy a very important position in the squadron. The way you do business and conduct yourself greatly impacts the effectiveness of the training program. Being a leader and a professional is a necessity.

**A3.7. Variations.** There are at least two variations of unit and squadron training management--working solely in a unit squadron situation, or at wing level in a centralized or decentralized aircraft maintenance training activity or missile maintenance training control. In some cases, these maintenance activities are purely wing, but most often they are responsible for both unit and wing training programs. You must accomplish the basic unit OJT management requirements, as outlined by AFI 36-2201, and other related duties through the use of automated training management systems and appropriate maintenance training directives. Finding yourself in one of these positions is very beneficial and provides an even broader background at unit and wing level.

**A3.8. Base Training Office.** Working in the MPF base training is definitely in the mainstream of the AFSC. Interaction takes place with all serviced units, directly with the personnel community, and up the line with higher headquarters. Previous unit level experience of at least 1 to 2 years is preferable before working in this capacity. Being thrust into this position as a first job is difficult, but sometimes happens. The duties are completely different than at unit level and require an extra degree of motivation to stay afloat. AFI 36-2201 primarily outlines the major duty requirements, but it is very advantageous to become knowledgeable about personnel policies and procedures as they relate to manning, promotion, classification, and retraining. You also become involved with the automated personnel data system. In addition, your ability to communicate effectively becomes critical.

**A3.9. MAJCOM.** Working at a MAJCOM headquarters requires extensive experience, and a person new to the AFSC should not work there. You become involved with staff functions as well as the technical aspects of managing training programs on a command-wide basis. It is a very challenging job, and all of the professional and leadership qualities mentioned thus far are crucial for success.

**A3.10. Instructor.** A different and significant duty available to the ETM is instructing in a formal technical or academic environment. Most of these positions are available in Air Education and Training Command and require submission of a special duty application. Initially, you must attend either a technical or academic instructor course before actually teaching. However, since the nature of the AFSC is training development, management, and instruction, training managers might have to provide formal-type instruction in the role of an ETM outside the formal technical or academic environment.

**A3.11. Education Services Center.** Duties in an education services center are challenging and rewarding. Your exposure to a myriad of tasks will require flexibility to successfully accomplish them. Important characteristics to possess are good communication and customer service skills. Numerous individuals pass through an education center daily looking for information and advice. Close attention to detail is essential because you are working with the tuition assistance program and obligating and recouping funds. The ability to think quickly and improvise are attributes that work well in this fast-paced environment. Other responsibilities you will assume include scheduling education and training activities, testing and counseling appointments, equipment and classroom use.

**A3.12. Interview Checklist.** This checklist highlights key areas the interviewer will address when conducting your interview and preparing the recommendation for retraining and reclassification.

A3.12.1. The following areas are of interest to the interviewer:

A3.12.1.1. Appearance.

A3.12.1.2. Prior educational background relating to communication skills.

A3.12.1.3. General attitude toward the Air Force, yourself, and others.

A3.12.1.4. Air Force career goals.

A3.12.1.5. Prior experience in managing an Education and Training program or involvement as a trainer or supervisor.

A3.12.2. The interviewer will assess by available means (records, supervisor and commander interviews, etc.) your ability to deal with people of varied grades and positions and to satisfactorily perform duties with little or no supervision.

A3.12.3. The interviewer will review your EPRs for remarks concerning:

A3.12.3.1. Duty Performance.

A3.12.3.2. Human relations.

A3.12.3.3. Learning ability.

A3.12.3.4. Self-improvement efforts.

A3.12.3.5. Adaptability to military life.

A3.12.3.6. Bearing and behavior.

A3.12.3.7. Training experience (if applicable).

A3.12.3.8. Supervisory experience (if applicable).

A3.12.3.9. Acceptance of NCO responsibility (if applicable).

A3.12.3.10. The interviewer will ensure you meet established requirements:

A3.12.3.10.1. Prior qualification in any AFSC at the 5-skill level or higher (or 3-skill level if no 5-skill level exists) is mandatory.

