# A STUDY OF THE EFFICACY OF UNIT CONTINGENCY CONTRACTING TRAINING

THESIS

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AFIT/GAQ/ENV/03-05

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Jesse A. Kirstein

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## Abstract

This research is a follow-on effort to Capt Pete Lasch's thesis, which examined the Air Force training needs of contingency contracting officers (CCOs). Through this study, Lasch (2002) identified a list of critical training tasks for CCO training. This study investigates how units currently conduct training and to what extent the recommended tasks are being addressed in training.

Interviews, surveys, and archival training logs were used to capture data for the study. CCO demographic information and recommendations were collected through these interviews and surveys. Interviews were used as a pre-test and later were combined with the electronic survey responses. Surveys were sent in two phases to CCOs who deployed in the period of interest from September 11th of 2001 to December 15th of 2002. Phase one described the purpose of the study and phase two involved collection of surveys from population of interest.

Training logs or plans were also requested from the units survey participants deployed from. These logs provided insight into the content of training and allowed the researcher to investigate which of the recommended tasks from Lasch (2002) were included in unit training programs across the Air Force. Descriptive statistics and pattern matching were used to analyze the data. This analysis resulted in recommendations to both improve training programs and to provide relevant training material for future unit level CCO training programs.

A STUDY OF THE EFFICACY OF UNIT CONTINGENCY CONTRACTING TRAINING

# I. Introduction

## Background

Contingency Contracting Officers (CCOs) play a critical role in nearly all United States Air Force contingency operations. The CCO is defined by the Air Force Federal Acquisition Regulation (AFFAR) as "a person with delegated contracting authority to enter into, administer, and terminate contracts on behalf of the Government in support of a local contingency, steady-state deployments, or other contingency operations. The CCO also acts as the primary business advisor to the deployed or on-scene commander" (Department of the Air Force, 2002:2). Air Force CCOs not only support the Air Force in contingencies, but also the other armed services. Air Force CCOs also represent 85% of the entire Department of Defense (DoD) contingency contracting workforce (Scott, 2002).

Deployed commanders rely heavily on CCOs to get the products and services they need to complete their mission. This direct impact on the mission underscores the importance of having competent CCOs in the field. Over 214 enlisted and officer CCOs are currently deployed in over 25 countries (Scott, 2002). These personnel are required to support mission locations that are in developmental stages ranging from bare base to long-term sustainment.

Given the variety of locations to which CCOs are assigned and the accompanying levels of variability and uncertainty, preparing CCOs in advance for deployments is very

difficult. While attachment CC-2 in appendix CC of the AFFAR provides a list of training requirements, the requirements are general and do not address the level of specificity CCOs may require in the field. Appendix CC of the AFFAR also fails to emphasize the value of hands on training and the experiences of CCOs returning from deployments. The responsibility for in-depth training falls on personnel at the unit level, supplemented with guidance from the Major Command (MAJCOM) level. This approach typically results in training that is highly variable in both content and quality, with lack of standardization across the Air Force and even within individual commands. External contingency training consists of a single 8-day course (CON 234) offered by the Defense Acquisition University (DAU), which provides a very broad perspective on contingency contracting operations.

Despite the training described above, most CCOs encounter many situations that their training did not cover. While some amount of uncertainty is inherent to the CCO's job, the Air Force's training program should be better designed to provide the deploying CCO with the basic tools he or she needs to adapt to any situational challenge. The Office of the Deputy Assistant Secretary of the Air Force (Contracting) (SAF/AQCX) has recognized the need to standardize training across the Air Force. Functional Area Managers (FAMs), who are responsible for CCOs within their respective commands, have also identified standardized training as a critical need.

This research is a follow-on effort to a previous study on CCO training in which Lasch (2002) identified 88 tasks regularly performed by CCOs in deployed environments. He then surveyed a number of CCOs and FAMs at the MAJCOM level to determine a rank order of importance and frequency for the 88 tasks. His efforts resulted in a

composite rank-ordered list of tasks based on inputs from the two surveyed populations. Having conducted his research, Capt Lasch provided six suggested areas for further study. This study will address one of these areas, in which he recommended "Investigating the Differences between Current CCO Training Programs and the Recommended Set of Training Tasks from this Study" (Lasch, 2002).

This research effort will build on the foundation that was established by Lasch (2002). Lasch's list of rank ordered deployment tasks served as the standard by which CCO training programs across the Air Force were evaluated in this study. A comparison of this list (see table 5.1) with training logs and plans from contracting units across the Air Force, provided insight into the validity and relevance of the CCO training today. This research also provides further insight into CCO training and deployments in the post 9/11/01 environment. This updated information will be compared to the findings of the predecessor study to identify common and divergent trends.

**Problem Statement**

The Air Force lacks a standardized contingency contracting training program. The focus of this study was to determine the efficacy of unit level CCO training considering the absence of a standardized program. This was accomplished through: (1) an analysis of how current CCO training programs are addressing high priority contingency contracting tasks identified by the predecessor study, (2) how CCO training is being conducted at the unit level, and (3) evaluating the perceptions of CCOs who have deployed post 9/11/01.

**Research Objectives/Scope**

Studies conducted prior to this effort have used inductive methods to formulate theories that relate to contracting training. This study will take a deductive approach to determine if shortfalls exist in current contingency contracting training programs across the Air Force. Identifying what material is being presented in CCO training programs across the Air Force is the first step in determining what changes if any must be made to improve the CCO training process. All CCOs deserve current and comprehensive training to prepare them for the challenges of deployment. The objectives of this study are as follows:

1. Determine if current CCO training programs are addressing the top 30 high priority tasks identified in the predecessor study.

2. Determine how CCOs perceive the CCO training that prepared them for deployment and what they recommend as enhancements to current unit programs.

To meet these objectives, it is the goal of this thesis to answer the following research questions:

1. Do all Air Force CCOs receive formal training in the top 30 tasks identified in the predecessor study?

2. Is unit level CCO training preparing our CCOs for deployment?

3. How is recurring CCO training conducted at the unit level?

4. What do CCOs recommend to improve unit level CCO training based on the challenges they experienced while deployed post 9/11/01?

This research will be complete when the data solicited from contracting units across the Air Force is in the form of unit records and CCO testimonials is collected, analyzed, and used in making generalized conclusions. The generalized conclusions

derived from this research will be based on descriptive statistics and identification of patterns in the data. The maximum expected gain of this research is to determine if units across the Air Force are adequately trained in critical deployment tasks. In the event they are not adequately trained, this research will provide units with relevant feedback on how to improve their training programs.

**Summary and Overview**

To support world-wide commitments, the Air Force needs an intelligent and well trained CCO force. The increased complexity and intensity of CCO deployments has reinforced the need for quality training. CCOs preparing to deploy are receiving a broad range of training which in some cases is good and in some cases, marginal at best. Standardized training that addresses the most critical tasks performed by CCOs in the field may be the answer to ensuring all CCOs are provided with consistent and comprehensive training. This thesis provides insight into what shortcomings exist and what training enhancements can better prepare deploying CCOs.

The following chapters of this thesis serve to further define the area to be studied, the methodology to be employed, findings, analysis, and finally recommendations. The next chapter, Chapter II, is a literature review providing previous research in this area of study. Analysis of existing research established the impetus for this research effort. Chapter III includes the methodology used to gather and analyze data. Chapter IV provides the findings from the data collection instrument and analysis of that data. Chapter V, the final chapter, provides conclusions derived from the data, recommended courses of action, and recommendations for future research applications.

# II. Literature Review

## Introduction

This chapter identifies the research that has been conducted in the area of contingency contracting training. This chapter reviews the existing literature chronologically by category and identifies the research that has been done, what the findings were, and highlights where potential gaps in the research exist. This review establishes the need for additional research in the contingency contracting training and provides the justification for this research effort.

This discussion first addresses how contingency contracting has evolved to its current state and what initiatives are currently taking place. The adequacy of current contingency contracting training and previous study recommendations will also be explored. In addition to review of the training material, literature focusing on learning methods will also be briefly evaluated to explore appropriate delivery methods for CCO training.

As mentioned in the previous chapter, Air Force contingency contracting is a highly specialized and narrowly focused area of study. Consequently, little relevant literature exists outside of the Department of Defense. A search of the extant literature resulted in no relevant research from civilian scholarly journals, general interest magazines, or other publications. Analogous studies that specifically addressed the problems of this study could not be found.

A search of the Defense Technical Information Center (DTIC) database identified several contingency contracting related studies conducted by AFIT and Naval

Postgraduate School (NPS) students. These dates of these studies ranged from 1988 to 2002. Captain Pete Lasch's thesis conducted in March of 2002 is the predecessor and a primary data source for this thesis. These studies, along with DoD, Air Force, and sister service guidance, serve as the core of this literature review and discussion. This core information is supplemented with a review of current contingency related publications and periodicals. The material discussed in this chapter is organized from the broad contingency contracting subject area to more focused research addressing contingency contracting training methods.

**Past and Present Contingency Contracting**

The roots of contingency contracting can be traced back to the American Civil War. Mason (1988) provided a timeline outlining the role of procurement personnel from that time period to the present day. Contracting officers of the 1860s, then called Quartermasters, were directly assigned to army divisions fighting the war. As an integral part of the force, the Quartermaster corps reduced the need for a logistical tail to support the war effort (Mason, 1988).

During World War I and World War II, contingency contracting personnel played a lesser role because most supplies were shipped from the United States. Shipping supplies by watercraft proved both slow and inflexible to the needs of the war fighter. Goods often arrived long after the need for them had passed. This resulted in surpluses in some items and severe deficiencies in others. Contracting was carried out on a limited scale by the British, who provided surplus goods to supplement those arriving from the United States (Mason, 1988).

The Korean War was the first time contracting was relied on almost exclusively for supplying the troops. The ability of local vendors to provide basic items reduced the need for shipments from the United States. Japanese and Korean contractors provided extensive support to the war effort. Local procurement of supplies resulted in a flexible supply chain that was responsive to war fighter needs. In contrast, the Vietnamese conflict showed a sharp decline in contracting operations because war was never formally declared. Without the formal declaration of war, the Air Force did not have the political support or resources it needed to provide optimal support (Mason, 1988: 8). Operations after the Vietnam conflict have received the full support of the professional contingency contracting officer corps.

Despite the fact that war was not declared in Operation Desert Storm and Desert Shield (ODS), Air Force and sister service personnel were able to provide unprecedented support to the war fighters. The primary difference between ODS and the Vietnam conflict for contracting personnel was that they had much stronger executive and legislative backing (Pagonis, 1992). In his text, Moving Mountains: Lessons in Leadership and Logistics in the Gulf War, General Pagonis clearly described the daunting mission of contracting personnel in his statement on ODS, "our limited-and-precious transport space should be reserved for combat troops, and for these supplies, such as weapons and ammunition....Everything else was our problem, to be found and contracted for" (Pagonis, 1992:107). Almost every conceivable need was at least partially met by CCOs during ODS. Items procured included food, water, lodging, laundry, sanitation services, communications, transportation, and miscellaneous equipment (Pagonis, 1992). Both the Army and Air Force relied heavily on contract leases and procured goods and

services. The lessons learned from Operation Desert Storm have shaped current CCO tactics and are being applied to current challenge of Operation Enduring Freedom.

