AIR FORCE

QUALIFICATION TRAINING PACKAGE (AFQTP)

for

READINESS

(3E9X1)

MODULE 12

PLANNING AND MANAGEMENT

TABLE OF CONTENTS

MODULE 12

PLANNING AND MANAGEMENT

Career Field Education and Training Plan (CFETP) references from 1 Apr 97 version.

OPR: HQ AFCESA/CEOT

Certified by: HQ AFCESA/CEO
(Colonel William R. Pearson)

AIR FORCE QUALIFICATION TRAINING PACKAGES
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INTRODUCTION

Air Force Qualification Training Packages (AFQTPs) are step-by-step procedural guides describing how to perform a certain task identified in the Specialty Training Standard (STS) portion of the Career Field Education and Training Plan (CFETP). The procedures represent the Air Force's standardized method of accomplishment for personnel in the Readiness specialty. In addition, the authors of these AFQTPs have included hints and personal expertise to aid the trainee in perfecting their skills on the task or the piece of equipment associated with the task.

AFQTPs do not take the place of on-the-job training. An AFQTP is intended to:

- Standardize the training procedure for a task/piece of equipment.
- Enhance the On-the-Job Training (OJT) Process.
- Provide "just-in-time" training for a task/piece of equipment.
- Provide the minimum knowledge on a task/piece of equipment when a unit does not have the equipment.

Put this package to use. We hope you'll find it a valuable tool which aids you in becoming a competent Readiness journeyman/craftsman. These AFQTPs were originally authored by field personnel SMSgt Tom Morris, MSgt Kenneth Merritt, and SSgt Robert Frank. They were revised, compiled and edited by TSgt Brett Heck, MSgt Sandra Armer, and TSgt Leonard B. Howard under the direction and guidance of HQ AFCESA/CEOT. If you have any recommendations for improving this document, please contact the Readiness Career Field Manager at the address below.

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Notice. This AFQTP is *NOT* intended to replace the applicable technical references nor is it intended to replace hands-on training. It is to be used in conjunction with these for training purposes only.

This AFQTP book contains the following sections:

- **Introduction.** This section gives an overview on the purpose of AFQTPs and their use.

- **Trainer's Guide.** The guide contains information the trainer needs to know in order to manage the trainee's completion of AFQTPs.

- **Trainee's Guide.** The guide contains information the trainee needs to know about completing AFQTPs.

- **Improvements/Correction Letter.** This section contains an *Improvement/Corrections Letter* to make recommendations concerning this training product.

- **AFQTP Completion Verification.** Page for trainee and trainer to verify completion of the AFQTPs for the Readiness AFS.

- **AFQTPs.** This section contains the *Task Training Guide* (step-by-step instructions), background information, review questions, confirmation key, and performance checklist for each Readiness AFQTP. The performance checklists are used by the trainer to verify a trainee has learned the objectives for each AFQTP. (These are <u>not</u> the final tests.)

- **AFQTP Tests.** <u>Element Tests are not included in this book</u>. Initial Element Tests will be sent out on disks to all Unit Training Managers who will manage and control these tests. Upgrade versions of these tests will be made available on future revisions of CerTests. Failure to manage the tests compromises the integrity of the AFQTP evaluation process and the overall training program. Exact testing procedures will be left to the discretion of the individual units. (**Note:** Unit Training Managers should refer to AFI 36-2301, *Professional Military Education*, for specific responsibilities of a Test Control Office.)

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TRAINER'S GUIDE

These Air Force Qualification Training Packages (AFQTPs) were developed to enhance on-the-job training (OJT) for Readiness personnel. This guide will help you lead the trainee in gaining enough knowledge to perform the specified tasks. It will also aid task certifiers in evaluating trainees for task certification.

It is important for you and your trainee to know that an AFQTP does not replace hands-on-training, nor will successful completion of an AFQTP meet the requirement for task certification. AFQTPs'intentions are listed in the Introduction Section of this guidebook.

AFQTPs were written for a trainee to satisfy one or more tasks identified in the Readiness Specialty Training Standard (STS). To best instruct the trainee on the tasks, they were divided into numerous AFQTPs. Each AFQTP has a *Task Training Guide* explaining what the trainee must learn (learning objectives), training references, and most importantly, step-by-step instructions the trainee must follow to accomplish the task.

As the trainer, you play a vital role in the training process. It is important that you understand and perform your responsibilities and duties in administering the AFQTPs. Your responsibilities are:

- Review the AFQTP with the trainee. You have the flexibility to arrange training for each module, unit, and AFQTP in the order you decide, based on your schedule and local conditions.

- Review the AFQTP with the trainee and:

  a. Ensure the trainee meets the prerequisites for taking the AFQTP.

  b. Review the training references with the trainee to better understand each learning objective.

  c. Ensure the trainee understands the learning objectives. If the trainee has any questions, clarify the AFQTP objective expectations.

  d. Go over the AFQTP process with the trainee and ensure they understand the requirements for successful completion.

  e. Establish a time schedule for the trainee to complete the entire AFQTP module.

Notice. This AFQTP is *NOT* intended to replace the applicable technical references nor is it intended to replace hands-on training. It is to be used in conjunction with these for training purposes only.

The AFQTP Process is as follows:

- Unit Training Manager will issue each trainee copies of the AFQTPs applying to their AFS. Each shop will maintain a binder with all the AFQTPs, without the answer keys.

- Trainer reviews the AFQTP list with the trainee going over the different modules, units, and AFQTPs.

- Trainer and trainee determine a time schedule for the trainee to complete the entire AFQTP module. Do not leave it open-ended. Remember, the objective of the AFQTP program is for the trainee to gain knowledge, so allow sufficient time for the trainee to learn each task thoroughly.

- Included as part of the traineeś AFQTP package are review questions and a confirmation key. Trainees will answer the review questions upon completion of the learning objectives. The trainee can use the *Task Training Guide* and additional technical references in order to answer the questions. The trainee will then verify their answers using the confirmation key. It is highly recommended that the trainer remove this confirmation key from the back of the module prior to administering the QTP to the trainee.

- Upon notification from the trainee that they are ready to test, the trainer will first evaluate the traineeś readiness using the AFQTPś performance checklist. Once you are satisfied the trainee understands the learning objective, arrange with the Unit Training Manager for the trainee to take the AFQTP test. to pass, The trainee must score a minimum of 80%. The trainer will review any missed questions with the trainee to ensure understanding of the material.

- If the trainee does not meet the learning objectives, the trainer and the trainee need to review the missed areas until the trainee meets the objectives. Conduct feedback sessions with the trainee on each AFQTP as often as you feel is necessary.

- After the trainee successfully completes an AFQTP, the trainee may proceed onto the next AFQTP within the module/unit. Upon the traineeś successful completion of an entire AFQTP, the trainer and trainee will sign the AFQTP Completion Verification page. The trainer will enter a completion notification on an AF Form 623a, *On-the-Job Training Record Continuation Sheet*, in the traineeś training record.

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TRAINEE'S GUIDE

These Air Force Qualification Training Packages (AFQTPs) were developed to enhance your on-the-job training (OJT). They provide you with the standardized steps necessary to complete the mandatory tasks identified in the Specialty Training Standard (STS) section of your Career Field Education and Training Plan (CFETP). AFQTPs are not intended to replace hands-on training or substitute for task certification.

Subject matter experts (the authors) have made the learning process more effective by subdividing the training material into teachable modules, units, and AFQTPs. Your trainer has the flexibility to arrange training for each module/unit/AFQTP in the order that best meets your schedule and local conditions. Each AFQTP has a *Task Training Guide* which identifies the training references, prerequisites, tools, learning objectives, and the step-by-step procedures for accomplishing the task.

Prior to beginning an AFQTP there are a number of things you should do:

- Ensure your trainer explains the AFQTP process and your responsibilities in that process.
- Review the module/unit/AFQTPs and the *Task Training Guide* with your trainer.
- Review the training references to better understand the objective of each module and to ensure you meet all the prerequisites. If you have any questions about the objective or learning expectations, ask your trainer. Ask early on so you do not flounder through an AFQTP only to learn you misunderstood the learning objective.

AFQTP Testing

Each AFQTP has review questions to help determine if you achieved the learning objectives. You can use the *Task Training Guides* or technical references when completing the review questions. A review question confirmation key is also included with each AFQTP. The review questions provide immediate feedback, thereby reinforcing learning. Ask your trainer to explain any questions you don't understand. Refer to applicable references for more detailed information.