A3.12.3.10.2. Ability to speak clearly and distinctly is mandatory.

A3.12.3.11. Additionally, expect a review of the following areas:

A3.12.3.11.1. Ability to demonstrate writing skills.

A3.12.3.11.2. Either UIF file or weight management problems.

**A3.13. Conclusion.** You have now received a broad look at what AFSC 3S2X1 is all about and the various kinds of jobs available. As you can see, it is a very diverse, interesting, and challenging AFSC. It demands your best efforts and requires hard work. Do not be discouraged by thinking you must already have all the skills mentioned to get into the Education and Training business. If you are willing to work, take the initiative to learn, and apply what you have learned, you will develop the necessary skills. Good luck.

#### SAMPLE QUESTIONS TO ASK DURING THE RETRAINEE INTERVIEW

1. Why do you want to be an ETM?
2. Do you describe yourself as a 40-hour-a-week person?
3. Have you ever given a speech in front of the public or a large number of people?
4. Do you consider yourself a confident speaker?
5. Do you have any unusual problems pronouncing words?
6. Have you ever written a formal report?
7. How would you describe your writing ability?
8. When faced with a large volume of work, do you find it difficult to establish priorities?
9. Do you consider yourself a decisive person?

10. Have you become familiar with the duties and responsibilities of an ETM?
11. Have you ever supervised anyone?
12. Have you ever trained anyone?
13. Are you involved in any off-duty education?
14. Have you ever taken any speech or communication courses?
15. What are your career goals?
16. What do you think of the Air Force?
17. Do you feel capable of making decisions affecting other people?
18. Have you ever documented training records (AF Form 623)?
19. Have you read AFI 36-2201?
20. Have you ever counseled anyone?
21. If a publication states that something is to be done one way, and a supervisor insists on doing it his or her own way, what would you do?

22. Do you feel capable of talking with commanders or high-grade officers on a one-to-one basis?
23. When someone asks you a question and you do not know the answer, what do you do?
24. Do you consider yourself a good listener?
25. Do you have any medical problems that may hinder you in continually being on your feet and walking throughout a squadron?
26. Do you have any personal problems that may affect your job performance?
27. What do you think an ETM does?
28. What do you consider the most important contribution that you have made to the Air Force?
29. What does "lead by example" mean to you?
30. Would you describe yourself as a person who gets frustrated easily?
31. Would you make a statement as to why we should recommend you for an ETM position?

## Attachment 4

### GUIDE FOR CONDUCTING THE UNIT MANAGER'S OJT TRAINEE ORIENTATION

**A4.1. Objective.** The unit ETM must conduct a comprehensive OJT orientation for trainees entering upgrade training. The purpose is to set the groundwork to obtain, produce, and maintain technically competent, highly motivated enlisted people dedicated to doing the job--and doing it right! Only through organized and well-developed work center or section training plans and programs can we reach this goal. Trainees must understand the training plan, how they fit into the plan, and what their specific responsibilities are in support of training. The following lesson guide will give you a resource list of subjects to cover and help you reach your goal.

**A4.2. Philosophy.** People are the Air Force's most valuable and vital asset. Through a well-planned orientation and organized, tailored training program, trainees can see a way to progress in their AFS, benefiting themselves as well as the Air Force. Therefore, it is in the best interest of the Air Force to train personnel as quickly and efficiently as possible. We must properly indoctrinate trainees into the workings of the organization and the training goals so they will know where they stand--and where they are going.

#### **A4.3. OJT Trainee Orientation Lesson Guide:**

A4.3.1. SUBJECT: Structure of the Air Force OJT Program:

A4.3.2. ACTION: Using AFI 36-2201, define OJT and explain the two types of OJT.

A4.3.2.1. Definition of OJT. OJT is an all inclusive term that describes all training received by an airman while performing duty in a specialty. All organizations having enlisted personnel must conduct OJT as an integral part of the mission. A good OJT program will include an organized plan designed to qualify the trainee under supervised instruction. The trainee needs to learn through self-study as well as gain experience while actually working on-the-job:

A4.3.2.1.1. Upgrade Training (UGT). The purpose of UGT is to qualify an airman for the award of a skill level. It helps to increase skills and experience beyond the levels previously acquired.