The asymmetrical threat posed by hostile regimes and terrorists has further increases the role of contingency contracting support today. It has also forced CCOs to adapt to new mission requirements and develop new methods to support the war fighting customer. In an address to the students and faculty of the Citadel, President Bush, then governor of Texas, provided his transformational vision of how we must face today's threats. In this speech he stated, "On land, our heavy forces must be lighter. Our light forces must be more lethal. All must be easier to deploy. And these forces must be organized in smaller, more agile formations..." (Bush, 1999). Through gradual transformation initiatives, the U.S. force has gone from a cold war giant to the smaller, rapid, and agile force being implemented today. Secretary of Defense Rumsfeld commented that Bush's words have been reinforced with the events occurring after the terrorist attacks of September 11th in 2001 (Rumsfeld, 2002). The war on terror has transformed military tactics at both strategic and tactical levels. This transformation has effected how CCOs support the mission.

It is likely that the role of CCOs will only increase in the future. In November of 2001, in an address at Hanscom AFB, Brig. Gen. Darryl A. Scott, Air Force deputy assistant secretary for contracting, spoke of "Agile Acquisition". He emphasized the role of contracting officers in Operation Enduring Freedom by stating, "Within the first two weeks following Sept. 11, we flowed 46 contingency contracting officers out to the Operation Enduring Freedom area of responsibility...Today, there are 110 contingency contracting officers deployed," showing that contingency contracting officers are critical

members of the support team and will be needed far into the foreseeable future as the war effort continues (Scott, 2001).

The recent events of the War on Terror and consequent Department of Defense transformation initiatives have resulted in numerous organizational and personnel changes in the Air Force. The contracting career field is currently undergoing similar changes. In October of 2002, the Associate Deputy Assistant Secretary (DAS) (Contracting) responsible for development, direction, coordination and review of all organizational functions, directed a formal review of the use and manning of Air Force officer and enlisted members in the contracting career field. This Military Contracting Review Team (MCRT) was commissioned to bring the force from a Cold War structure to one that better supports the Air Expeditionary Force (AEF) and the ongoing War on Terror (Wells, 2002).

The MCRT concluded that there are only two reasons why the Air Force requires military in the contracting career field. The number one reason is to support AEF and contingency requirements and the second reason is to prepare members for command billets (Wells, 2002). This finding formally establishes contingency contracting as the number one priority for military contracting personnel. Contracting units across the Air Force will inevitably be impacted by this finding. This policy may require contracting units with military personnel to shift military personnel from traditional base support or system support roles to contingency support roles. Commitment of military personnel may require an increased role for civil service personnel in base support. Interim findings of the MCRT indicate that 303 officer slots are being review for possible conversion or elimination. This emphasis may also require units to dedicate substantial

resources and manpower to prepare military personnel for deployments. With contingency contracting being the primary duty of our military contracting personnel, commensurate emphasis should be placed on contingency training.

**Contingency Training Needs and Recommendations**

To become productive and proficient in any job, members of an organization must have training. Although there are many forms of training that can be used under different circumstances, formalized training is often recognized as being critical to an employee's success as stated by Weiss:

> *An advantage of formalized training to the company is you can make sure the trainees really understand what they need to know. The most successful programs review and reinforce the lessons trainees have learned, making them understandable and something they can relate to. (Weiss, 2000)*

Weiss's comment takes on an even greater meaning when applied to the military and the war environment. CCOs must understand what is necessary because how they do their job directly impacts the mission. The stakes in this case are not profits, but potentially the welfare and lives of people. This level of importance drives the need for formalized training. Quality formal training is a key aspect of continued organizational success.

The training of CCOs is a critical component of their preparation for deployment. Mason (1988) identified the need for CCO training in his research. Using qualitative data derived from interviewing experienced contracting personnel, Mason investigated what, where, and how contingency contracting was conducted in the past. He then investigated existing legislation, regulations, and policies that affected the ability of CCOs to perform their duties. He also looked at what potential changes could be made to existing training

methods to aid Air Force CCOs in carrying out contingency support missions (Mason, 1988:19). He determined that there was a legitimate need for CCOs to be trained by their units prior to deployment in his statement, "Every contracting office should ensure that each individual tasked as a contingency contracting officer is trained in contingency contracting" (Mason, 1988:31).

Koster (1991) used a combination of literature review, interviews, and a survey to: "...evaluate the quality of the preparation that contracting professionals receive prior to contingency contracting operations" (Koster, 1991:iii). While his survey found 62% of CCOs felt that they were adequately trained for their deployment in Operation Desert Storm, only 33% had less than 10 years time in service (Koster, 1991). This finding may indicate that the number of CCOs who felt they were adequately trained may be considerably less if more inexperienced personnel were involved in the study. While Koster made the overall assessment that CCOs were adequately trained, the responses to another question indicated otherwise. Participants in the study were asked to, "Provide Comments on the Areas of Contingency Contracting That You Could Have Been Better Prepared for During Normal Operation Tempo?" The responses to this question indicated that training in formal contracting skills, small purchasing procedures, site and market surveys, cultural issues, customer education, and host nation support were perceived as inadequate in many cases.

Killen and Wilson (1992) conducted research one year after the completion of Operation Desert Storm. The focus of their research was on the contracting support provided by continental United States (CONUS) based Department of Defense organizations during Operations Desert Shield/Storm (Killen and Wilson, 1992). The

methodology of their research was usage of a two-stage design. Phase I of this design included collection of exploratory information and Phase II involved formal descriptive research. By using a descriptive approach, Killen and Wilson sought to define the problem they intended to solve (Killen and Wilson, 1992). Phase I involved focus groups. These groups investigated and evaluated contracting operations during the Gulf War. The findings of the focus groups were used by the authors' to refine their investigative questions. Phase II involved collection of data through distribution of structured mail questionnaires.

Killen and Wilson used the Delphi research method to analyze qualitative responses to their questionnaire. Citing a quote from Bernice B. Brown, Killen and Wilson described the benefits of the Delphi method as, "...defining ill-defined or ambiguous problems which are not readily susceptible to quantitative research methods; working toward problem evaluation and problem solving through the use of an empirical knowledge base..."(Killen and Wilson, 1992:37-38).

Through their literature review, the authors came up with 10 investigative questions they intended to investigate. Their answer to the investigative question, "What type of training was held for CONUS based contracting professionals to help them support Operation Desert Storm?" led Killen and Wilson (1992:43), to provide the following recommended topics to train deploying CCOs and those remaining in CONUS to support contingencies (Killen and Wilson, 1992:112):

**Table 2.1 Killen and Wilson Recommended CONUS CCO Training Tasks**

1. The differences between laws and regulations
2. The requirements certification process
3. The use of Undefined Contractual Actions
4. How to obtain Department of Commerce direction to reprioritize Defense Priority Allocation System ratings
5. Alternate sources for delivery
6. How to procure commercial items
7. How to find sources for items no longer currently produced,
8. Communication with users,
9. Relationships with contractors and other government personnel,
10. Defense Contract Management Administration Office responsibilities,
11. Waiver package for military contingencies.

Killen and Wilson (1992) also recommended the following training topics for CCOs deploying with their units (Killen and Wilson, 1992:112):

**Table 2.2 Killen and Wilson Recommended OCONUS CCO Training Tasks**

1. Overseas acquisition procedures
2. Local purchasing
3. Alternative methods of contracting
4. The economic variation provision for armed conflict
5. Base closure at the end of conflict

This list was the first of its kind found in the existing contingency contracting literature. These training areas, provided by respondents deployed during Operation Desert Storm or Desert Shield, provided a foundation for building realistic training programs for future CCOs.

Tigges and Snyder (1993) conducted further research involving CCOs deployed during Operation Desert Shield/Storm (ODS). Their study focused on the impressions

CCOs had of training they received prior to deployment (Tigges and Snyder, 1993). Their methodology consisted of a hybrid study using both exploratory and formal research methods. An interrogative survey and interviews were used for data collection. As previously mentioned, the population of interest was CCOs deployed during ODS. Tigges and Snyder defined this group as, "...all CCOs that performed theater-based contingency contracting during ODS" (Tigges and Snyder, 1993:31). Participants of the study included 140 CCOs identified as having been deployed during the timeframe of ODS. Tigges and Snyder (1993) commented on the sufficiency of training prior to Operation Desert Storm by stating, "Like many areas of logistics, some contingency contracting officers were not trained and ready to support the wartime environment " (Tigges and Snyder, 1993:20).

When Tigges and Snyder asked CCOs how they perceived the quality of training they received prior to ODS, responses indicated that contingency contracting training was "poor or non-existent" in almost every category. When the respondents were specifically asked if on the job training (OJT) prepared them for their deployment, most provided an answer of "somewhat disagree". Over half of the respondents wanted more OJT prior to ODS. This led Tigges and Wilson to the following conclusion:

> *Overall, training conducted before ODS did not prepare the majority of deployed CCOs for the Persian Gulf PPS (Power Projection Strategy). Based on these responses, some changes may need to be made to the current CCO training methods to make them more effective. (Tigges and Snyder, 1993:52)*

Describing the CCO population as primary enlisted and generally above the rank of Staff Sergeant, the authors recommended the addition of a contingency contracting training

block in five and seven level Career Development Courses (CDCs) (Tigges and Snyder, 1993).

In addition to their recommendations, Tigges and Snyder created a rank-ordered list of relevant CCO training topics by category. Tigges and Snyder used Likert scale to measure the importance CCOs assigned to individual tasks. Importance was measured on a 1 to 5 scale with each having the lowest and highest importance respectively. Using a T-test, Tigges and Snyder created a ranked ordered list of 85 topics. Of the original 85 topics, 35 were dropped after they were found to be insignificant through the T-test. The remaining 50 topics were ranked from 1 to 50 in descending order of significance. The following are the top 30 tasks from their findings (Tigges and Snyder, 1993:131-134):

**Table 2.3 Tigges and Snyder Recommended CCO Training Tasks by Rank**

1. Services
2. Communication Lines
3. Use of SF 44s
4. Currency Issues
5. Use of Blanket Purchase Agreements
6. Host Nation Support Agreements
7. Commodities
8. Obtaining a vehicle
9. Finance issues and procedures
10. Procurement integrity in a contingency
11. Cash payments
12. Dealing with kickbacks
13. Makeup of local community
14. Transportation issues and procedures
15. Customs issues
16. How to establish a pre-deployment listing of critical requirements
17. Security issues
18. Protection of funds under field conditions
19. Supply issues and procedures
20. Claims
21. Mutual support agreements with other nations
22. Civil engineering issues and procedures

23. Understanding legal authority under emergency conditions
24. Cultural issues
25. Obtaining interpreters
26. Anticipating customer requests
27. Chain of command in a contingency
28. Converting funds
29. Methods of control
30. Terminating for convenience

Many of these topics have since been incorporated into the CON 234 contingency contracting course administered by Defense Acquisition University (DAU). This is one of several courses that are required in order for contracting officers to receive certification through the Advanced Professional Development Program (APDP).