When you feel you are ready to test on an AFQTP, inform your trainer. The trainer will use the performance checklist to evaluate your mastery of the learning objectives. If your trainer determines you are ready, you will be scheduled to take the AFQTP test. Your Unit Training Manager will administer the test. You must score a minimum of 80% to successfully pass an AFQTP test. After you successfully pass the AFQTP test, you and your trainer will sign the AFQTP Completion Verification page. In addition, the trainer will enter the completion on an AF From 623a, *On-the-Job Training Record Continuation Sheet*, in your training records.

Keep in mind, passing an AFQTP does not relieve you of the responsibility to become hands-on certified, if required. If you do not successfully accomplish an objective, your trainer will review the missed areas with you. You will be given additional time to learn the material until the objective is successfully met.

HINT:

Within normal workload constraints, set aside sufficient time to work on the package. Studies into effective training programs indicate that the best trainees reserve the same time each day to complete their study. Pace yourself, establish a schedule, and stick to it. Give yourself top priority to become qualified.

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IMPROVEMENTS/CORRECTIONS LETTER

MEMORANDUM FOR HQ AFCESA/CEOT

FROM:

SUBJECT: Improvement/Correction to AFQTP 3E9X1-XX.XX

1. ***List any improvements/corrections you may have about this AFQTP. Please be specific as to the page, reference, and element.***

2. ***Please include your name, organization, address, DSN and fax so we can contact you if we have any questions or need some clarification with your recommendations.***

(Send your comments to the address listed in the *Introduction* section of this guidebook.)

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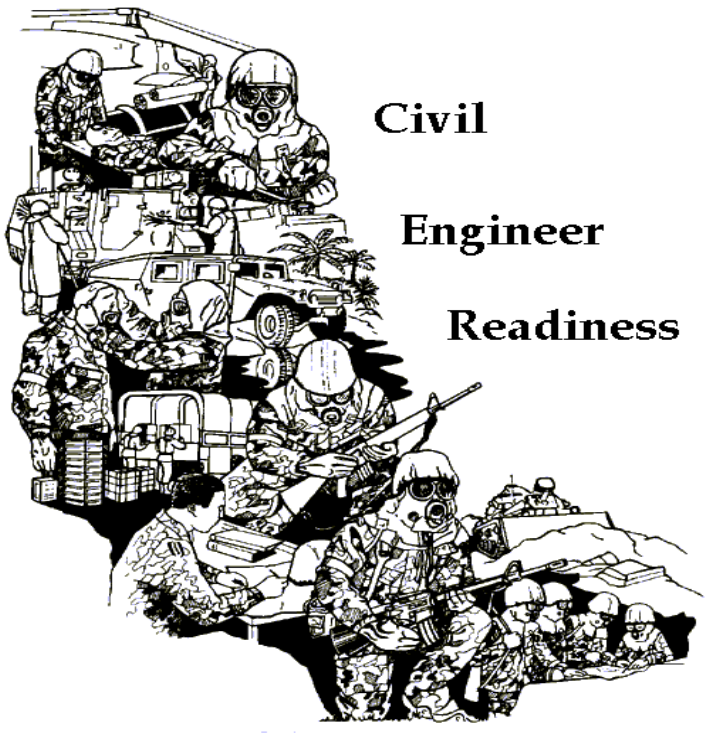
MODULE 12

PLANNING AND MANAGEMENT

AFQTP Completion Verification

AFQTP	Trainer's Signature	Trainee's Signature	Date Completed
12.2.2., Perform Hazard Analysis, to include hazards identification, vulnerability analysis, and risk assessment.			
12.2.3.3. Write Inputs			
12.2.3.4. Review			
12.2.3.6. Develop Supporting Checklists			
12.2.9. Identify Shortfalls and LIMFACs			
12.3.1.3. Conduct Meeting/Briefing			
12.3.3.1. Prepare exercise scenarios			



MODULE 12 **AFQTP UNIT 2**

PERFORM HAZARD ANALYSIS, TO INCLUDE HAZARDS IDENTIFICATION, VULNERABILITY ANALYSIS, AND RISK ASSESSMENT

(12.2.)

PERFORM HAZARD ANALYSIS, TO INCLUDE HAZARDS IDENTIFICATION, VULNERABILITY ANALYSIS, AND RISK ASSESSMENT

Task Training Guide

STS Reference Number/Title:	12.2.2., Perform Hazard Analysis, to include hazards identification, vulnerability analysis, and risk assessment.
Training References:	• AFI 10-403 • AFMAN 10-401
Prerequisites:	• Possess as a minimum a 3E931 AFSC.
Equipment/Tools Required:	• Provide trainee a deployment location (unclassified) to perform a hazard analysis on.
Learning Objective:	• Ability to perform a hazard analysis to include hazard identification, vulnerability analysis, and risk assessment.
Samples of Behavior:	• Trainee will be able to analyze hazards, vulnerabilities and risks using available plans, data, and intelligence.
Notes:	
• Use current intelligence information. Continually update your plans.	

PERFORM HAZARD ANALYSIS, TO INCLUDE HAZARDS IDENTIFICATION, VULNERABILITY ANALYSIS, AND RISK ASSESSMENT

Background: To be successful in any peacetime or wartime operation, planning is most important. Not knowing our limitations and capabilities or our enemies is detrimental to mission accomplishment. Conducting a threat assessment/hazard analysis is paramount in the Readiness Flight's "Force Support" mission. In the Readiness career field performing a hazard analysis is critical in the development of documents such as plans.

Everyone, in every walk of life, performs a sort of assessment and analyses each day. For example, as you are getting ready to walk out the door to work and find the sky is dark with clouds, you go back in to find the local forecast on the Weather Channel. The forecast calls for severe thunderstorms. Based on this information, you now have the opportunity to assess and analyze the situation. You could take your rain coat, your umbrella, or take your chances it won't be raining at your destination. Whatever decision you make, you used the process of assessing and analyzing the situation.

Just as you used the most recent weather forecast, the intelligence information you use to make assessments is only useful if it is current. Obtain current information from your Intelligence personnel, Office of Special Investigations (OSI) and Security Police. Intelligence information includes enemy weapons capabilities, demographics, the political and military situation, and location weather and terrain characteristics. The more information obtained about the deployment location the better prepared personnel can be. The success of the mission greatly depends on this information.

When all possible information has been gathered, you can begin to assess the vulnerabilities to enemy attack, terrorism and natural disasters. Identify requirements to reduce vulnerability of critical base facilities, equipment, and personnel.

The hazard analysis process; hazard identification, vulnerability analysis, and risk assessment, prepare units for their deployment location and mission. Performing hazard analysis prepares personnel with what can be expected and to properly plan for the operation.

The Approach. Understanding the ***approach*** is crucial for conducting a hazard analysis because of the complexity of threat information. The approach is the big picture to the hazard analysis process.

The approach is to combine information on chemical/biological agents and delivery (munitions) systems with adversaries concept of operations (employment) in order to identify the most likely hazardous environment the installation will be required to operate in.

Once the possible hazardous environments are identified, various defensive postures can be evaluated to determine potential consequences for air base operations. Shortfalls are identified and interim workarounds are established to deal with the situation.

Lastly, advice based on a comprehensive understanding of the threat is provided to commanders in terms of protective posturing versus risk.

To perform this task, follow these steps:

Step 1: Hazard Identification (The first step in the hazard analysis process).

- Identify adversaries intentions and capabilities in order to fully understand the threat posed and utilize the information gathered in the vulnerability assessment step to determine the installations capabilities to confront the threat identified.

- Determine adversaries intentions from:

    - Intelligence sources.
    - OSI.
    - Local/Host nation.

- Determine the adversaries capabilities.

    - Identify threat agents (NBC):

        - The detailed hazard identification process begins with identifying and assessing threat agents the enemy possesses or possibly has. Knowledge of specific characteristics (physical and toxicology) of each agent is one of the most important factors when conducting this analysis.

        - Most defensive actions based on your research of the physical and toxicological threat agents are explored in the vulnerability analysis step in the hazard analysis process. For example, impact of MOPP levels on SORTIE generation, medical therapy in mitigating threat agents, CCA operations, sheltering, etc.

NOTE:
During hazard identification you are simply concerned with the gathering of data and ensuring you fully understand the threat posed.

NOTE:
Sources of information on agent characteristics can be obtained from Intel, Volume II of the World Wide Chemical -Biological Threat to USAF Air Bases, AFJMAN 32-4008 and AFJMAN 32-4009.

- Gather information on physical properties of threat agents (persistency, volatility, vapor density, freezing point, etc.) This information is gathered in order to fully understand the threat agents.