A4.3.2.1.2. Qualification Training (QT). Hands-on performance training designed to qualify an airman in a specific duty position. This training occurs both during and after upgrade training.

A4.3.3. SUBJECT: Responsibilities for OJT:

A4.3.4. ACTION: Using AFI 36-2201, AFMAN 36-2108, and the CFETP, explain the responsibilities for training at each level of management. Briefly explain the duties of the commander, supervisor, base, and unit ETM. Thoroughly explain the duties and responsibilities of the OJT trainer and the trainee.

A4.3.4.1. Commander:

A4.3.4.1.1. Assigns qualified personnel to manage and supervise the OJT program.

A4.3.4.1.2. Ensures OJT is conducted free from discrimination with regard to color, race, religion, or sex.

A4.3.4.1.3. Establish controls to ensure OJT meets mission requirements.

A4.3.4.1.4. Ensures personnel complete all required OJT evaluations.

A4.3.4.1.5. Evaluates a trainee's potential to progress in OJT when they fail their CDC course exam, or if the trainee fails to meet established standards.

A4.3.4.2. Base ETM:

A4.3.4.2.1. Establishes procedures for OJT and is the authority line and focal point for all training matters on base.

A4.3.4.2.2. Helps commanders, unit ETMs, and supervisors develop sound training programs.

A4.3.4.2.3. Administers CDC course examinations (CE).

A4.3.4.2.4. Ensures all eligible airmen are entered into training.

A4.3.4.2.5. Conducts formal staff assistance visits on unit ETMs.

A4.3.4.3. Unit ETM:

A4.3.4.3.1. Serves as the focal point for all training within the unit.

A4.3.4.3.2. Indoctrinates all unit personnel on the concepts, scope, and objectives of OJT.

A4.3.4.3.3. Assists in scheduling training, when necessary.

A4.3.4.3.4. Initiates AF Form 623 and provides to supervisor.

A4.3.4.3.5. Ensures all upgrade trainees enroll in and receive the applicable CDCs.

A4.3.4.3.6. Scores ECI Form 34 (if directed by commander) and informs the supervisor of results.

A4.3.4.3.7. Ensures reassigned trainees depart with all CDC materials.

A4.3.4.3.8. Conducts formal and informal assistance visits to sections and work centers.

A4.3.4.4. Supervisor:

A4.3.4.4.1. Develops a training plan.

A4.3.4.4.2. Performs an initial evaluation of the trainee's qualifications and training needs within 90 days of assignment to a duty position.

A4.3.4.4.3. Briefs and familiarizes the trainee with the concepts, scope, objective, requirements, and procedures for the OJT program.

A4.3.4.4.4. Maintains the AF Form 623 for assigned airmen.

A4.3.4.4.5. Manages the trainee's CDC study program.

A4.3.4.4.5.1. Retains all ECI Forms 34 and URE answer key (if commander does not designate ETM).

A4.3.4.4.5.2. Ensures all written exercises from the CDC are complete before allowing the trainee to fill out the ECI Form 34 (if commander does not designate ETM).

A4.3.4.4.5.3. Scores ECI Form 34 (if commander does not designate ETM).