Bethany and Miller (1993) were the first to explore the development of a formal contingency contracting course. This study provided the framework for a standardized Air Force contingency contracting course (Bethany and Miller, 1993). In addition to an analysis of regulations, policy, and research suggestions, the researchers developed modules or "blocks" for future training programs. Bethany and Miller used a three-phase approach to conduct their study. The first phase involved information gathering using Emory's "Snowball Method". This was used to validate the need for research. A literature review was then used in phase two to determine training topics for the lesson blocks. Phase three involved a review of Air Force literature on course implementation and established the framework for formulation of the course (Bethany and Miller, 1993).

Their research culminated in four blocks of instruction. The first block involved initial mobilization and deployment issues. The second block covered build-up and sustainment. The third block provided instruction material for contracting during hostilities. The fourth and final block focused on termination and redeployment operations (Bethany and Miller, 1993). These blocks were never fully incorporated into a

formal training course verbatim, but are covered in general terms in existing training programs.

The predecessor study to this research effort, and the most recent addition to research in CCO training, was conducted by Lasch (2002). Lasch identified 88 tasks that are regularly performed by CCOs in deployed environments. He then used an on-line survey to get the inputs of two target populations: CCOs and Functional Area Managers (FAMs) at the MAJCOM level. These populations were surveyed to determine a rank order of importance and frequency for the 88 tasks. His efforts resulted in a composite rank ordered list of tasks based on inputs from the two surveyed populations considering both the importance and frequencies of the tasks (Lasch, 2002). The following are the top 30 training tasks of the 88 identified in the study (Lasch, 2002:84):

**Table 2.4 Lasch Recommended CCO Training Tasks by Rank**

1. Simplified Acquisition Procedures
2. AF Form 9
3. Installation Access for Contractors
4. Customer Education on Contracting Policies
5. Use of Automated Database/Spreadsheet to Record Purchases
6. Bargaining Techniques
7. SF 44
8. Blanket Purchase Agreements
9. Country Customs Procedures
10. Contract Modifications
11. Expedited Contracting Actions
12. SF 1449
13. Shipment of Supplies Overseas
14. Use of the Government Purchase Card
15. Solicit, Award, and Administer Service Contracts
16. After Action Report
17. Standing Up a Contracting Office
18. SF 30
19. Deployment/Contingency Kit Contents
20. Reviewing Statement of Work/Performance Work Statement
21. Solicit, Award, and Administer Commodity Contracts

22. Solicit, Award, and Administer Construction Contracts
23. Host Nation Support Agreements
24. Contract Closeout
25. Payments
26. Commander's In-brief
27. Funding the Government Purchase Card
28. Establishing Vendor Base
29. AF Form 616
30. Status of Forces Agreement

This list of CCO tasks could be of benefit to units starting new training programs or updating existing programs. This list can provide immediate material for training that is both current and valid to today's contingency environment.

There is little evidence to indicate that the recommendations from these studies have been incorporated into existing CCO training programs. While this study will not investigate why CCO feedback is not being incorporated, it is evident that this information could be of high value to the Air Force.

**Delivery Method**

A secondary goal of this research is to review potential delivery methods for CCO training. Mitchell (2001) described the criticality of selecting a delivery method by stating, "Choosing the appropriate method for your company's curriculum can be just as important as providing the training" (Mitchell, 2001: np.). Factors such as content, how the target population learns best, organizational culture, and many others must be considered in selecting an appropriate delivery method (Mitchell, 2001).

Three major methods of delivery are now possible with existing technology. These delivery methods include the traditional classroom setting, self-paced e-learning,

and live instructor-led e-learning. Each method has unique strengths and can be selected to address various training goals. Strengths of the traditional classroom include student interaction, direct instructor interaction, and a set time and place. The strengths of self-paced learning include high flexibility, low cost, and customized pacing. Real-time interaction, low cost, and the ability to record material are strengths of the live instructor-led e-learning method of delivery (Mitchell, 2001).

The high level of variability in CCO experiences and depth of training makes self-paced learning a likely candidate over the other two methods. CCOs preparing to deploy are usually highly motivated to learn about their job prior to deployment. A self-paced program allows them to learn at their own pace. A self-paced program using the latest technology can be transmitted to virtually anywhere in the world (Mitchell, 2001). This portability is critical to CCO based overseas and/or en-route to their deployed location. A self-paced program can also have successive levels of difficulty to challenge even the most experienced CCOs.

The contingency environment involves many unique variables and situations. Any form of training for CCOs must address the dynamic nature of deployment challenges. In order to accomplish this, training material must involve material beyond elementary yes or no or multiple choice questions. To fully prepare them for the rigors of the deployed environment, the training material must tap complex problem solving skills. Bonner (1999) discussed the higher level of cognitive skills required to think strategically. While her analysis focused on accounting instruction, this higher level of thinking is universal in problem solving. Bonner commented, “For cognitive strategies, students need to learn whether they are adopting not only effective, but efficient (and

perhaps, creative) strategies when confronted with novel situations" this would indicate that the chosen delivery method should have more than one solution and include constructive feedback (Bonner, 1999). One weakness of self-paced study is that it may not be able to incorporate this form of feedback. This potential weakness can be offset by supplementing classroom or distance learning instruction styles.

According to Holzer (2002), the Office of Force Transformation has noted that E-learning has made a major comeback in commercial industry. Industry success has led to renewed interest in E-learning within the Department of Defense. The proliferation of this technology has resulted in several benchmarks from which CCO training programs can be developed.

While all CCOs need a strong foundation of contingency contracting knowledge, some need additional training to address their unique deployment. A standardized training program supplemented with self-study could address both of these needs. The standardized program would provide basic contingency contracting knowledge and the self-study portion would allow CCOs to learn more in-depth material. This would provide CCOs with enough knowledge to do their job, while not limiting their continued pursuit of contingency knowledge.

The e-learning methods described previously can meet the Air Force's need for a highly flexible training delivery method. The standardized portion of training can be conducted in the traditional classroom format or through live instructor-led e-learning. Supplemental self-study materials could be compiled in electronic modules and placed on the Internet for self-paced study. A virtual library on the Internet could provide CCOs with an avenue to download materials and learn the material at their own pace.

**Summary**

With origins going back as far as the Civil War, contingency contracting has evolved into a critical component of war fighting operations. Operation Desert Storm showcased the ability of CCOs to meet virtually all conceivable requirements of deployed forces. Local procurement of commodities and services ensures rapid delivery and reduces the logistical tail required to support large-scale operations. The end of the Cold War and the ongoing War on Terror has led to a need for a more lean and agile force. The CCO supports this concept through rapid delivery of required services with minimal logistical support.

This literature review incorporated a wide variety of sources including DoD logistical periodicals, academic resources, and primarily prior AFIT and NPS theses. Through review of DoD and academic periodicals, it was established that training is crucial to job performance both in the business world and in government. The theses provided insight into what CCO training is being conducted and what areas need improvement. The findings of these studies establish the need for a standardized training tool that incorporates critical deployment tasks.

The chapter concluded with an analysis how training of this nature should be delivered. The complex nature contingency operations dictate a thorough, yet focused training method. This training must challenge CCOs at all levels and empower them to seek novel solutions to contingency contracting needs. A standardized training program including additional self-paced training fits well with the CCO population and the content of contingency contracting training. The flexibility of e-learning makes it an attractive alternative for meeting the unique training needs of each CCO preparing for deployment.

The successful application of e-learning in the private sector warrants its consideration for Air Force training applications.

# III. Methodology

## Introduction

The purpose of this chapter is to explain the research methods that were used to evaluate the effectiveness of unit level Contingency Contracting Officer (CCO) training and CCO perceptions of that training. This is a follow-on research effort to Capt Pete Lasch's thesis, entitled, "Analysis of Air Force Contingency Contracting Training Needs," conducted in March of 2002. In this study, Lasch identified 88 tasks that are regularly performed by CCOs in deployed environments. He then surveyed a number of CCOs and Functional Area Managers (FAMs) at the Major Command (MAJCOM) level to determine a rank order of importance and frequency for the 88 tasks (Lasch, 2002). His efforts resulted in a composite rank ordered list of tasks based on the importance and frequency of the tasks performed (Lasch, 2002). This effort takes the research in this area a step further by comparing the findings of Lasch (2002) to Air Force contingency contracting training programs.

The findings of this study were derived from the predecessor study findings, unit training logs, and CCO survey responses. It is the intent of this study was to answer these questions to determine the adequacy of unit level CCO training. This determination was made through a quantitative analysis of unit training logs and a qualitative study of CCO survey responses. The primary benefit of this composite approach is the ability to explain or corroborate quantitative findings with qualitative indicators. This chapter includes the research design, the sampling frame for the population of interest, the

instruments used to gather data, the analytical and statistical methods, and finally a summary of the thesis methodology.

## Research Design

The primary purpose of a research design is to describe the selection of subjects, how they will be used, what instruments will be used to measure their inputs, and how data will be physically collected (Dooley, 2001). The research design selected for this study was a two-stage hybrid design involving exploratory and formal research methods. This design was selected to address the focused nature of this topic and the relatively small amount of research that has been conducted in this area. The demographic portion of the survey was developed from Lasch (2002) and was only slightly modified.

Questions relating to CCO deployments and training were developed through the literature review and from findings of the predecessor study. A pre-test was conducted to determine the need for the study as well as to pilot the survey instrument. Forty six individuals were contacted (interviewed) from the contact list using random selection. In order to get a representative sample, stratified random sampling was used. This ensured representative sampling from each of the MAJCOMs. The sample was stratified based on the relative share each MAJCOM had of the total number of deployments. The total number of deployments from each MAJCOM was reduced by two thirds and this value represented the minimum number of CCOs to be interviewed from each MAJCOM. These individuals provided suggestions to improve the survey that resulted in the final survey that was later emailed to the remainder of the sample population. Changes to the

pilot survey were so minor that the pretest interviews are included in the findings of the formal portion of the study (survey).

Virtually all previous studies relating to contingency contracting were conducted using the inductive research method. Inductive reasoning involves making generalized conclusions about a population being studied. Dooley described the product of this method by stating, "The researcher first creates general theory from specific data and speculation" (Dooley, 2001:70). The next natural step in the research continuum is utilization of the deductive research method. This method involves creating specific explanations or claims based on general theoretical principles (Dooley, 2001:65). The "general theoretical principles" in this case are the findings of the extant inductive research combined with the specific findings of Lasch (2002).