    - For example, The boiling point of an agent provides insight to the persistency of an agent. The higher the boiling point the more slowly a liquid evaporates. HD boils at 217° C / 420° F and evaporates relatively slow at ambient temperatures. In contrast CG boils at 7.5° C / 45° F and will vaporize at ambient temperatures. The application of this specific physical property (boiling point) lies in understanding the temperature variable expected at your location.

    - Numerous physical properties will require you to apply the temperate variable and extract the probable interaction of the agent with environmental conditions.

    - Another example of the usefulness in understanding the physical properties of threat agents can be as simple as the ǒdor”or smell of the agent. Knowing ahead of time will help to expedite the identification process if numerous threat profiles exist but only one is introduced at your location.

- Gather information on physiological characteristics of threat agents.

    - Routes of entry (skin, eyes, lungs, etc.)

    - Symptoms (especially time between exposure and onset of symptoms)

    - Toxicology (ICT 50, LD 50, etc.)

Step 2: Assess available delivery systems.

- Identify delivery platforms the adversary has. Some examples of platforms are mortar, artillery, tactical ballistic missiles, aircraft, terrorist groups, etc.. A delivery platform is nothing more than a method the enemy uses to project or introduce chemical/biological agents into a given territory.

- Examine range fans (hazard area) for enemy delivery platforms that are likely to reach your location.

- Examine adversaries concept of employment (release techniques).

  - Explosive Release
    - Used in sub-munitions, artillery shells, MRL, mortars, mines, ground burst bombs, and potentially ballistic missiles.
    - Droplet size of 100-300 microns. 1 mm = 1,000 microns
    - Typically detonated not higher than 20 meters above the surface of target area.
    - End result is higher localized contamination density but reduced area coverage

  - Spray Release
    - Spray Tanks
    - Base Ejection Systems
    - Artillery shells, aerial-burst bombs, and ballistic missile warheads.
    - Allows for adjustable droplet size
    - Thickened as large as 3,500 microns
    - Un thickened as small as 50 microns
    - Solid agents from 1-10 micron range

  - Bulk Release
    - Traditionally used in ballistic missile warheads.
    - Droplet size of 50-900 microns
    - Height of burst can be tailored to expected wind speed at time of delivery for maximum effect. For low/calm wind speeds usually detonated above up to 1.5 km. For high winds usually detonated at around 300-600 meters.

- Assess detection capabilities as they relate to the types and amounts of sensory detection instruments on hand (M8A1, CAMS, etc.).

- The final task in the hazard identification is to bring the information together on the threat agents and delivery systems and create hazard profiles.

Step 3: Vulnerability Analysis (second step in hazard analysis process).

- Evaluate the installations capabilities to confront the threat, identify shortfalls, establish OPRs for shortfalls, and develop work-arounds.

- Consider "time of employment" as part of this analysis. For example, if missiles are the threat delivery system, night attacks are more likely than if aircraft without night or all-weather capabilities are the threat.

- To create a force survivability hazard profile, the enemies employment techniques, munitions systems, and potential agents must be contrasted against our defensive capabilities.

    - Make up sub-items delineating an assessment of our defensive capabilities (time to notify population of impending attack, serviceability and quantity of IPE, etc.).

- Ascertain the extent of each hazard

    - Determine the anticipated area of hazard (***liquid...grams m2, vapor... mg/m3***) based on agent, weapon system, fire plan, and release techniques.

        - Research the hazard profiles determined in the threat documents.

        - Examine the prevailing wind direction and speed based on time of year to assist in predicting the general area most likely to be effected.

        - Examine the persistency (duration of hazard) of threat agents (thickened) from the World Wide Chemical-Biological Threat to USAF Air Bases based on current meteorological data. Our goal is to determine how long will we have to operate in this environment and evaluate our capabilities (CCA, Sheltering, Contamination Control, etc.) to survive to operate. Surface temperature, temperature gradient, and wind speed are all factors which determine persistency.

- Convene a working group to determine base capabilities to deal with hazard profiles identified in previous step. *Possible* topics may be:

    - Determine leakage rate for each weapon system within the range fan. (OPR: Shared)
    - Ensure air defense systems address each adversary weapon system (aircraft and missiles for example).
    - Air Base Defense (OPR: SPS)

- Air defense capabilities:

    - The Probability of Kill (PK) for air defense systems is not normally 100 percent. The systems effectiveness rating is based upon system reliability, quality of target acquisition system, and the lethality of the warhead.

    - The following effectiveness ratings of various weapon systems provides insight to the probability of enemy aircraft being successful in attacking your air base.

        - Hawk 45%
        - Avenger 36%
        - Stinger 31%
        - Chaparral 18%
        - Vulcan 10%
        - Rapier 28%
        - Patriot 100%

    - Range fans for ground threat. For example, if enemy has chemical mortar capability what is the distance the mortars are capable of traveling in comparison to the SPS forces key terrain usage/defense in depth.

    - Alert Warning and Notification System (OPR: CES, COMM, and Command Post)
        - Time from launch detection to impact at your location.
        - Radar detection range for aircraft
        - AWACS
        - Host nation compatibility
        - Evaluate system
        - Redundancy of system
        - Base populace familiarity with signal meanings (information program)
        - Flight time from detection of launch to your location
        - Attack information to system activation... on/off switch

    - Force Beddown locations versus predominant winds.

    - Base populace capabilities to deal with chemical agents (OPR: Unit CCs and Supply)

        - IPE serviceability
        - Training level/proficiency

- Medical issues:
    - Abilities to deal with chemical casualties
    - Location of casualty collection points
    - P-tabs/Mark I kits
    - Biological agent pre-treatment/vaccinations

- Delivery platform issues:
    - Range fans capable of striking air base without intervention (worst case)
    - Adversaries concept of employment/fire plan
    - Release techniques
    - Can adversary increase range of weapon through decreasing payload

- Examine the impact on SORTIE generation:
    - Evaluate the impact of required protective posture for threat agents based on forecasted meteorological conditions. Review the charts in AFMAN 32-4005 (hydration standards, work rate times, etc.)
    - Share the information with commanders. Coordinate with medical rep and unit control centers ensuring they understand the expected duration of the various hazard profiles.
    - Include protective actions, time of exposure to onset of symptoms, what the symptoms are, means of decontamination, CCA processing locations, etc.
    - This may require a constant information flow from the Readiness Flight to the unit commanders/control centers

- The Readiness Flight must be prepared to face the various hazard profiles discovered in the hazard identification process. During peacetime operations, we plan for those types of natural disasters that our installation is most likely to encounter. The same concept applies to conducting the vulnerability analysis. We must establish capabilities based on the threat. Some of these are:
    - Develop NBC Cell capabilities
    - Manage Warning and Notification system
    - Developing CONOPS for:
        - Chemical Reconnaissance Concept of Operations. Focus on (but not limited to) threat agents. Review threat agent characteristics (physical and toxicological)
        - Sheltering
        - Contamination Control Area/TFA
        - Contamination Control
        - Camouflage, Concealment, and Deception
        - Determine threat sensors
        - Take appropriate measures to defeat sensor threat

- Consider and evaluate MOPP variation applicability in comparison to the threat agents characteristics.
- Impromptu training (focus on threat agents but not limited to)

Step 4: Risk Assessment (the final step in conducting a hazard analysis).

- Consolidate information on the threat and vulnerabilities in order to provide a basis for sound advice to commanders in terms of cost versus benefit and the risk associated with recommendations.

- The application of this step can best be described as "having your ducks in line." Have the hazard profiles spelled out to include the expected area of coverage (possibly some "footprints"). Be prepared to provide a listing of shortfalls identified and OPRs established along with the risk to the installation if items are not corrected.

- Risk assessment is evaluating the dangers of the threat against your vulnerabilities. For example, mission accomplishment continues in chemical environment in MOPP 4. For this protection, efficiency decreases rapidly, sight and communications are restricted and a greater risk of heat stress exists. Within certain constrains it is possible to go to the "mask only" variation, but to do so increases the possibility of contact with the agent present. In other words, is the increase in mission accomplishment worth the risk of exposure to the agent. This is a decision the commander will have to make based your recommendation of the available intelligence information, the type of hazard present, the mission requirement at hand, and the total risk involved.

- The Readiness representative in the SRC must be able to analyze all the facts and provide the SRC commander options and the risks involved. Any of us can determine the correct MOPP level. It's the ability to take all the facts, analyze them, and make sound recommendations to the commander to lessen the restrains on personnel and resume the mission with minimal degradation that makes us a valuable asset.