- A4.3.4.4.5.4. Conducts review training on items missed on ECI Form 34.
- A4.3.4.4.6. Conducts career knowledge training from CFETP, Part II training references when no CDC is available.
- A4.3.4.4.7. Conducts task knowledge training.
- A4.3.4.4.8. Counsels the trainee when problems occur.
- A4.3.4.4.9. Ensures the trainee meets, in addition to the duty position requirements, all mandatory qualification requirements outlined in AFI 36-2108, *Enlisted Classification*.
- A4.3.4.4.10. Initiates upgrade action when the trainee meets all requirements.
- A4.3.4.5. Trainer's Responsibilities:
  - A4.3.4.5.1. Attend the Air Force Training Course (AFTC) and complete appropriate objectives as necessary.
  - A4.3.4.5.2. Maintain qualification as a trainer.
  - A4.3.4.5.3. Stay qualified on the tasks you train.
  - A4.3.4.5.4. Plan and conduct training by:
    - A4.3.4.5.4.1. Preparing and using teaching outlines or task breakdowns, as necessary, and incorporating ISD principles into instruction.
    - A4.3.4.5.4.2. Giving trainees theory and background information.
    - A4.3.4.5.4.3. Teaching on actual equipment (or using training aids when actual equipment is not available).
  - A4.3.4.5.5. Meet training needs by:
    - A4.3.4.5.5.1. Explaining what you have done and encouraging trainee, supervisor, and task certifier feedback.
    - A4.3.4.5.5.2. Seeking help from the supervisor and unit education and training manager, when necessary.
- A4.3.4.6. Task Certifier:
  - A4.3.4.6.1. Attend the Air Force Training Course (AFTC) and complete appropriate objectives as necessary.
  - A4.3.4.6.2. Maintain qualification as a task certifier.
  - A4.3.4.6.3. Remain qualified in the tasks you evaluate.
  - A4.3.4.6.4. Evaluate training and certify qualifications.
  - A4.3.4.6.5. Use established training evaluation tools and methods to determine:
    - A4.3.4.6.5.1. Trainee ability.
    - A4.3.4.6.5.2. Training program effectiveness.
    - A4.3.4.6.5.3. Develop evaluation tools, as needed.

A4.3.4.6.6. Record task qualification according to the instructions on the cover page of the respective CFETP or AFMAN 36-2247 when a trainee performs a task to required standards.

A4.3.4.6.7. Brief the trainee, supervisor, and trainer on the training evaluation results.

A4.3.4.6.8. Encourage trainee, supervisor, and trainer feedback.

A4.3.4.6.9. Identify the trainee's:

A4.3.4.6.9.1. Strengths.

A4.3.4.6.9.2. Areas needing improvement.

A4.3.4.6.10. When necessary, get help from:

A4.3.4.6.10.1. The supervisor.

A4.3.4.6.10.2. Unit ETM.

A4.3.4.7. Trainee's Responsibilities:

A4.3.4.7.1. Accept all opportunities for qualification and skill-level upgrade training and actively participate in the learning process.

A4.3.4.7.2. Understand the applicable CFETP requirements and career path.

A4.3.4.7.3. Maintain knowledge, qualifications, and the appropriate skill level within the assigned specialty.

A4.3.4.7.4. Become a productive member of the unit team.

A4.3.4.7.5. Understand how other units, specialties, and co-workers influence training program requirements and work together to accomplish the mission.

A4.3.4.7.6. Budget on- and off-duty time to complete assigned training tasks, particularly CDC and self-training requirements.

A4.3.4.7.7. Reassigned trainees provide incomplete CDCs to their new supervisor upon arrival at their new unit.

A4.3.4.7.8. Handle classified CDCs according to AIA policy.

A4.3.4.7.9. When having difficulty with any part of training, especially self-training requirements, get help from your supervisor, a trainer, or unit ETM.

A4.3.5. SUBJECT: Skill Level Advancement (Upgrade):

A4.3.6. ACTION: Using AFI 36-2101, AFMAN 36-2108, AFI 36-2201, and CFETP, explain the requirements for skill level advancement (upgrade):

A4.3.6.1. Position Qualification: This involves hands-on training. It encompasses all the training needed to perform in the duty position, such as day-to-day work, special certifications, contingency or wartime tasks, equipment operation, additional duties, etc.

A4.3.6.2. Task Knowledge: Knowledge needed to perform specific tasks and is gained by studying and using publications governing the task.

A4.3.6.3. Career Knowledge: You gain career knowledge through a planned program of study involving correspondence courses or technical references listed in the CFETP.

A4.3.6.4. Criteria for award of a skill level AFI 36-2101.

A4.3.6.4.1. Time (experience). Cite minimum training times.