This study will follow the same vein of its predecessor by using hypothesis testing to determine if a theory is substantiated by observed data. Through the use of this basic research method, this study will either support or disprove the validity of the proposed theory. By contrasting a proposed theory with real world data, the ultimate goal is to determine if CCO training is adequate to meet deployment support requirements. A hypothesis test will be conducted in this study with the understanding that no single hypothesis test can truly prove the reality of a claim.

**Population**

The purpose of this study is to evaluate CCO training in the context of the post 9/11/01 contingency environment. Under the Air Expeditionary Force concept, virtually all contracting personnel are considered deployable and are therefore considered the

theoretical CCO population for the purposes of this study. Complete enumeration of this population is impossible and beyond the scope of this research. In consideration of this limitation, the study population is a smaller subset of the theoretical population.

The study population includes all CCOs that have deployed post 9/11/01. Even this reduced subset of the theoretical population cannot be completely listed due to imperfect deployment documentation and some deployments being undisclosed. For the purposes of this study, the population of interest is the accessible population or those CCOs whose deployments were documented and accessible to the researcher for this study. The members of this population were selected based on their having been deployed from 11 Sep 01 to 15 Dec 02. It was determined that this population represented the latest deployments, would encompass the most relevant contracting issues, and best met the sponsors definition of the population of interest, which included CCOs who deployed under Operation Enduring Freedom (OEF). The target population for the survey included both enlisted and officer CCOs with deployment experience within the previously mentioned timeframes. The differing perspectives of these sub groups provide a balanced view that is adequately representative of the theoretical population of CCOs.

**Sampling Frame**

The listing of the accessible population from which the sample is drawn is called the sampling frame (Trochim, 02). The sampling frame for the survey portion of this study consisted of personnel listings derived from the Air Force CCO database managed by SAF/AQCX. This database is designed to provide information based on parameters

set by the user. From this database the researcher was able to compile a list of CCOs that deployed within the window from 11 Sep 01 to 15 Dec 02. This list included the names of individuals by MAJCOM. This list was later determined to be incomplete based on the fact that MAJCOMs now maintain their own CCO deployment databases and the Air Force CCO database is no longer maintained. To address this problem, SAF/AQCX sent a formal request to all MAJCOM FAMs to request up-to-date CCO listings. In response to this request, FAMs provided supplemental lists including those personnel not listed in the Air Force CCO database. Table 3-1 displays the deployed CCO population for the time period of interest for this study.

**Table 3.1 Deployed CCOs Population by MAJCOM**

| | |
|---|---|
| Air Combat Command (ACC) | 37 |
| Air Education Training Command (AETC) | 45 |
| Air Force Material Command (AFMC) | 29 |
| Air Force Space Command (AFSPC) | 7 |
| Air Force Special Operations Command (AFSOC) | 27 |
| Air Mobility Command (AMC) | 68 |
| Pacific Air Forces (PACAF) | 52 |
| United States Air Forces Europe (USAFE) | 29 |
| Total | 294 |

All selected units were successfully contacted and asked to provide data for the training log analysis portion of the study. When CCOs were selected from the Air Force CCO database and FAM sources and surveyed, the base they deployed from was

identified. This enabled the researcher to match CCO responses with the unit training log from the unit they deployed from. The unique training methods of the sampled contracting units in each command provided a balanced view that is sufficiently representative of contracting units across the Air Force. Table 3-2 displays the number of units selected for unit training log requests by MAJCOM.

**Table 3.2. Log Requests by MAJCOM**

| | |
|---|---|
| Air Combat Command (ACC) | 7 |
| Air Education Training Command (AETC) | 9 |
| Air Force Material Command (AFMC) | 9 |
| Air Force Space Command (AFSPC) | 6 |
| Air Force Special Operations Command (AFSOC) | 1 |
| Air Mobility Command (AMC) | 10 |
| Pacific Air Forces (PACAF) | 6 |
| United States Air Forces Europe (USAFE) | 3 |
| Total | 51 |

Considering the nature of the sampled population, certain research limitations were inevitable. It is expected that some CCOs either can not or will not respond to the surveys. The database of active contracting personnel constantly changes, thus making any published listings obsolete in a very short period of time due to moves, name changes, or technical problems. These changes may make contacting CCOs via phone or email very difficult. Another expected limitation is that not all Air Force units

approached for training materials will actually provide it for a variety of reasons. The researcher addressed this contingency by confirming that a unit could not provide a log and documenting why it could not be provided.

**Instrument Design**

The survey instrument used was the written questionnaire. The survey design is cross-sectional or involving collection of data at one time point (Dooley, 2001). The questionnaire is composed of fifteen questions and is divided into four parts. Part one and part two request demographic and deployment respectively to establish the background of the respondent. The third part asks questions pertaining to their training prior to deployment and requests feedback on those experiences. The fourth and final section of the survey is the request for unit training information in the form of logs or training plans. Parts one through three require the respondent to fill in blanks, rank order items, and answer open ended questions. A sample of the survey generated in Microsoft Word® format is provided in Appendix B.

Selection of participants of the pretest interviews was accomplished through stratified random sampling using a simple random number generator in Microsoft Excel®. Selection of participants using the formal survey research instrument was conducted using a purposive sampling similar to the predecessor study. Purposive sampling is a form of non-probability sampling which involves choosing respondents based on certain characteristics (Dooley, 2001). The characteristics of this desired group was CCOs who deployed in the time frame of 11 Sep 01 to 15 Dec 02.

All CCOs that were included in the sampling frame and fitted these parameters were immediately qualified as part of the purposive sample. While this method increases the potential for bias, it was determined that due to the relative small sample population and the tendency of low response rates from this population, this tradeoff was necessary to ensure a large enough sample size. The survey was distributed via email to all CCOs contained in the sampling frame in two phases.

In the first email phase, all CCOs in the sampling frame were contacted and were asked to respond with a phone number. An attachment to this message was the original letter from SAF/AQCX requesting participation in the study (see Appendix A). This letter provided the background, justification, and instructions for the study. The letter clearly outlined the purpose and intended outcome of the study as well as ensure the units that a product in some form would result from the study. Units were informed that training topics broken down by subject were the primary data of interest for the study. Units were asked to submit all materials electronically via email with attachments. If units only had hard copies of training materials, they were asked to provide scanned electronic copies. This phase ended upon completion of the pretest interviews.

The second email phase contacted the remaining CCOs who were not interviewed in the initial phase. This email was sent to members of each MAJCOM in separate messages for tracking purposes. This email requested the remaining CCOs complete and return the 3 page survey. An additional attachment to this message was a sample training log. This sample gave respondents and their unit training managers an idea of what data was required for the training log analysis portion of the study. This email included a statement asking respondents to send the training logs in an electronic format or forward

the request to their unit training manager or unit deployment manager for their action. The material requested included contingency training logs, schedules, and/or training program descriptions used from Jan 2001 to present. Data was collected in a Microsoft Excel® spreadsheet and in JMP-4® for further analysis.

Surveys that take an excessive amount of time to complete can affect cooperation of the participants (Dooley, 2001). In order to get a high response rate, this survey was purposely designed to be no more than two pages and take less than 15 minutes complete. Due to time constraints, the survey design is cross-sectional in nature or involving collection of data at one time point (Dooley, 2001). Further explorations using the longitudinal method could be used to verify and substantiate the findings of this study in the future. The longitudinal method could provide a more comprehensive picture of the findings by conducting research over an extended period of time with more than one series of data collection.

The research instrument, composed of survey questions and the training log request, was selected due the benefits that could be derived from using both quantitative analysis methods (for the logs) and qualitative analysis methods (for survey responses). The quantitative nature of the data provided in unit training materials allowed simple coding of responses to compare them with the findings of Lasch (2002).

In consideration of past survey studies, which had poor response rates, this study sought to move beyond the qualitative research realm associated with the inductive research method. The predecessor study achieved a 44.32% response rate (Lasch, 2002). The study achieved a relatively high response rate in soliciting FAM and CCO opinions,

but this occurrence was an exception to the norm, considering historically low response rates in previous studies.

Surveys that take an excessive amount of time to complete can affect cooperation of the participants (Dooley, 2001). The high operations and personnel tempo of operational units often are a strain on contracting personnel and this strain often results in little time for additional work. In a cost benefit analysis, the personal survey is often perceived as not being worth the cost of lost work time to the participant (Dooley, 2001). Despite these challenges, the survey instrument was chosen as the best fit for this research. To maximize response rates, survey for this study was designed to take no more than 15 minutes to complete and require minimal effort on the part of the respondent. CCOs were asked to simply complete the survey and email it back. This paperless method allowed CCOs to participate with minimal impact on their daily routine. This method was also well suited for tracking and data collection purposes.

Training data in the form of logs was also requested. The primary benefit of requesting training logs and plans is that they are readily available in many units and thus require little or no effort on the part of units submitting them. Dooley emphasizes the primary benefit of using archival records is that the collection is both non-verbal and unobtrusive (Dooley, 2001). Requests for training logs allowed a more deductive approach to be taken. The training log analysis, when combined with qualitative responses from CCO respondents, allowed a much more dynamic and rigorous analysis for the study.

The training log analysis was the primary focal point of the study. Training log data was evaluated strictly for content. This quantitative analysis method ensured limited

exposure to human bias. While training logs alone may have provided enough data to meet the standards of the study, survey questions added a further depth by allowing the researcher to explore the questions of why the logs were or were not adequate and what CCOs thought of their training. In addition to providing more depth, the qualitative responses also provide a wealth of experiences and insights that can be used to tailor present and future programs to better train CCOs.

**Data Analysis**

Descriptive statistical methods were used to answer the primary research question of this study: Do all Air Force CCOs receive formal training in the top 30 tasks identified in the predecessor study? This question was answered through analysis of unit training logs and was substantiated with survey responses. A simple coding scheme of "yes" responses coded as a 1 and "no" responses coded as a 0 provided insight into the whether or not each task from the recommended list was instructed at the unit level. To answer the research question of whether or not all Air Force CCOs received formal training in the 30 tasks identified in the predecessor study, descriptive statistics are used to investigate the following hypothesis:

$H_o$: CCOs in MAJCOMs are formally trained in the 30 tasks (Null Hypothesis)

$H_a$: CCOs are not trained in the 30 tasks (Alternate Hypothesis)

In essence, this iteration of the hypothesis states that all CCOs are provided instruction in the identified tasks. The researcher's hypothesis is that CCOs are not

formally trained in the identified tasks. This hypothesis is based on the absence of an Air Force wide standardized contingency contracting training program. Lack of a standardized program may lead units to address a wide variety of training topics, some of which may be incorrect, obsolete, or irrelevant to current contingency operations. To compare the populations, descriptive statistics were be used. The hypothesis for the statistical test was:

$H_o$: $\mu_{ALLMAJCOMS}$=100% (Null Hypothesis)

$H_a$: $\mu_{ALLMAJCOMS}\neq$100% (Alternate Hypothesis)

Disproving the null hypothesis would confirm that the MAJCOM populations have variance and therefore do not have all 30 tasks in their training plans. Having investigated this primary research question, three secondary research questions were also studied to further explain training log and survey outcomes.