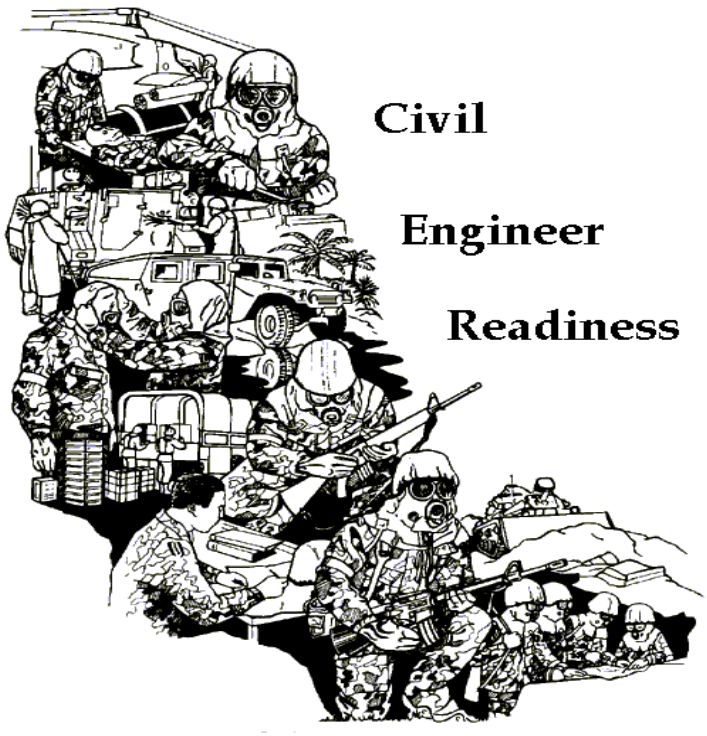
Review Questions
for
Perform Hazard Analysis, to include Hazards Identification, Vulnerability Analysis, and Risk Assessment

Question	Answer
1. What processes are involved in hazard analysis?	a. Hazard identification. b. Vulnerability analysis c. Risk assessment. d. All the above.
2. In which part of the hazard analysis is gathering information on physical properties of threat agents found?	a. Hazard identification. b. Vulnerability analysis. c. Risk assessment. d. All the above.
3. What agency can provide current information about the plan location?	a. Security Police. b. Intelligence. c. OSI. d. All the above..
4. In which step do you provide sound advise to the commander?	a. Hazard identification. b. Vulnerability analysis. c. Risk assessment. d. All the above.
5. In which step do you consider "time of	a. Hazard identification. b. Vulnerability analysis. c. Risk assessment. d. All the above.
6. The success of the mission can depend on how current your information is.	a. True. b. False.

PERFORM HAZARD ANALYSIS, TO INCLUDE HAZARDS IDENTIFICATION, VULNERABILITY ANALYSIS, AND RISK ASSESSMENT

Performance Checklist		
Step	**Yes**	**No**
1. Can trainee identify the key processes of hazard analysis?		
2. Does trainee know the agencies to contact to obtain current information on hazards, risks, and natural disasters at the deployment location?		
3. Can trainee analyze information and make conclusions about the risks?		

FEEDBACK: Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.



MODULE 12 **AFQTP UNIT 2**

WRITE INPUTS

(12.2.3.3.)

Notice. This AFQTP is *NOT* intended to replace the applicable technical references nor is it intended to replace hands-on training. It is to be used in conjunction with these for training purposes only.

WRITE INPUTS

Task Training Guide

STS Reference Number/Title:	12.2.3.3., Write Inputs
Training References:	• AFI 10-403 • AFMAN 10-401
Prerequisites:	• Possess as a minimum a 3E931 AFSC.
Equipment/Tools Required:	• Assign trainee a topic to research inputs.
Learning Objective:	• Source and evaluate research material to write and edit inputs
Samples of Behavior:	• Trainee can conduct research, evaluate research materials, and write inputs to plans.
Notes:	
• Ensure research materials are current and accurate.	

WRITE INPUTS

Background: Readiness personnel write and edit the Base Disaster Preparedness Operation Plan and provide input to other various plans, instructions, manuals and documents. The subject areas may be major accident response, enemy attack (nuclear, biological, chemical, and conventional), natural disasters, or support agreements. It is paramount the inputs you provide are meaningful, and reflect current and accurate information.

To perform this task, follow these steps:

Step 1: Determine the purpose of the document.

- Become thoroughly familiar with the concept, basic plan, and assumptions.

Step 2: Conduct research.

- Collect as much information on the subject(s) as possible.
- Use all available resources, including the experience of others.
- When collecting information, it is better to have more information, than not enough.

HINT:
The Readiness School is an excellent source of information. Also your MAJCOM headquarters and. your wing plans group are other sources of information.

Step 3: Ensure the accuracy and currency of your information.

- The information contained in any plan is only as accurate as the reference documents used to compile the inputs.

Step 4: Sort through the information you have gathered and discard old or non-supporting information.

Step 5: Begin writing.

- Let your ideas flow.
- Dont worry about the order or structure yet.
- After you have all your ideas compiled, begin organizing your ideas into readable, flowing sentences.

NOTE:
Effective writers produce clear, concise, logical writing which reflects well-developed thought and good management.

Step 6: Read your inputs, checking for grammar, spelling, and content.

- Have someone else read your inputs and provide feedback.

NOTE:
The reviewer may need to read the document to get the whole picture.

- Use AFP 37-137, *The Tongue and Quill*, to check sentence structure and grammar.
- Protect and mark any classified information in your input according to DoD Regulation 5200.1-R/AFI 31-401, Information Security Program.
- Check Joint Pub 1-02, DoD Dictionary of Military and Associated Terms, and AFMAN 11-1, Air Force Glossary of Standardized Terms, for correct terms and usage.

Step 7: When you are satisfied with your inputs, coordinate them through your chain of command to the document office of primary responsibility (OPR).

Step 8: Review the published document to ensure your inputs are correct. If not, contact the document's OPR.

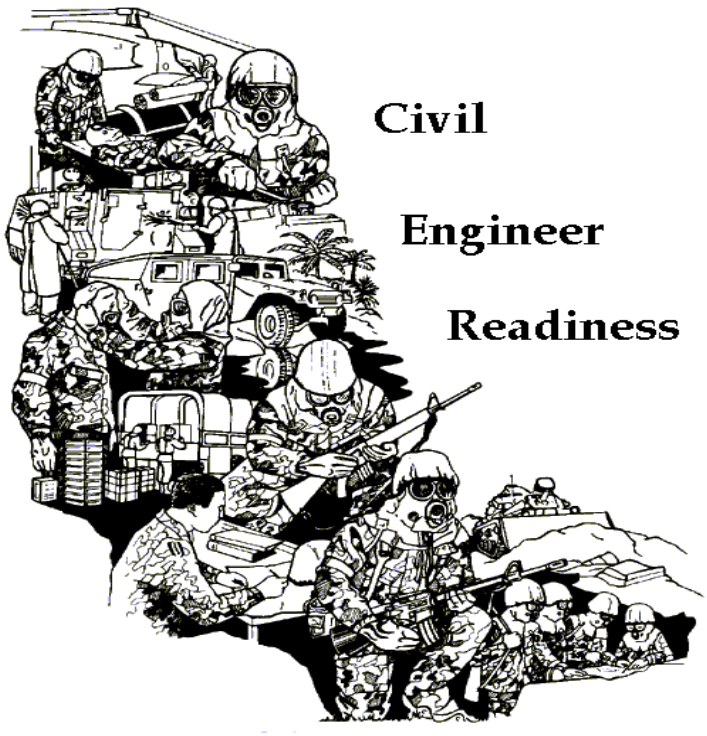
Review Questions
for
Write Inputs

Question	Answer
1. The accuracy of any plan is based on _____.	a. The publication date. b. The knowledge of the editor. c. The currency of the reference documents used. d. The operation the plan is written for.
2. Where is guidance on marking classified information in your inputs found?	a. AFI 32-4001, *Disaster Preparedness Planning and Operations.* b. AFMAN 31-201, *Security Police Standards and Procedures.* c. DoD Regulation 5200.1-R/AFI 31-401, *Information Security Program*. d. AFP 37-137, *The Tongue and Quill.*
3. You have completed your input(s) and are satisfied with them. What is your next step?	a. Have someone else read them. b. Return them to the document OPR. c. Coordinate input(s) through your chain of command to the document OPR d. Use AFP 37-137 to check grammar and sentence structure.