A4.3.6.4.2. Knowledge (CDC or study references from the CFETP Part II).

A4.3.6.4.3. Job qualification (satisfies training requirements for the duty position).

A4.3.6.4.4. Mandatory requirements (meets all minimum requirements listed in paragraph 3 of the AFS description AFMAN 36-2108).

A4.3.6.4.5. Supervisor's recommendation.

A4.3.7. SUBJECT: The CDC Program. You may wish to give a broad overview of the CDC program and defer the details of this section until the CDC arrives.

A4.3.8. ACTION: Using AFI 36-2201, attachment 3, explain the purpose, scope, and operation of the CDC program.

A4.3.8.1. Purpose and Scope. CDCs satisfy the career knowledge channel of OJT for skill level upgrading. An individual must complete the CDC satisfactorily before upgrading (grant CDC waivers only in rare cases).

A4.3.8.1.1. CDC Administration--flow of actions.

A4.3.8.1.1.1. Unit ETM determines correct CDC and orders it through PC-III. Base training orders CDCs for units without PC-III capability.

A4.3.8.1.1.2. Unit ETM receives and issues the CDC to the supervisor.

A4.3.8.1.1.3. Unit ETM briefs supervisor and trainee on the proper use of material.

A4.3.8.1.1.4. Supervisor and trainee inventory the material.

A4.3.8.1.1.5. Supervisor teaches trainee how to make corrections using the correction sheet.

A4.3.8.1.1.6. Trainee makes all necessary course corrections.

A4.3.8.1.1.7. Supervisor checks corrections and establishes volume study sequence to achieve logical flow based on duty position requirements.

A4.3.8.1.1.8. Supervisor issues first volume of study and sets target completion dates.

A4.3.8.1.1.9. Supervisor notifies unit ETM of projected schedule.

A4.3.8.1.1.10. Trainee studies volume chapter by chapter and answers all exercise questions.

A4.3.8.1.1.11. Supervisor reviews answers to questions using the provided answer key.

A4.3.8.1.1.12. Supervisor and Trainee corrects all questions to 100 percent.

A4.3.8.1.1.13. The supervisor will:

A4.3.8.1.1.13.1. Retain all URE answer keys.

A4.3.8.1.1.13.2. Check volume before issuing ECI Form 34 to make sure all exercises were completed.

A4.3.8.1.1.13.3. Score the URE (unless the commander directs ETM).

A4.3.8.1.1.13.4. For the items missed on ECI Form 34 provide review training.

A4.3.8.1.1.13.5. Place ECI Form 34 in the training record.

A4.3.8.1.1.14. Supervisor issues next volume and follows preceding steps to completion.

A4.3.8.1.1.15. When CE arrives, base training notifies unit ETM, who in turn notifies supervisor and trainee.

A4.3.8.1.1.16. Supervisor completes review of entire course with trainee in preparation for the CE.

A4.3.8.1.1.17. Unit ETM schedules the trainee for testing within 30 days upon receipt of CE.

A4.3.8.1.1.18. Trainee takes test.

A4.3.8.1.1.19. Unit ETM receives score card and forwards to supervisor.

A4.3.8.1.1.20. Supervisor completes review training as needed.

A4.3.8.1.1.21. When an individual receives a satisfactory score they have completed the course. If not, further review training is necessary before taking a retest.

A4.3.8.1.1.22. If the trainee fails the retest, the commander options are separation, retraining, or CDC waiver.

A4.3.9. SUBJECT: Summary, Remotivation and Closure.

A4.3.10. ACTION: Summarize all points and answer questions that may arise. Provide positive comments on the benefits of OJT to stimulate motivation. Deliver materials to supervisor and offer any assistance needed in the future.

## Attachment 5

### ELIGIBILITY, SELECTION, AND CANCELLATION PROCEDURES FOR 7-LEVEL IN-RESIDENCE CRAFTSMAN COURSES

**A5.1. Introduction.** Use the following procedures in managing personnel requiring attendance in a 7-level craftsmans course. These procedures pertain only to the mandatory 7-level craftsman courses.