Descriptive statistics and pattern matching involving simple cross-tabulation were used to answer the question of: Is unit level CCO training preparing our CCOs for deployment? Findings were discovered through both analysis of the training logs and responses to the surveys. Frequency distributions and cross-tabulation methods were used to evaluate the qualitative data. Frequency distributions provide insight into the proportion of respondents who favored one answer or another. Cross-tabulation was used to gain a wider depth of understanding of the data. The cross tabulation method not only provided answers from all respondents, but also a representation of results by respondents within each MAJCOM.

Descriptive statistics and pattern matching were also used in answering the question of: How is recurring CCO training conducted at the unit level? Pattern matching was again used to analyze answers of the fourth and final question of: What do CCOs recommend to improve unit level CCO training based on the challenges they experienced while deployed post 9/11/01? Analysis of research questions two through four provided additional insight into the results of the hypothesis test of the primary research question.

**Summary**

The purpose of this chapter was to explain the research methods employed in this study. Pre-test interviews were conducted to ensure that questions were applicable and valid for the survey instrument. At the conclusion of the interview pretest phase, a two phase survey process was used to collect data. Surveys were sent to CCOs via email and were returned by the same method. The surveys were divided into four parts. The first three parts asked demographic, deployment, and training questions respectively. The final part requested unit training information in the form of logs or training plans. This study was conducted using a hybrid approach. Data with both qualitative and quantitative characteristics was analyzed using descriptive statistics and social research methods including pattern matching, consensus, and convergence. Chapter IV describes the analysis of the findings based on the methodology of this chapter.

# IV. Data Results and Analysis

## Introduction

This chapter provides a summary of the results of the research. The research results are represented in two sections. The first section includes demographic and deployment results. The second section includes analysis and conclusions based on the research questions. The first part of the second section involves a quantitative and qualitative analysis of both training logs submitted by contracting units in each MAJCOM and related survey questions. This section addresses research questions 1 and 2. The second part of section two focuses solely on surveys and addresses research questions 3 and 4. Appendix C provides a matrix of survey questions and training logs in relation to the research questions. Supplemental findings of this chapter are provided in Appendix D.

## Interview and Survey Response

The population of interest for this research is the 338 CCOs that deployed within the established time period of 11 Sep 01 to 15 Dec 02. The names and contact information for these personnel were obtained from the Air Force CCO database and from updated lists provided by the MAJCOMs. Multiple attempts were made to reach all of these personnel to ensure contact was established. Some individuals could not be reached due to separation, retirement, being en-route to a new permanent station, or being misidentified. In the event a participant could not be reached by electronic mail, a phone

call was made to the individual's unit for confirmation. This process resulted in the original theoretical population of 338 being reduced by 44 to 294.

To ensure high response rates, electronic mail messages were sent in two phases. The first round introduced potential participants to the purpose of the study and requested a simple response to indicate their willingness to participate. After the pretest was conducted, the second phase began with messages being sent out with surveys attached. Surveys attached with this message included a request for a unit training logs from each unit that had study participants. The second phase also included follow-up messages directed to members in each MAJCOM to encourage participation in the study. These efforts resulted in a total of 120 surveys being returned for a response rate of 41 percent.

**Log Response**

Along with the survey, respondents were asked to forward an electronic copy of their unit training logs generated from January 2001 to present. Any form of training record or plan was accepted, including documentation of completed training and that of projected future training. The fundamental purpose of this request was to determine what subjects CCOs were receiving instruction in, or were projected to be instructed on, in CCO training programs at the unit level.

Electronic mail messages were sent to survey respondents and/or unit training managers to request submittal of training logs. Several CCOs that were interviewed indicated that they deployed from a unit other than their present unit. In these cases, the unit they actually deployed from was contacted for the information. A summary of the log responses is provided in table 4.9. All fifty units were successfully contacted. Of the

total number of units, thirty-five (70%) submitted some form of log or plan. Fourteen units (28%) indicated that they had no training logs to plans. Only one unit (from ACC) did not provide a response after multiple inquiries.

**Demographics**

The demographic section of the survey was composed of four questions. The primary function of these questions was to determine the respondent's background experience. Demographic questions included the following:

1. What is your current rank?
2. What is your AFSC (Air Force Specialty Code)?
3. What is your APDP (Advanced Professional Development Program) contracting certification level?
4. How many years have you been in the contracting career filed?

**Question 1: Current Rank**

Table 4.1 provides a representation of respondents by rank. Rank ranges were designed to complement the ranges of the predecessor study (Lasch 2002) for analytical purposes. The total spectrum of ranks ranging from Airman to Colonel was divided into five categories as shown in Table 4.1. The information provided in table 4.1 includes absolute frequency, relative frequency, and cumulative frequency for each category. The absolute frequency is the actual number of responses in each category. The relative frequency is the percentage of responses in each category of the total number of responses. The cumulative frequency is a sum of respective relative frequencies. The cumulative frequency is used to ensure the total sum of relative frequencies totals 100%.

Enlisted CCOs supported the majority of deployments. Of the total sample, 78% were enlisted members and 22% were officers. The Staff and Technical Sergeant Category exceeded all other categories by at least four times. Only 4% of the sampled population held the rank of Major or higher. This low number can be attributed to senior ranking personnel in contracting usually being assigned to staff-level headquarters element positions versus operational base level positions. The distribution in the enlisted and officer corps indicates that the majority of personnel deploy after gaining rank, but deployments drop significantly as senior ranks are achieved.

**Table 4.1 Current Rank of Respondents**

| Rank | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| Amn – SrA | 7 | 6% | 6% |
| SSgt – TSgt | 73 | 61% | 67% |
| MSgt – CMSgt | 14 | 12% | 79% |
| 2Lt – Capt | 21 | 18% | 96% |
| Maj – Col | 5 | 4% | 100% |
| Total | 120 | 100% | 100% |

**Question 2: Air Force Specialty Code (AFSC)**

Table 4.2 shows respondent AFSC levels. A member's AFSC designation identifies both that they are in the contracting career field and indicates their particular skill level. This survey question provides further insight into the depth of respondent's experience levels, especially in the case of enlisted members. Enlisted personnel are awarded skill level upgrades by taking mandatory courses and meeting other qualification

requirements. Officer skill levels are determined by time in the contracting field and completion of pre-requisite courses. The majority of enlisted personnel were 5 and 7 levels, called Journeymen and Craftsmen respectively. These skill levels are generally attained by the rank of Staff Sergeant and represent contracting proficiency at the Journeyman level and mastery at the Craftsman level. The majority of the officers were designated 64P3s. Officers generally receive the 64P3 level designation after two years of time in service.

It is important to note that the 64P3 designation indicates time in service, not the amount of experience in the contracting profession. In consideration of this caveat, an officer's time in the contracting field and APDP certification level may be better indicators of their contracting experience.

**Table 4.2 Current AFSC of Respondents**

| AFSC | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| 6C031 | 1 | 1% | 1% |
| 6C051 | 34 | 28% | 29% |
| 6C071 | 58 | 48% | 78% |
| 6C091 | 1 | 1% | 79% |
| 64P1 | 5 | 4% | 83% |
| 64P3 | 21 | 18% | 100% |
| Total | 120 | 100% | 100% |

**Question 3: Acquisition Professional Development Program Certification**

Table 4.3 depicts the certification levels of the sample population. Certification levels are based on time and completion of formal acquisition training. A combination of

on-the-job training and formal courses provide contracting professionals with the basic knowledge to perform their job. APDP certification is a proxy for experience in this study. Several respondents deployed with no certification level. This may indicate that some level of APDP certification may be ideal, but not absolutely necessary for CCO success in deployments.

In an informal interview, Chief Master Sergeant James Dibert, the Functional Area Manager for Contracting in AFMC, stated that there are certain Unit Type Codes (UTCs) that do not require an APDP certification (Dibert, 2003). The XFFK8 UTC is an enlisted UTC that requires only a 5-skill level and no APDP certification level. The XFFK2 and XFFK5 UTCs do not require APDP certification and require that only one of the two team members be 5-skill level qualified. Chief Master Sergeant Dibert also stated that waivers to APDP requirements are possible and are handled on a case-by-case basis (Dibert, 2003). CCOs deploying in XFFK2, XFFK5, and XFFK8 UTCs with waivers may explain the relatively large number of CCOs who deployed without certification. The majority (85%) of personnel held level one or level two certifications. Over half of the respondents were level two certified.

**Table 4.3 Current APDP Certification of Respondents**

| Certification Level | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| Uncertified | 12 | 10% | 10% |
| Level I. | 38 | 32% | 42% |
| Level II. | 64 | 53% | 95% |
| Level III. | 6 | 5% | 100% |
| Total | 120 | 100% | 100% |

**Question 4: Time in the Contracting Field**

Table 4.4 shows the number of years respondents have been in the contracting career field. This is possibly the strongest proxy for contracting expertise in this study. The majority of CCOs (59%) have five years of experience or less. This indicates that many CCOs deploy very early in their careers and with relatively few years of experience in contracting. Only 4 % of the sample had over 15 years of contracting experience.

**Table 4.4 Years of Contracting Experience**

| Years | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| <1 Year | 6 | 5% | 5% |
| 1-5 Years | 65 | 54% | 59% |
| 6-10 Years | 33 | 28% | 87% |
| 11-15 Years | 11 | 9% | 96% |
| >15 Years | 5 | 4% | 100% |
| Total | 120 | 100% | 100% |

**Deployments**

Survey questions five through eight addressed the specifics of CCO deployments. These questions were designed to determine the nature of CCO deployments. Demographic questions included the following:

5. How many deployments have you been on in your contracting career?
6. What MAJCOM did you deploy from?
7. In what operation(s) were you deployed?
8. In what location(s) were your deployments?

**Question 5: Number of Individual Deployments**

Table 4.5 summarizes the number of deployments CCOs reported while in the contracting career field. The majority (63%) of respondents have deployed once in their contracting career. Some CCOs indicated during the pretest interviews that they deployed while in other career fields, and later cross-trained into the contracting career field. The total number of deployments may actually be higher for these cross-trainees, who deployed while assigned to other career fields. Deployments completed prior to entry in the contracting career field were not included in this study. Only 11% of the respondents had three or more deployments.

**Table 4.5 Number of Deployments While Assigned to Contracting Field**

| # of Deployments | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| 1 | 75 | 63% | 63% |
| 2 | 32 | 27% | 90% |
| 3 | 5 | 4% | 94% |
| 4 | 4 | 3% | 97% |
| 5 | 3 | 3% | 99% |
| >5 | 1 | 1% | 100% |
| Total | 120 | 100% | 100% |

**Question 6: Number of Deployments by MAJCOM**

Table 4.6 reflects the MAJCOMs that CCOs deployed from. These numbers reflect deployments over the course of CCOs' contracting careers only. In some cases, CCOs deployed from multiple MAJCOMS. It is important to note that some CCOs did

not indicate all of the MAJCOMs they deployed from. Due to this inconsistency, some deployments indicated in question 5 are not reflected in the MAJCOM totals displayed in table 4.6. One CCO indicated he deployed while assigned to Strategic Air Command (SAC) under the previous Air Force organizational structure. The SAC deployment is indicated in table 4.6 as "Other".