WRITE INPUTS

Performance Checklist		
Step	**Yes**	**No**
1. Assign trainee a topic to research inputs.		
2. Did trainee utilize available resources for topic?		
3. Was current, valid, accurate information used?		
4. Are proper grammar and sentence structure used?		
5. Did trainee coordinate inputs with those it affects? (Simulate)		
6. Were inputs coordinated through chain of command to documentś OPR? (Simulate)		

FEEDBACK: Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.



MODULE 12 **AFQTP UNIT 2**

REVIEW

(12.2.3.4.)

Notice. This AFQTP is *NOT* intended to replace the applicable technical references nor is it intended to replace hands-on training. It is to be used in conjunction with these for training purposes only.

REVIEW

Task Training Guide

STS Reference Number/Title:	12.2.3.4., Review
Training References:	• AFMAN 37-126, *Preparing Official Communications.*
Prerequisites:	• Possess as a minimum a 3E931 AFSC.
Equipment/Tools Required:	• N/A.
Learning Objective:	• Trainee can review a document and provide comment and or input.
Samples of Behavior:	• Given a plan, trainee can review and provide comment and or input
Notes:	
• Ensure plan meets your specific requirements. Always coordinate your review comments with your supervisor, commander and affected agencies before providing them to the plan OPR	

REVIEW

Background: Many plans and guidance documents include areas of interest to the CE Readiness Flight. These include contingency response procedures, force protection consideration, equipment issues, training issues, interoperability measures, etc. To ensure accurate and current information is reflected in the documents, you must review all documents periodically. Usually a formal review is conducted annually. However, procedures should be reviewed after each exercise or actual implementation of the plan and adjusted as required. There is no such thing as a "finished" plan.

To perform this task, follow these steps:

Step 1: Read the entire document, looking for tasks within your scope of responsibility.

- The tasking may apply to another organization, but as the readiness expert you need to check the validity of the input. Ask yourself several questions:
  - Does the organization have the personnel, training, and equipment to perform the tasking, is the procedure realistic?
  - Is more than one organization competing for the same asset or location?
  - Do the procedures conform with MAJCOM, theater, and USAF guidance?

Step 2: Check for and verify the validity of assumptions.

- Determine whether plan has actually been executed before and if so was the plan revised with the lessons learned.

Step 3: Check all information within your responsibility to ensure it's accuracy and currency.

Step 4: Identify all information requiring change.

- Develop specific recommended changes and provide accompanying rationale.

Step 5: Contact organizations tasked with requirements that fall within CE Readiness' responsibilities to ensure they can meet those requirements.

- Drawdowns, mission changes, and equipment could hamper an organizations' ability to meet the tasking.

Step 6: Follow procedures in Element 12.2.3.3. of this AFQTP to write and coordinate your inputs.

Review Questions
for
Review

Question	Answer
1. Why would you coordinate with an organization about their tasking in a document?	a. Drawdowns, mission changes, and equipment could hamper an organizations' ability to meet the tasking. b. To see if their training to complete the task is current. c. To inform them of their tasking. d. All the above.
2. What are some areas you would look for during your review?	a. Number of missions aircraft can accomplish. b. Contingency response, force protection, equipment and training issues, interoperability. c. Can Services provide hot meals or MREs. d. Recall procedures for Maintenance.
3. After actual implementation or an exercise what should be accomplished?	a. Lessons learned report. b. Plan rewritten c. A formal review. d. Both a and c.

REVIEW

Performance Checklist		
Step	**Yes**	**No**
1. Assign trainee a plan to review.		
2. Did trainee identify areas of the plan inherent to CE Readiness responsibilities?		
3. Did trainee contact identified organizations concerning their ability to meet their readiness taskings?		
4. Did trainee research to ensure currency and accuracy of CE Readiness responsibilities?		

FEEDBACK: Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.

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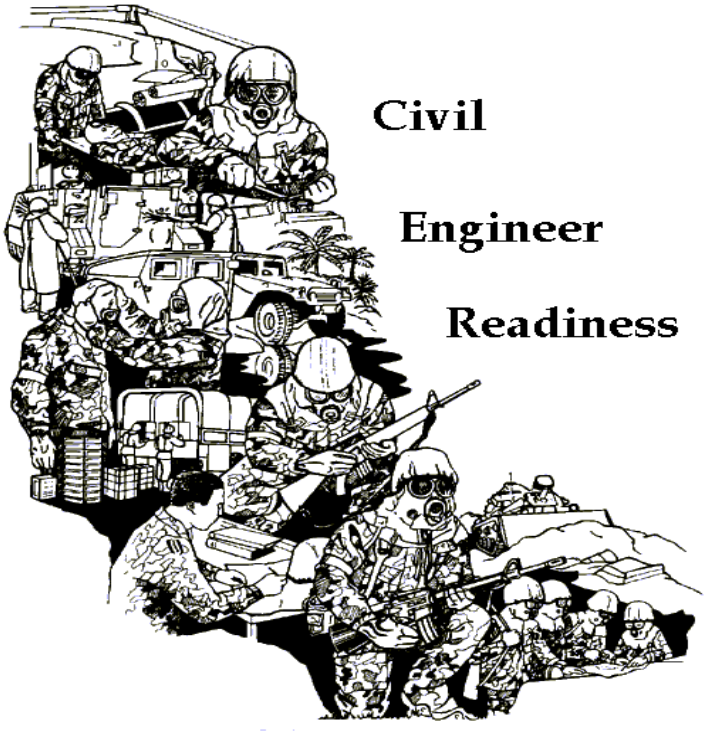


MODULE 12 **AFQTP UNIT 2**

DEVELOP SUPPORTING CHECKLISTS

(12.2.3.6)

DEVELOP SUPPORTING CHECKLISTS

Task Training Guide

STS Reference Number/Title:	12.2.3.6., Develop Supporting Checklists
Training References:	• AFI 32-4001, *Disaster Preparedness Planning and Operations.*
Prerequisites:	• Possess as a minimum a 3E931 AFSC.
Equipment/Tools Required:	• Plans, Charts, etc, if applicable.
Learning Objective:	• Develop a checklist for plans, operations, and procedures
Samples of Behavior:	• Trainee can develop supporting checklist for procedures, plans, and operations.
Notes:	
• Checklists must detailed enough to perform the task, but not a rewrite of the governing publication.	

DEVELOP SUPPORTING CHECKLISTS

Background: Everyone develops and uses checklists. Some examples are to do lists, shopping lists, self-inspection checklists, and in/out-processing checklists. Checklists are usually nothing more than memory joggers.

Many documents, plans, and procedural guidance can be in great detail or sometimes very vague. A supporting checklist provides step-by-step procedures to ease in the accomplishment of a procedure. Supporting checklists help ensure all steps of a procedure are accomplished. A well-written checklist can also allow anyone with a basic knowledge of the procedure to perform the procedure. AF Form 2519, **All Purpose Checklist**, is available to document your checklists.

To perform this task, follow these steps:

Step 1: Review taskings and responsibilities in plans, procedural guidance, and documents.

Step 2: List complicated or precise procedures.

Step 3: Break the procedure down into easy to understand and follow steps.

Step 4: Evaluate critical steps or procedures that are easily overlooked.

Step 5: Develop step-by-step procedures in chronological sequence. See Figure 1.

MOBILE COMMAND POST CHECKLIST

Yes / No / N/A

1. Visually check exterior of mobile command post.
2. Check all fluid levels, belts and electrical connections.
3. Start engine.
4. Check lights, wipers, horn, heater, AC, communication radio....
5. Perform a radio check with control.
6. Check response kits while engine is warming up.
7. Sign vehicle inspection form.
8. Removing parking chocks.

Figure 1, Sample Mobile Command Post Checklist

Step 6: If possible, add drawings and or figures to help explain a difficult procedure.

Step 7: Have someone validate the checklist by performing the procedure using only the checklist.

Step 8: Tailor checklist using feedback from the validation.

Step 9: Make checklists available. Place in response kits, mobile command post, equipment check locations, etc.

NOTE:
Use checklist each time the procedure is performed. Always review procedures and update any "weak" areas found in the checklist.

Step 10: Review checklists at least annually.