**A5.2. Eligibility.** Members must meet the following basic criteria to be eligible to attend 7-level craftsman course in-residence:

A5.2.1. Be in the rank of SSgt or above.

A5.2.2. Be in UGT to the 7-skill level (training status code (TSC) "C" or "G").

A5.2.3. Complete a minimum of 12 months in UGT if in TSC "C" and 6 months if in TSC "G."

A5.2.4. Not possess a 7-level in the same AFSC currently being controlled at and performing duty in.

A5.2.5. Complete all other prerequisites required for upgrade training according to your AFSC's CFETP.

A5.2.6. Personnel who are serving in short tour areas (12-15 months) and personnel who are serving in long tour areas who are within 4 months of their DEROS are not eligible.

**A5.3. Selection.** HQ AFPC/DPPAT runs a list from the HAF file on personnel meeting eligibility requirements identified in A5.2.

A5.3.1. Personnel are prioritized by time in UGT and rank, with the one having the most time in training being the most eligible. Every month personnel are prioritized by rank. For example, a SSgt completes 18 months and a MSgt retrainee completes 12 months in UGT as of Oct 96, the MSgt will have priority for scheduling.

A5.3.2. HQ AFPC/DPPAT suballocates names in the Air Force Training Management System (AFTMS), which processes a RIP to the formal training function in either the Base Education and Training Flight or the MPF. The RIP notifies individuals in the unit.

A5.3.3. Unit education and training managers must ensure AFSCs, Training Status Codes, and dates entered training are updated correctly in PDS for assigned personnel. These are the most common areas where invalid or incorrect data results in individuals being omitted from the eligible listing.

**A5.4. Cancellation or Deferment.** If a member requires cancellation or deferment from his or her designated class, provide the following minimum to HQ AFPC/DPPAT.

A5.4.1. Reason for cancellation or deferment.

A5.4.2. Projected availability for training.

A5.4.3. Commander's concurrence with cancellation or deferment request.

A5.4.4. Member's unit should annotate the RIP and forward it back to the base formal training function for action.

A5.4.5. The base formal training function will update PTI720 (training cancellation request) and send an out-of-system CRT (USERID 09RPSS2) if the training begins within 45 days. We cannot accept telephone requests.

A5.4.6. Our goal is to ensure maximum use of seats. We realize some circumstances result in last-minute cancellations, but these cases need be the exception, not the rule.

A5.4.7. Canceled individuals will remain a priority for rescheduling and will not be recycled back to the end of the eligibility listing.

### **A5.5. General Information.**

A5.5.1. The 7-level craftsman training is different from other AETC-funded training because units, wings, and MAJCOMs do not receive quotas for their specific use. When we identify personnel for this training, the opportunity is for that individual; therefore, when cancellations occur, the training opportunity reverts to the next most eligible person Air Force wide and substitutions are not authorized. *EXCEPTION:* If a cancellation occurs within 30 days of the class start date, unit commanders can provide an eligible substitute to fill the short-notice vacancy.

A5.5.2. This training is mandatory for all personnel prior to upgrade. When an individual is in the correct training status within PDS, scheduling will occur automatically; therefore, solicitation for seats is not necessary.

A5.5.3. HQ AFPC/DPPAT does not have access to an individual's status pertaining to prerequisites such as CDC's, read-ahead modules, exportable courses, or other items required by the CFETP. Unit commanders must verify members selected for 7-level craftsman training have met all other requirements, or request cancellation per A5.4.

A5.5.4. This 7-level craftsman training is the last item accomplished for a member prior to their 7-level upgrade. Upon graduation of the craftsmans course award the 7-level PASFC, as this is not an automatic process. Failure to upgrade these individuals upon graduation may result in their being rescheduled for this training again at a later date.

A5.5.5. We encourage base-level personnel to use the AFTMS or Single Unit Retrieve and Format (SURF) capabilities to determine individual eligibility and whether or not a member has been scheduled for 7-level craftsman training.