Air Mobility Command (AMC) had the highest number (49) of total deployments. AMC CCOs deployed twice as many times as Air Combat Command (ACC) CCOs, the command with the next highest number of deployments. AFSOC has the lowest number of deployments, but this can be attributed to AFSOC being the smallest command, with only one contracting unit located at Hulbert Field, Florida. PACAF and USAFE both had disproportionately high numbers of deployments. This could be due to their forward location and close proximity to contingency operations overseas. USAFE CCOs in particular had a high number of deployments averaging 2.6 per person. AETC had the lowest number of deployments averaging 1.3 per person.

**Table 4.6 Number of Deployments by MAJCOM**

| MAJCOM | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| ACC | 24 | 14% | 14% |
| AETC | 22 | 12% | 26% |
| AFMC | 18 | 10% | 37% |
| AFSOC | 5 | 3% | 39% |
| AFSPC | 16 | 9% | 48% |
| AMC | 49 | 28% | 76% |
| PACAF | 22 | 12% | 89% |
| USAFE | 20 | 11% | 99% |
| Other | 1 | 1% | 100% |
| Total | 177 | 100% | 100% |

**Question 7: Deployment Operations**

Table 4.7 depicts the type of operations that CCOs supported while deployed. CCOs responded to this question with a variety of operation types including exercise, combat, and Military Operations Other Than War (MOOTW). Combat operations included both declared war and enforcement operations such as Operation Southern Watch. MOOTW responses included actions such as investigations, humanitarian relief, and drug interdictions. A complete list of responses is provided in Appendix D. Most CCOs deployed to support operations involving actual military engagement. Nearly 74% of deployments were in support of wartime or enforcement operations. In the context of the current War on Terror, 44 % of the respondents' deployments were in support of Operation Enduring Freedom (OEF).

**Table 4.7 Summary of Operations**

| Operation Type | # |
|---|---|
| Combat/Enforcement | 142 |
| MOOTW | 44 |
| Exercise | 5 |
| Total | 191 |

**Question 8: Deployment locations**

Table 4.8 provides a summary of the regions where CCOs were deployed. Respondents were asked to identify the location of their deployment and these locations were consolidated by country. Table 4.8 further consolidates deployments by continent. Responses that were classified or did not provide a location are also reported. Some

CCOs indicated that they spent time in more than one location while deployed. The complete country list can be found in Appendix D.

**Table 4.8 Summary of Locations**

| Location | # |
|---|---|
| Africa | 5 |
| Asia | 118 |
| Europe | 46 |
| North America | 7 |
| South America | 1 |
| Classified | 14 |
| Not Identified | 5 |
| Total | 196 |

**Analysis of Research Questions**

Research Questions (RQs) were investigated by relating them to individual survey responses and training logs from the sampled units. Appendix C provides a matrix of survey questions and training logs as they relate to the RQs. Survey responses and training logs relating to the RQs were analyzed using frequency distributions and means. Qualitative responses to open-ended questions were grouped by convergence of responses. Open ended responses were summarized in the interview portion of the study and provided verbatim from the electronic survey responses. Survey response and log statistics are provided in appendix D. Responses to open ended question responses are can be found in Appendix E. Research questions will be followed by the analysis of survey responses and training logs.

**Table 4.9 Log Request Response**

| MAJCOM | # of Units | Log (Yes) | Log (No) | No Response |
|---|---|---|---|---|
| ACC | 7 | 5 | 1 | 1 |
| AETC | 9 | 8 | 1 | 0 |
| AFMC | 9 | 7 | 2 | 0 |
| AFSOC | 1 | 1 | 0 | 0 |
| AFSPC | 6 | 4 | 2 | 0 |
| AMC | 10 | 8 | 3 | 0 |
| PACAF | 6 | 3 | 3 | 0 |
| USAFE | 3 | 0 | 3 | 0 |
| Total | 51 | 35 | 15 | 1 |

Appendix CC, attachment 2, of the Air Force Federal Acquisition Regulation Supplement (AFFARS) outlines requirements for initial and recurring contingency contracting training requirements (See appendix F). This attachment specifies, "Initial CCO training shall be documented in enlisted training records and individual mobility folders for officer personnel. The unit deployment manager should track recurring training" (Department of the Air Force, 2002:2). The results reflected in table 4.9 may indicate that this requirement is not being followed closely. Every command, with the exception of AFSOC, had at least one unit that had no CCO training documentation. This may indicate that this is an Air Force problem and not a MAJCOM specific problem. AETC had the highest number of logs of the sampled units at 88%. USAFE had the worst showing, with zero out of the three units sampled having unit training logs or plans.

**Research Question 1**

Do all Air Force CCOs receive formal training in the top 30 tasks identified in the predecessor study?

To answer this research question, an analysis of survey question 9 and training logs was conducted. Survey question 9, "Which of the following best describes the frequency of formal CCO training at the unit you deployed from?" was critical in answering RQ1 because it immediately established if CCO training was in fact conducted. A summary of responses to this question is provided in table 4.10.

**Table 4.10 Frequency of Training**

| Frequency | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| Never | 8 | 7% | 7% |
| Weekly | 19 | 16% | 23% |
| Monthly | 69 | 58% | 80% |
| Quarterly | 12 | 10% | 90% |
| Yearly | 12 | 10% | 100% |
| Total | 120 | 100% | 100% |

Eight respondents indicated that *no* CCO training occurred in the unit they deployed from. It is very likely that CCOs whom are not receiving contingency training are not receiving training in the top 30 tasks recommended in the predecessor study. Further analysis of question 9 is provided in response to RQ3. Having established the

fact that some units do not have training, the next logical step is to evaluate to what extent tasks are covered in units that do conduct training. The unit training logs or plans provided further insight into how many tasks were being addressed in training for those units that submitted them.

Unit training logs were compared to each of the top 30 tasks identified in the predecessor study to determine if units were providing training in these areas or tasks. By comparing these logs with the survey responses, the researcher sought to determine to what extent training programs are preparing our CCOs for deployment. Training logs received from the units were highly variable in format, depth, and content. As previously mentioned, both training records and projected training were accepted. These arrived in the form of email lists, Microsoft Word® or Excel® documents, and Power Point® slides. All submitted materials were thoroughly reviewed and training task references matching the top 30 tasks were identified and recorded.

Table 4.11 provides the final recommended CCO training tasks (Top 30) from Lasch (2002) with the number of units in each MAJCOM that addressed them. The distribution of the responses indicates that the frequency of training tasks identified in unit logs do not correlate with the rank assigned to them in the predecessor study. For example, the top ranked item, *Simplified Acquisition Procedures*, was found only in 5 of the 35 logs submitted. This may be due to simplified acquisition procedures being a broad topic that encompasses many tasks. Many of the other tasks reflected in table 4.11 could fall under the broad umbrella of this task. Tasks such as *installation access for contractors, bargaining techniques,* and *shipment of supplies overseas*, were not

referenced in any of the unit training logs or plans from the units that participated in this study.

The *SF 44* was the most frequently referenced training task in unit training logs. Approximately 74% of the units that submitted training logs referenced this task. The top five rank ordered tasks identified in the training log analysis were:

1. *SF 44*
2. *Use of the Government Purchase Card*
3. *Contingency Kit Contents*
4. *Blanket purchase agreements*
5. *Commanders In-brief*

It is important to note that while submitted training logs were the basis for this analysis, units may still be training their CCOs in tasks that were not identified through this process. This is especially true for enlisted members as they have the Career Field Education and Training Plan (CFETP) that outlines the training and job qualification requirements for their specialty (Dibert, 2003)

## Table 4.11 Top 30 CCO Training Tasks

| Rank | Description | ACC | AETC | AFMC | AFSOC | AFSPC | AMC | PACAF | USAFE | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Simplified Acquisition Procedures | 1 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 5 |
| 2 | AF Form 9 | 3 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 8 |
| 3 | Installation Access for Contractors | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | Customer Education on Contracting Policies | 0 | 0 | 1 | 0 | 0 | 2 | 1 | 0 | 4 |
| 5 | Use of Automated Database/Spreadsheet to Record Purchases | 1 | 1 | 2 | 0 | 0 | 3 | 2 | 0 | 9 |
| 6 | Bargaining Techniques | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | SF 44 | 5 | 6 | 6 | 0 | 3 | 4 | 2 | 0 | 26 |
| 8 | Blanket Purchase Agreements | 4 | 4 | 5 | 0 | 2 | 2 | 2 | 0 | 19 |
| 9 | Country Customs Procedures | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| 10 | Contract Modifications | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 2 |
| 11 | Expedited Contracting Actions | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 3 |
| 12 | SF 1449 | 1 | 2 | 2 | 0 | 0 | 1 | 2 | 0 | 8 |
| 13 | Shipment of Supplies Overseas | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 14 | Use of the Government Purchase Card | 5 | 6 | 4 | 1 | 3 | 4 | 2 | 0 | 25 |
| 15 | Solicit, Award, and Administer Service Contracts | 3 | 0 | 2 | 0 | 0 | 3 | 0 | 0 | 8 |
| 16 | After Action Report | 2 | 2 | 1 | 0 | 1 | 4 | 3 | 0 | 13 |
| 17 | Standing Up a Contracting Office | 2 | 1 | 2 | 0 | 0 | 1 | 1 | 0 | **7** |
| 18 | SF 30 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | **2** |
| 19 | Deployment/Contingency Kit Contents | 3 | 6 | 4 | 1 | 2 | 3 | 3 | 0 | **22** |
| 20 | Reviewing Statement of Work/Performance Work Statement | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **1** |
| 21 | Solicit, Award, and Administer Commodity Contracts | 2 | 0 | 2 | 0 | 0 | 3 | 1 | 0 | **8** |
| 22 | Solicit, Award, and Administer Construction Contracts | 3 | 0 | 3 | 0 | 1 | 3 | 1 | 0 | **11** |
| 23 | Host Nation Support Agreements | 0 | 1 | 1 | 1 | 2 | 3 | 3 | 0 | **11** |
| 24 | Contract Closeout | 1 | 0 | 1 | 0 | 1 | 3 | 2 | 0 | **8** |
| 25 | Payments | 2 | 0 | 0 | 0 | 1 | 3 | 3 | 0 | **9** |
| 26 | Commander's Inbrief | 1 | 5 | 2 | 0 | 2 | 4 | 2 | 0 | **16** |
| 27 | Funding the Government Purchase Card | 1 | 1 | 1 | 0 | 0 | 3 | 2 | 0 | **8** |
| 28 | Establishing Vendor Base | 0 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | **6** |
| 29 | AF Form 616 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | **4** |
| 30 | Status of Forces Agreement | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | **2** |

Based on survey question 9 and the training log analysis, it can be determined that all Air Force CCOs do not receive contingency contracting training in the top 30 tasks identified by the predecessor study. Table 4.12 reflects the average number of tasks submitted by units in each MAJCOM. The mean number of tasks for all MAJCOMs was 4.375 out of the 30 (14.6%). In terms of all individual units sampled, the average coverage was only 7 tasks out of the 30 (23.3%) for units that submitted logs and 4.9 tasks out of the 30 (16.3%) for all sampled units. A unit in ACC had the highest number of tasks covered at 17 of the 30 (56.7%). This would indicate that very few units provide training in the tasks identified in the predecessor study.