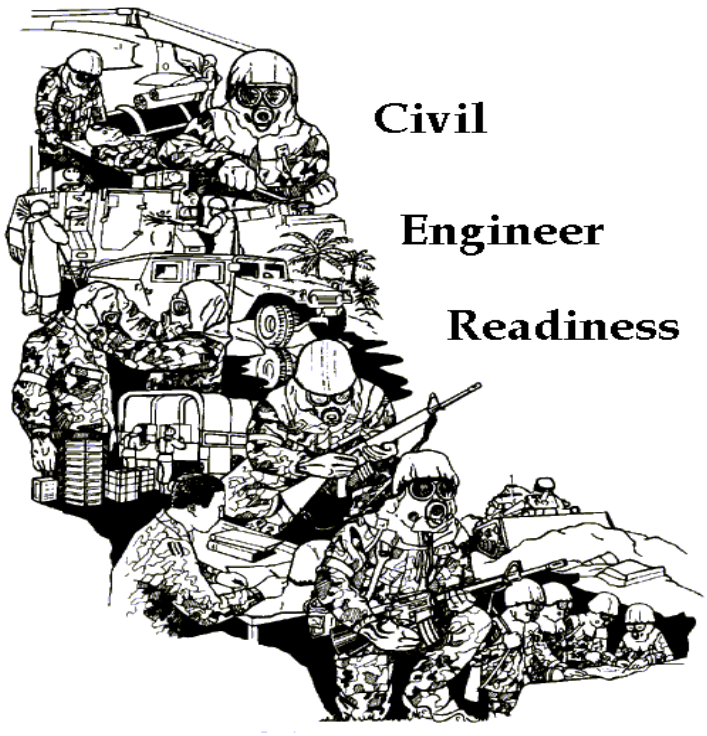
Review Questions
for
Develop Supporting Checklists

Question	Answer
1. How does a checklist assist in performing a procedure?	a. Provides step-by-step procedures. b. Ensures procedure will be completed the same each time. c. Anyone with a basic knowledge could complete the procedure. d. All the above.
2. How can you assure the checklist works?	a. Use the checklist and technical order to perform the procedure. b. Use only the checklist to perform the procedure. c. Validate only when the procedure is required. d. All the above.
3. How often are checklists reviewed?	a. After each use. b. Annually. c. Both A and B. d. Monthly.

DEVELOP SUPPORTING CHECKLISTS

Performance Checklist		
Step	**Yes**	**No**
1. Provide trainee a procedure a checklist can be developed for.		
2. Did trainee break the procedure down into steps?		
3. Did trainee validate the checklist?		
4. Was checklist modified with feedback from the validation results?		

FEEDBACK: Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.



MODULE 12 AFQTP UNIT 2

IDENTIFY SHORTFALLS AND LIMFACS

(12.2.9.)

Notice. This AFQTP is *NOT* intended to replace the applicable technical references nor is it intended to replace hands-on training. It is to be used in conjunction with these for training purposes only.

IDENTIFY SHORTFALLS AND LIMFACS

Task Training Guide

STS Reference Number/Title:	12.2.9., Identify Shortfalls and LIMFACs
Training References:	• AFP 10-417, USAF *Deployment Management.*
Prerequisites:	• Possess as a minimum a 3E931 AFSC.
Equipment/Tools Required:	• Provide a plan the trainee can analyze for shortfalls and LIMFACs.
Learning Objective:	• Ability to analyze taskings and plans, identifying shortfalls and limiting factors.
Samples of Behavior:	• Trainee can review plans, assess the capability tasked vs the actual capability and determine shortfalls and limiting factors.
Notes:	
• **IMPORTANT:** In most cases shortfalls and LIMFACs are classified.	

IDENTIFY SHORTFALLS AND LIMFACS

Background: Units are tasked by support plans and mission directives to support many different operations. Sometimes a unit may not have the means to support the requirement such as; equipment, supplies, training, or personnel. The unit must evaluate its capability to support its tasking and identify those factors it can not meet. The readiness flight is usually responsible for identify CE shortfalls and LIMFACS.

NOTE:

- A shortfall occurs when a lack of forces, equipment, personnel, materiel, or capability, apportioned to and identified as a plan requirement, adversely affects the ability to accomplish the mission.
- A LIMFAC (limiting factor) is a factor or condition that, either temporarily or permanently, impedes a mission. Examples: transportation network deficiencies; lack of in-place facilities; malpositioned forces or materiel; extreme climatic conditions, distance,

To perform this task, follow these steps:

Step 1: Begin by reviewing the plan's taskings for your unit.

- Match the taskings to the unitś resources.

Step 2: Identify all shortfalls and LIMFACs.

- Address LIMFAC, shortfalls, and overages by support plan.
- Your overages may be useful to other units tasked.

Step 3: Evaluate the supportability of specific plans in a general summary statement and provide estimated get-well dates.

- Usually you report shortfalls and LIMFACs to your wing plans person.

NOTE:
Comply with your base and MAJCOM LIMFAC reporting requirements. Each command has their own method to identify/resolve/elevate shortfalls. The method isn't what's really important; knowing when and what to identify as a shortfall or LIMFAC is the important thing.

Step 4: Periodically review shortfalls/LIMFACs. Keep wing plans informed of any changes.

NOTE:
Wing plans should review the shortfalls/LIMFACs of the affected units so any problems expected are known ahead of time. The wing and squadron commanders should be up to date on shortfalls/LIMFACs.

Step 5: Conduct Tasking Review.

- A meeting should be held to review the tasking and establish a concept of operations and concept of support (if enough detail is available).
- In addition, UTCs to be tasked should be reviewed and prioritized, and LIMFACs/shortfalls identified.
- Members should include as a minimum, the installation deployment officer (IDO), personnel, supply, transportation, and tasked units.
- An additional tasking review may be required when the actual tasking is received.

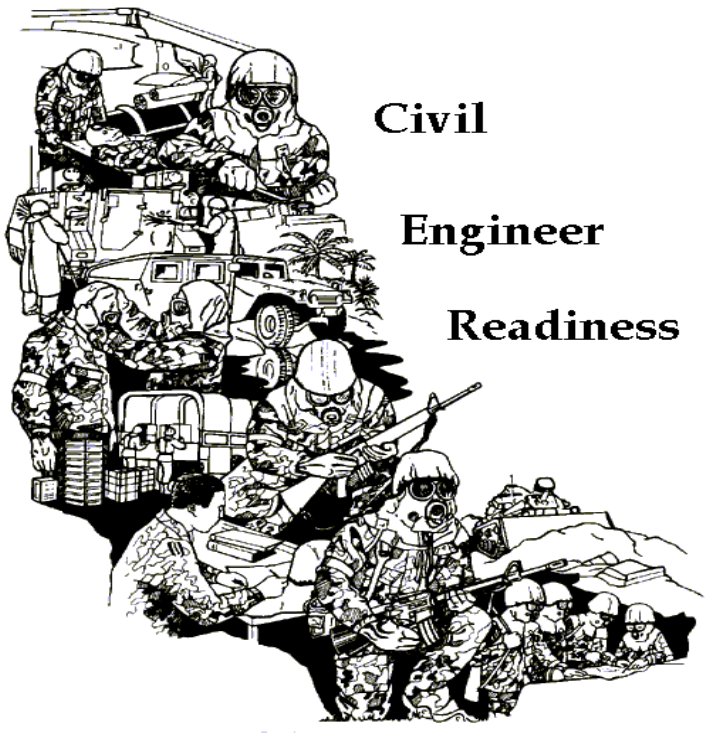
Review Questions
for
Identify Shortfalls and LIMFACs

Question	Answer
1. Who is usually the OPR for identifying CE shortfalls and LIMFACs?	a. Wing plans. b. The CE commander. c. The readiness flight. d. The wing commander.
2. How are shortfalls and LIMFACs determined?	a. They are written in the supporting plan. b. Each MAJCOM has a list. c. Review plan and determine capability to support tasking. d. All the above.
3. Identifying shortfalls and LIMFACs is essential because _____.	a. You will know equipment and materials to order. b. The plan may have to be rewritten. c. You can evaluate the supportability of the plans in a general summary statement and provide estimated get-well dates. d. The mission can be revised to use other means of accomplishment.

IDENTIFY SHORTFALLS AND LIMFACS

Performance Checklist		
Step	**Yes**	**No**
1. Provide a plan the trainee can analyze for shortfalls and LIMFACs.		
2. Did trainee match taskings to unit resources ?		
3. Could trainee identify shortfalls the unit could not support?		
4. Could trainee identify LIMFACs the unit could not support?		

FEEDBACK: Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.



MODULE 12 **AFQTP UNIT 3**

CONDUCT MEETING/BRIEFING

(12.3.1.3.)

Notice. This AFQTP is *NOT* intended to replace the applicable technical references nor is it intended to replace hands-on training. It is to be used in conjunction with these for training purposes only.