**Table 4.12 Average Number of Tasks Covered by MAJCOM (Out of the Top 30)**

| MAJCOM | # of Tasks | Task % |
|---|---|---|
| ACC | 6 | 20% |
| AETC | 4 | 13.3% |
| AFMC | 6 | 20% |
| AFSOC | 3 | 10% |
| AFSPC | 3 | 10% |
| AMC | 6 | 20% |
| PACAF | 7 | 23.3% |
| USAFE | 0 | 0 |
| Mean | 4.375 | 14.6% |

Table 4.13 provides the cumulative tasks by MAJCOM. The percentage totals reflected below are for the entire MAJCOM. In AETC for example, eight units submitted training logs, and even so only 13 of the 30 tasks were addressed in the entire command. Results reflected in table 4.11 indicated that AMC had the highest number of tasks covered of the 30 tasks evaluated at 80%. Having no logs to evaluate, USAFE had no tasks identified. AFSOC had the lowest number of tasks covered at 10%. This large disparity can be attributed to AMC having a proportionally large number of units involved in the study, while AFSOC had only one unit.

**Table 4.13 Cumulative Top 30 by MAJCOM**

| MAJCOM | Coverage % |
|---|---|
| ACC | 66.7% |
| AETC | 43.4% |
| AFMC | 66.7% |
| AFSOC | 10% |
| AFSPC | 43.4% |
| AMC | 80% |
| PACAF | 73.3% |
| USAFE | 0 |
| Mean | 47.9% |

**Research Question 2**

Is unit level CCO training preparing our CCOs for deployment?

The analysis provided in answering RQ1 also applies to the investigation of this research question. This analysis indicated that tasks recommended by the CCOs in Lasch (2002) were not being instructed in the majority of units across the Air Force. In order to further investigate this question, survey responses to questions 12 and 15 were evaluated. Survey questions relating to the efficacy of CCO training were as follows:

12. Do you believe your unit level CCO training was sufficient alone to prepare you for your deployment(s)? Please state why in either case
15. Please rank order the following in relation to the impact they had in preparing you for deployment. (1= highest 5= lowest)

The responses to these questions provided qualitative data to support the quantitative data of the training log analysis. Survey question 12 asked, "Do you believe your unit level CCO training was sufficient alone to prepare you for your deployment(s)? This is perhaps the most pivotal question in the survey because it requires CCOs to decide if CCO training alone prepared them for their deployment or not. CCOs reported that CCO training alone did not prepare them for their deployment. The majority (58%) of respondents indicated that training was *not* sufficient, while 42% stated it was sufficient. Having established a preliminary answer to RQ2, it is important to determine why the majority of respondents stated "No".

**Question 12: Sufficiency of Unit Training**

Survey question 12 also addresses the critical issue of why CCOs answered yes or no. Responses were provided in part two of question 12 in a narrative format. Responses

to this open-ended question were grouped by convergent themes for reporting purposes (See Appendix E).

The most common explanation for a "No" answer (17%) was that training lacked content. CCOs explained that the training they experienced did not address relevant topics or did not provide enough depth in key areas. The second highest reason for a "No" (13%) was that existing training cannot duplicate the deployed environment. Respondents stated that the stress and challenges they encountered while deployed cannot be replicated in the classroom setting of unit training. This feedback can provide insights into how programs can be changed to better meet the needs of deploying CCOs.

The reasons for "Yes" responses were equally important because they may indicate the elements that make up a successful training program. Most (13%) of the yes respondents did not provide a reason for their response. The top reason for a "Yes" response (7%) was that the training they experienced gave them the basic tools they needed to adapt to the deployment situation. The second highest reason for a "Yes" response was that other CCOs within their unit with deployment experiences made it sufficient. According to these CCOs, having experienced personnel bring back their deployment experiences greatly enriched their training. The next highest reason for a "Yes" answer was a two-way tie. An equal number of CCOs stated that their experiences and OJT made their training sufficient. In the case of experience, CCOs saw their own experience as the qualifier for a yes response, not the format or content of their training program. The same percentage of people also stated that on the job training was sufficient due to the fact that while deployed they provided contracting support to a sustainment operation.

**Question 15: Ranking of Training Methods**

In order to further study RQ2, responses to survey question 15 were also evaluated. Survey question 15 asked CCOs to rank order five training methods in relation to the impact they had in preparing them for deployment. These methods were derived from the literature review as having a primary role in CCO development. CCOs were asked to rank the training methods of *self directed study*, *CON 234*, *base deployment exercises*, *Top Dollar preparation*, and *unit level training* in rank order with the number 1 being the highest rating and 5 being the lowest. A final ranking of the methods was created by multiplying ranks by the number of responses for each method. The lowest total score is the highest rated method. The results are shown in table 4.14 and statistical means and standard deviations are provided in Appendix D.

With a mean of 2.39, CCOs ranked *unit level training* as having the greatest impact in preparing them for their deployment. The largest number of CCOs (40) listed *unit level training* as their number one choice. 56% of all CCOs ranked unit level training as their first or second choice. *Base exercises* were seen as having the least impact. Only nine CCOs (8%) ranked it as having the greatest impact in preparing them. Conversely, 28% of the sampled CCOs rated base exercises as having the lowest impact on their preparedness.

**Table 4.14 Rank Order of Training Methods**

| Method | Score | Rank |
|---|---|---|
| Unit | 276 | 1 |
| CON 234 | 307 | 2 |
| Top Dollar | 323 | 3 |
| Self Study | 330 | 4 |
| Base Exercises | 376 | 5 |

**Research Question 3**

How is recurring CCO training conducted at the unit level?

It is the intent of this study to not only identify possible deficiencies in current training programs, but also to research possible methods of improvement. The first step in achieving this outcome lies in confirming how training is currently being conducted in units across the Air Force. To reach this end, survey questions 9 through 11 asked questions relating to how unit training is carried out. These questions answer key considerations such as the frequency, duration, and format of recurring CCO training. The training questions are as follows:

9. Which of the following best describes the frequency of formal CCO training at the unit you deployed from?
10. Which of the following best describes the amount of time spent during each training session?
11. Please describe the format of your training.

**Question 9: Frequency of Training**

Table 4.15 summarizes responses to the question of: What was the frequency of formal CCO training at the unit you deployed from? As mentioned previously in this chapter, 8 respondents stated that no unit level training was conducted at the unit they deployed from. The majority of respondents (58%) reported that training was conducted on a monthly basis.

**Table 4.15 Frequency of Training**

| Frequency | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| Never | 8 | 7% | 7% |
| Weekly | 19 | 16% | 23% |
| Monthly | 69 | 58% | 80% |
| Quarterly | 12 | 10% | 90% |
| Yearly | 12 | 10% | 100% |
| Total | 120 | 100% | 100% |

**Question 10: Duration of Training**

Table 4.16 depicts CCO responses to the question, "Which of the following best describes the amount of time spent during each training session?" Responses indicate that the majority (59%) of CCOs participate in training for one hour. CCOs who indicated no training was conducted at their unit were placed in the <30 minutes category in table 4.16. Very few units (7%) spent more than two hours conducting training.

**Table 4.16 Duration of Training**

| Duration | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| <30 Minutes | 18 | 15% | 15% |
| 1 Hour | 71 | 59% | 74% |
| 2 Hours | 23 | 19% | 93% |
| >2 Hours | 8 | 7% | 100% |
| Total | 120 | 100% | 100% |

**Question 11: Format of Training**

Table 4.17 shows how CCOs described the format of their training. Results were summarized in recurring categories. In many cases, CCOs reported multiple training formats were used. At 32%, the lecture only method of training was the most common format. Formats with lectures plus either experiences from deployed CCOs or scenarios ranked second and third respectively. No CCOs listed computer based, on the job training, or self prescribed only as the format of their training. The category of "None" indicates responses from CCOs who had no training or failed to report a training format.

**Table 4.17 Duration of Training**

| | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| Lecture Only | 38 | 32% | 32% |
| Lecture + Experiences | 17 | 14% | 46% |
| Lecture + Scenarios | 14 | 12% | 58% |
| None | 10 | 8% | 66% |
| Lecture + Hands-On | 10 | 8% | 75% |
| Scenario Only | 5 | 4% | 79% |
| Lecture + Experiences + Hands-On | 4 | 3% | 82% |
| Lecture + Scenario + Experiences | 3 | 3% | 85% |
| Lecture + Scenario + Hands-On | 3 | 3% | 87% |
| Lecture + Experiences + Computer Based | 3 | 3% | 90% |
| Scenario + Experiences | 3 | 3% | 92% |
| Experiences Only | 3 | 3% | 95% |
| Hands-On Only | 2 | 2% | 96% |
| Lecture + Scenario + Self Prescribed | 1 | 1% | 97% |
| Lecture + OJT | 1 | 1% | 98% |
| Scenario + Hands-On | 1 | 1% | 99% |
| Scenario + Experiences + Computer Based | 1 | 1% | 100% |
| Experiences + Computer Based + OJT | 1 | 1% | 100% |
| Lecture + Computer Based | 0 | 0% | 100% |
| Computer Based Only | 0 | 0% | 100% |
| OJT Only | 0 | 0% | 100% |
| Self Prescribed Only | 0 | 0% | 100% |
| Total | 120 | 100% | 100% |

In conclusion, it can be assumed that the average contracting unit in the Air Force conducts training on a monthly basis, for approximately one hour, in a lecture format. This would indicate that training is happening on a recurring basis in a more traditional classroom style format.

**Research Question 4**

What do CCOs recommend to improve unit level CCO training based on the challenges they experienced while deployed post 9/11?

Survey questions 13 and 14 directly address this question. These questions asked CCOs who deployed to provide feedback to improve future CCO training programs. The questions relating to CCO recommendations were as follows:

13. If you could change one thing about unit level CCO training, what would it be?
14. Based on your deployment experience, please recommend 5 contracting related subjects you found to be critical in carrying out your job as a CCO.