CONDUCT MEETING/BRIEFING

Task Training Guide

STS Reference Number/Title:	12.3.1.3., Conduct Meeting/Briefing
Training References:	• AFH 37-137, *The Tongue and Quill*
Prerequisites:	• Possess as a minimum a 3E931 AFSC.
Equipment/Tools Required:	• Paper, Plans, Charts, Slides, etc., if applicable.
Learning Objective:	• Ability to schedule, set-up, and conduct a meeting or briefing.
Samples of Behavior:	• Trainee can perform all details of scheduling, coordinating, setting-up, and conducting a meeting or briefing.
Notes:	
• Check the schedule of key personnel to schedule an appropriate time.	

CONDUCT MEETING/BRIEFING

Background: Civil engineer readiness flights are the focal point for many squadron and wing programs. Because of this, readiness personnel are frequently called upon to conduct various meetings, briefings, and training sessions. No matter how informative or important the topic may be, if the session is not scheduled, coordinated and conducted properly, the information will not be received by the audience.

Most briefings have a pre-determined topic and a set time frame. It is your job to develop a briefing, with as much information as possible, to present in the allotted time frame. A handout may be necessary as you may not have time to present all the details on the topic.

NOTE:
Briefings can direct or allow the audience procedure or carryout instructions. The best are concise and factual. Most briefings are to inform.

Some of the more common meeting types include:

- *Technical School Lecture*. Method of instruction most used in the Air Force. The primary purpose is to teach.

- *Informative Briefing.* Narration concerning a specific topic, but not a sustained effort to teach. Deals only with facts; no place for recommendations. An informative briefing includes a short introduction, the body, and a short summary.

- *Persuasive Briefing*. To make the audience believe in or take action on the topic.

- *Entertaining Briefing*. Gives enjoyment to the audience.

- *Staff Briefing*. Flight, office, functional area meetings that inform members of information, policy, and activities. Information flow is a two way process. Most staff briefings are reoccurring and time is set by the flight chief or commander.

To perform this task, follow these steps:

Step 1: Tasking or requirement for briefing presents itself.
- Can come from yourself, flight chief, commander or other customer.

Step 2: Ask yourself these questions:
- Who is the audience?
- Is session formal or informal?
- Is topic classified?

Step 3: Research topic, ensure the currency and accuracy of the information on the topic.

Step 4: Schedule time and place for briefing.

Step 5: Visit the briefing place.

- Check the presentation equipment available. Determine your presentation equipment requirements. Ensure equipment is working. If the presentation equipment is computer based, is the software support adequate?
- Are seating, lighting, and climate control systems adequate?
- If the session is to last a long period of time, are refreshments and rest rooms readily available?

Step 6: Develop briefing, paying attention to audience, allotted time, and presentation equipment. Use metrics and graphs to explain difficult topics.

Step 7: Allow enough time prior to the meeting for set-up and checking presentation equipment to ensure it is working properly.

Step 8: The bottom line to consider in any briefing is: don't waste the audience's time, be organized, and concise.

NOTE:
It is recommended to have a back up plan in case of equipment failure, such as; paper based briefing slides and extra projector bulbs.

Step 9: Conclude your briefing with a summary.

Step 10: Allow time for questions and answers.

- If you dont know the answer to a question, say so!
- Write down the question and get back to the person with the answer at a later time.

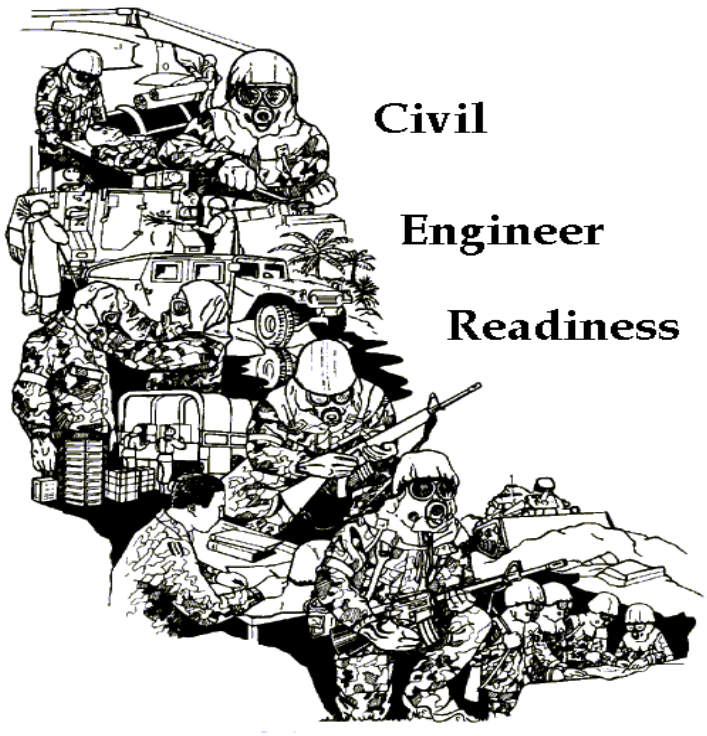
Review Questions
for
Conduct Meeting/Briefing

Question	Answer
1. The purpose of most briefings is _____ .	a. To entertain. b. To inform. c. To persuade. d. To update the commander.
2. The method of instruction most used in the Air Force is the _____.	a. Lecture. b. Teaching. c. Staff Briefing. d. Persuasive.
3. Just prior to the briefing what should you do?	a. Call attendees. b. Check room and equipment. c. Research your topic. d. Brief your supervisor.
4. One way to help the audience receive your information is to _____ .	a. Speak loudly. b. Speak slowly c. Provide a handout of your briefing. d. Both A and B.

CONDUCT MEETING/BRIEFING

Performance Checklist		
Step	**Yes**	**No**
1. Provide trainee with a meeting/briefing to conduct.		
2. Did trainee research topic?		
3. Was coordination with senior level officials accomplished? (Simulate)		
4. Was a briefing room scheduled?		
5. Was the briefing room and presentation equipment checked prior to meeting time?		
6. Did trainee utilize allotted time for briefing?		
7. Did trainee use an overview?		
8. Was the purpose of the briefing clear?		
9. Did trainee allow time for questions?		
10. Was trainee prepared to answer questions		

FEEDBACK: Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.



MODULE 12 **AFQTP UNIT 3**

PREPARE EXERCISE SCENARIOS

(12.3.3.1.)

PREPARE EXERCISE SCENARIOS

Task Training Guide

STS Reference Number/Title:	12.3.3.1., Exercises and Evaluations
Training References:	• AFI 10-204, *Participation in the Military Exercise Program.* • AFI 32-4001, *Disaster Preparedness Planning and Operations.* • AFI 90-201, *Inspector General Activities.*
Prerequisites:	• Possess as a minimum a 3E931 AFSC
Equipment/Tools Required:	• Base O Plan 32-1. • Contingency Plans.
Learning Objective:	• Take a plan and prepare exercise scenarios to evaluate the capabilities of the tasked agencies.
Samples of Behavior:	• Trainee can develop exercise scenarios from existing plans to evaluate the capability of agencies in disaster preparedness and readiness related issues.
Notes:	
• Avoid simulations, use actual equipment, procedures, environments, and personnel whenever possible.	

PREPARE EXERCISE SCENARIOS

Background: Civil engineer readiness flights have a responsibility for many key roles in peacetime and wartime operations. Many other base and civilian agencies also have important roles in these operations. In most cases, each agency's role depends on another agency. The most effective way to evaluate how each agency's role interacts with others is to exercise them. The readiness flight is tasked for preparing scenarios for many of these exercises.

NOTE:
Exercises enhance readiness, boost combat capability, streamline procedures, and improve system support.

CE Readiness develops exercises scenarios for the following operations:

- Major Accident Response
- Attack Response
- Natural Disaster Response
- Bivouac

To perform this task, follow these steps:

Step 1: Review Plans.

- Before beginning to write any scenario review your Base OPlan 32-1, other emergency plans, mutual support agreements, and contingency plans. Identify the key roles each agency has in the plans.

Step 2: Develop Realistic Scenarios.

- Scenarios should test training, capabilities, equipment, procedures, and stress. **Make scenarios with realism.** Exercise agencies in the manner they intend to respond or fight, using scenarios that simulate real world situations. Emphasize participation and reduce artificiality's to assess actual abilities and limits consistent with safety, exercise objectives, security, mission accomplishment, and other real-world constraints.

- Some computer based databases are available to simulate high cost or logistically complicated exercises. The exercise databases should mirror real-world plans, policies and procedures, and use real command, control and communications systems.

- Develop exercise scenarios to include stress and unpredictability. Stress may be generated by: jamming communications; donning ground crew ensembles and field gear; donning HazMat protective suits; dealing with protesters at main gate; or inserting other measures which degrade capabilities. Exercise scenarios should challenge individuals to adapt to fluid environments. In this manner, agencies will receive a more accurate picture of their capabilities under real world conditions.

Step 3: Source Input and Coordinate.

- Request input from and coordinate exercise scenarios with members of the exercise evaluation team (EET) and civilian agencies. This is usually done during EET exercise planning meetings. Prior to the meeting, inform the EET chief of civilian support agencies to invite.

Step 4: Set Date.

- Coordinate time and date with EET and senior level officials. Depending on the type of exercise the date, time, and exercise scenario may be kept close hold to effective assess the capabilities.

Step 5: EET Training.

- Train the EET in areas such as wear of personal protective equipment, M8 paper and M9 tape, ground rules, chemical detection alarms and items identified during the last exercise.

NOTE:
By emphasizing the goal to "train the way you fight," individuals can be better prepared to meet the challenges of response and contingency operations.

Step 6: Develop Inputs.

- Develop inputs that make personnel think and use their training. Input just enough information to trigger the appropriate action(s). Use realism to enhance inputs such as, moulage, wrecked vehicles, aircraft parts, smoke and ground burst simulators, protesters, snipers, etc.

Step 7: Post Exercise.

- Have a meeting as soon as possible after the exercise, sometimes called a "HOT WASH," to capture outstanding or problem areas. Use this information to develop your next exercise scenarios.

Review Questions
for
Prepare Exercise Scenarios

Question	Answer
1. Exercise scenarios test what?	a. Equipment. b. Personnel. c. Plans. d. All the above.
2. You should write exercise scenarios to match an agencies existing capabilities.	a. True. b. False.
3. When preparing exercise scenarios, it is most important that they _____.	a. Be easy to accomplish b. Task parts of each agencies mission. c. Be realistic d. Be accomplished in controlled environments.
4. One scenario developed by CE Readiness is a Natural Disaster Response exercise.	a. True b. False
5. What types of exercises does CE Readiness prepare scenarios for?	a. Major accident response. b. Attack response. c. Natural disaster. d. All the above.

EXERCISES AND EVALUATIONS

Performance Checklist		
Step	**Yes**	**No**
1. Provide trainee an exercise to develop.		
2. Did trainee review plans prior to writing scenarios?		
3. Was coordination with involved agencies accomplished?		
4. Does the scenario test the capabilities of all agencies?		
5. Are scenarios realistic?		
6. Were simulations kept to a minimum?		

FEEDBACK: Trainer should provide both positive and/or negative feedback to the trainee immediately after the task is performed. This will ensure the issue is still fresh in the mind of both the trainee and trainer.

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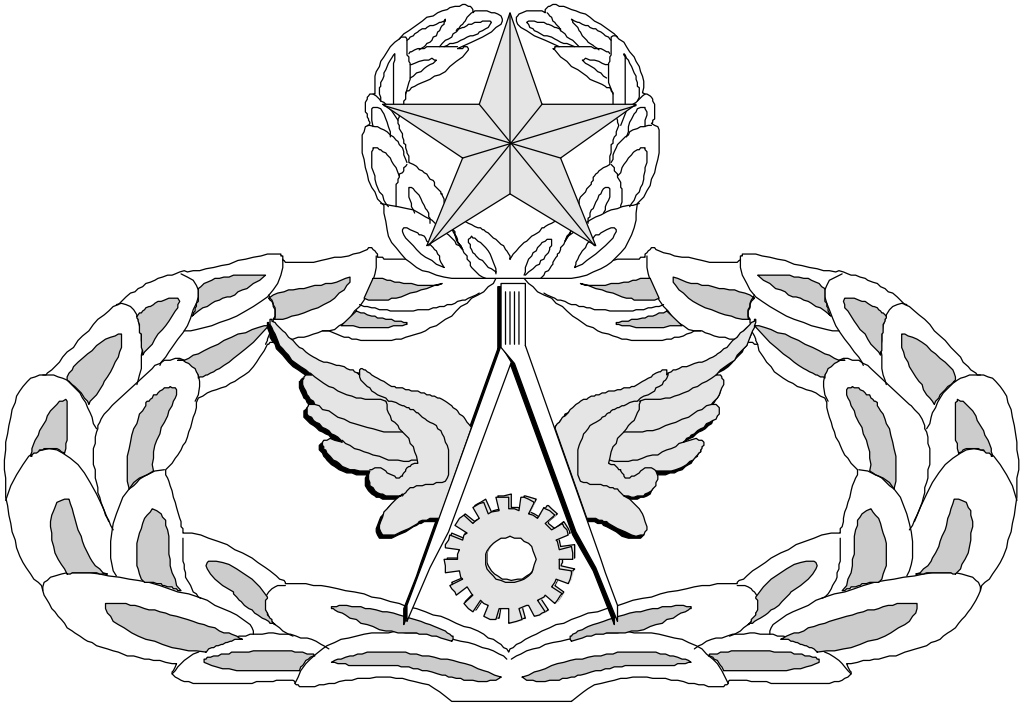
Air Force Civil Engineer

QUALIFICATION TRAINING PACKAGE (QTP)

REVIEW ANSWER KEY



For

READINESS

(3E9X1)

MODULE 12

PLANNING AND MANAGEMENT

Notice. This AFQTP is *NOT* intended to replace the applicable technical references nor is it intended to replace hands-on training. It is to be used in conjunction with these for training purposes only. 1

PERFORM HAZARD ANALYSIS, TO INCLUDE HAZARDS IDENTIFICATION, VULNERABILITY ANALYSIS, AND RISK ASSESSMENT

(3E9X1-12.2.2.)

Question	Answer
1. What processes are involved in hazard analysis?	d. All the above.
2. In which part of the hazard analysis is gathering information on physical properties of threat agents found?	a. Hazard identification.
3. What agency can provide current information about the plan location?	d. All the above..
4. In which step do you provide sound advise to the commander?	c. Risk assessment.
5. In which step do you consider time of	b. Vulnerability analysis.
6. The success of the mission can depend on how current your information is.	a. True.

WRITE INPUTS

(3E9X1-12.2.3.3.)

Question	Answer
1. The accuracy of any plan is based on _____.	c. The currency of the reference documents used.
2. Where is guidance on marking classified information in your inputs found?	c. DoD Regulation 5200.1-R/AFI 31-401, *Information Security Program*.
3. You have completed your input(s) and are satisfied with them. What is your next step?	c. Coordinate input(s) through your chain of command to the document OPR

REVIEW

(3E9X1-12.2.3.4.)

Question	Answer
1. Why would you coordinate with an organization about their tasking in a document?	a. Drawdowns, mission changes, and equipment could hamper an organizations ability to meet the tasking.
2. What are some areas you would look for during your review?	b. Contingency response, force protection, equipment and training issues, interoperability.
3. After actual implementation or an exercise what should be accomplished?	d. Both a and c.

DEVELOP SUPPORTING CHECKLISTS

(3E9X1-12.2.3.6.)

Question	Answer
1. How does a checklist assist in performing a procedure?	d. All the above.
2. How can you assure the checklist works?	b. Use only the checklist to perform the procedure.
3. How often are checklists reviewed?	c. Both A and B.

IDENTIFY SHORTFALLS AND LIMFACS

(3E9X1-12.2.9.)

Question	Answer
1. Who is usually the OPR for identifying CE shortfalls and LIMFACs?	c. The Readiness flight.
2. How are shortfalls and LIMFACs determined?	c. Review plan and determine capability to support tasking.
3. Identifying shortfalls and LIMFACs is essential because _____.	c. You can evaluate the supportability of the plans in a general summary statement and provide estimated get-well dates.

CONDUCT MEETINGS/BRIEFINGS

(3E9X1-12.3.1.3.)

Question	Answer
1. The purpose of most briefings is _____ .	b. To inform..
2. The method of instruction most used in the Air Force is the _____.	a. Lecture.
3. Just prior to the briefing what should you do?	b. Check room and equipment.
4. One way to help the audience receive your information is to _____ .	c. Provide a handout of your briefing.

PREPARE EXERCISE SCENARIOS

(3E9X1-12.3.3.1.)

Question	Answer
1. Exercise scenarios test what?	d. All the above.
2. You should write exercise scenarios to match an agencies existing capabilities.	b. False.
3. When preparing exercise scenarios, it is most important that they _____.	c. Be realistic
4. One scenario developed by CE Readiness is a Natural Disaster Response exercise.	a. True
5. What types of exercises does CE Readiness prepare scenarios for?	d. All the above.