**Question 13: Recommended Changes**

Responses to this question were divided into eleven recurring categories. Categories and the actual narrative responses to this open-ended question are provided in Appendix E. Table 4.18 displays the top 3 CCO recommended changes to unit level CCO training and corresponding percentages. A number of CCOs (10) stated that they were completely satisfied with training and did not recommend changes. The largest number of CCOs (25%) recommended conducting CCO training more frequently. More

realism was also highly recommended by CCOs (23%). One recommendation for example, was that CCOs don chemical gear while going through training scenarios. Realism in the training environment can translate to more proficient CCOs in the field. The third most frequently recommended change was more hands-on training. CCOs recommended going beyond Power Point® presentations and allowing CCOs to actually perform tasks similar to those they might perform while deployed.

**Table 4.18 Top Three recommended Changes**

| Recommendation | % of CCOs |
|---|---|
| More frequent | 25% |
| More realism | 23% |
| More hands-on | 13% |

**Question 14: Recommended Tasks**

For this question, CCOs were asked to recommend five tasks based on their deployment experience. In Lasch (2002), CCOs were provided with a list of contracting related tasks to rate in terms of frequency and importance. Unlike the predecessor study, CCOs of this study were asked to recommend tasks based on their own experience. This method ensured that CCOs were not limited to a set list of tasks and could come up with tasks they believed were important. As a result of these different methods, slight variations of the same task were noted in comparing the results of both surveys. One apparent difference was that eight of the thirty tasks recommended in the predecessor study were not even mentioned by the respondents of this study. These tasks are listed as follows:

1. Contract Modifications
2. Shipment of supplies overseas
3. Standing up a contracting office
4. SF 30
5. Reviewing Statement of Work
6. Contract Closeout
7. Funding the Government Purchase Card
8. AF Form 616

The remaining twenty-two tasks reflected in Lasch (2002) were identified by the CCOs who participated in this study. Some of the recommended tasks provided by CCOs were not actually tasks, but better described as subjects. Examples of these relevant subjects are cultural issues, ethics, and working with other disciplines or functional areas. The sampled CCOs recommended a total of 64 tasks or items. The complete list and totals are provided in Appendix E. Table 4.19 provides the top 10 recommended tasks. Tasks in bold lettering were included in the top 30 list from Lasch (2002).

Six items recommended in the predecessor study made the top 10 shown below. The top 2 recommended tasks each had 44 CCOs recommend them for a two-way tie. In order to rank these tasks, the rankings of the predecessor study were used to break the tie. The second and third ranked tasks were *Blanket Purchase Agreement* and *Use of the Government Purchase Card* respectively. The remainder of the tasks were recommended by 6% or less of the total CCO population sample. The top three recommended tasks from the predecessor study, *Simplified Acquisition Procedures*, *AF Form 9*, and *Installation access for contractors*, did not make this list. As previously indicated, *Installation access for contractors* was not mentioned by any CCOs.

**Table 4.19 Top Ten Recommended Tasks**

| Task | Rank | # of CCOs | % | Lasch '02 Rank |
|---|---|---|---|---|
| **SF 44** | 1 | 44 | 8% | 7 |
| **Blanket Purchase Agreements** | 2 | 44 | 8% | 8 |
| **Use of the Government Purchase Card** | 3 | 43 | 8% | 25 |
| Cultural Training | 4 | 29 | 6% | n/a |
| Contract Types | 5 | 27 | 5% | n/a |
| **Payments/Funding** | 6 | 25 | 5% | 25 |
| **Customer Education on Contracting Policies** | 7 | 20 | 4% | 4 |
| Forms | 8 | 16 | 3% | n/a |
| CCO Responsibilities | 9 | 14 | 3% | n/a |
| **Solicit, Award, and Administer Construction Contracts** | 10 | 13 | 2% | 22 |

Based on the responses to questions 13 and 14, it is apparent that CCOs have many ideas for improvement of current programs. It is also evident that the tasks and corresponding ranks selected by CCOs deploying in the post 9/11/01 environment were in many cases very different from those recommended by CCOs in Lasch (2002).

This chapter provided the analysis and findings of this study. The combined analysis of training logs and survey responses indicates that while training is conducted across the Air Force, the content, focus, methods, and format may not best meet the needs of modern CCOs. The final recommendations based on this research effort are provided in chapter 5.

# V. Conclusions and Recommendations

## Introduction

Contingency Contracting Officers (CCOs) are critical to the success of nearly all Air Force Operations in the modern contingency arena. Their role in the contingency environment is to provide direct logistical support to the war fighter. It is the responsibility of the Air Force to adequately train and prepare these individuals for the many challenges they will face while supporting the war fighter. The uncertainty and instability of the world today makes the case for quality CCO training even more compelling. This is especially the case for Air Force CCOs who provide the majority of contracting support for not only to the Air Force, but the other armed services as well. With Air Force CCOs supporting of 85% of DoD contingency deployments, their contributions can have a major impact on the outcome of any military operation (Scott, 2002).

Chapter five provides conclusions and recommendations based on analysis of the data collected during the research process. These conclusions and recommendations were derived through answering the research questions established in Chapter 1. This chapter also indicates study limitations and provides recommendations for further study.

## Conclusions and Recommendations

**Research Question (RQ) 1:** Do all Air Force CCOs receive formal training in the top 30 tasks identified in the predecessor study?

**Conclusion:**

A number of units in some of the commands did not conduct any form of formal CCO training. This indicates that all CCOs do not receive training in the top 30 tasks identified in the Lasch (2002). Recalling the hypothesis test proposed in chapter 1, it is evident that since some units did not provide any form of training.

$H_o$: $\mu_{ALLMAJCOMS}$=100% (Null Hypothesis)

$H_a$: $\mu_{ALLMAJCOMS}\neq$100% (Alternate Hypothesis)

The finding that some units are not providing instruction automatically disproves the null hypothesis and confirms that the MAJCOM populations do not have all 30 tasks in their training plans. This supports the conclusion that the MAJCOM task averages do not equal 100% and therefore validates the null hypothesis.

Though the majority of units do provide training, most of these provide instruction on only approximately 7 of the 30 tasks on average, further disproving the null hypothesis. Even the MAJCOM that provided instruction in the most tasks only averaged 6.5 of the 30 tasks. While only 16 months of time took place between the deployments of the populations of this study and Lasch (2002), it is possible that the nature of deployments has changed significantly with the onset of the War on Terror. The number of disparities in the findings of the two studies further substantiates this possibility. This may indicate that the top 30 tasks recommended in Lasch (2002) may no longer be relevant in the post 9/11/01 environment. Even so, a large gap exists between what unit training managers and deployed CCOs think are important tasks for

instruction. Evidence suggests that units may not have the proper guidance on what tasks or subject areas to provide training in.

**Recommendation:**

**1. Ensure the findings of this study are forwarded to contracting units.** The feedback provided by the 120 CCOs of this study is relevant to current deployments. Over 42% of study respondents deployed during Operation Enduring Freedom. This information is of little use unless it is disseminated to contracting units preparing CCOs for deployment. MAJCOM Functional Area Managers in Contracting must work in conjunction with unit training managers to ensure this information is incorporated into current programs.

**2. Inform contracting units of relevant training tasks from CCOs returning from deployment.** The literature review of this study indicates a number of training topics have been recommended through previous thesis research. There is little evidence to suggest that these recommendations were ever disseminated to contracting units and personnel, however. None of the interviewed CCOs indicated that they were aware of the findings of Lasch (2002) or other previous theses addressing contingency contracting. Theses research recommendations from the Air Force Institute of Technology and the Naval Postgraduate School should be made available to units as supplemental training material.

**Research Question (RQ) 2:** Is unit level CCO training preparing our CCOs for deployment?

**Conclusion:**

Several CCOs indicated they received no unit training prior to deployment. CCOs that deploy without unit CCO training are at a clear disadvantage when they deploy. The Federal Acquisition Regulation (FAR) clearly states the requirement for recurring CCO training and documentation of this training. Failure of units to conduct training indicates that training is a low priority or no system is in place to ensure compliance. As mentioned in the literature review, the MCRT declared contingency contracting as the primary reason for the existence of military contracting personnel. This declaration is a stark reminder that all other duties of military contracting personnel are secondary to deployment. If we are to move forward with the assumption that this is their primary duty, then contingency contracting training must receive top priority in contracting units. This may require a major culture shift for a large number of contracting units. Part of this shift is an increased reliance on civil service personnel to maintain CONUS operations. Placing the responsibility of CONUS operations in the hands of civil service members would enable military members to focus on their primary duty of contingency support. This trend may already be evidenced in current plans to convert many military contracting billets to civilian slots as a result of contracting core competency reviews (Wells, 2002).

Quantitative findings from the training logs and the qualitative responses of the CCOs indicate that unit level training alone is not preparing CCOs for their deployments. The results from the training log analysis indicate that the content and quality of training is inconsistent across the Air Force and even among units within each MAJCOM. This

study found that units have nearly complete control over their own training programs. While this allows a great deal of flexibility, there is no way of ensuring the adequacy and consistency of training.

**Recommendations:**

**3. Make unit level CCO training a priority.** CCO training must take a high priority on the unit agenda. The full support of the unit commander is necessary to ensure training is conducted on a mandatory basis. Regulations and instructions should clearly state this requirement and establish standards for compliance.

**4. Standardize unit level training at the Air Force or MAJCOM level.** Creation of a standardized unit level CCO training program could greatly improve unit level training. Having an approved training curriculum would ensure CCOs are being given consistent and correct guidance on how to do their job while deployed. This would ensure that regardless of their background, CCO are all given the same basic tools that would enable them to perform their duties while deployed. Standardization of training would also ensure CCOs receive comprehensive training. CCOs indicated in this study that the focus of their training was often very different from what they encountered on their deployment. A standardized program would ensure all basic areas are covered. To address the unique procedures and missions of the various MAJCOMS, each MAJCOM could provide supplemental guidance to the standard training.

**Research Question (RQ) 3:** How is recurring CCO training conducted at the unit level?

**Conclusion:**

CCO survey responses indicate that the typical unit conducts unit level CCO training for one hour on a monthly basis. The typical format of training is lecture only. The largest number of respondents stated that if they could change one thing about training it would be to increase the frequency of training. This would indicate that CCOs prefer training at least on a monthly basis. A high number of CCOs also indicated they would like training to be more realistic. Responses to the unit training log request revealed that a large number of units had limited documentation or no documentation of the training they conducted.

**Recommendations:**

**5. Ensure unit training is documented.** Documentation of training is a requirement outlined in the FAR. It is important that units take the time to ensure training is documented. Documentation should include the date of training, the subject and materials presented, and the attendance of participants. Training documentation allows training managers to track what training has been conducted and what training is needed. Training documentation is also ensures that each individual CCO has been exposed to the training they need to perform their duties while deployed. Training documentation also allows for sharing of best practices between units. This ensures the best training methods are shared and the latest innovations are not contained to any single unit in a command.

**6. Increase the frequency and duration of training.** To ensure CCOs are adequately trained and remain proficient, CCO training should be conducted on a regular basis. To accomplish this, training should be conducted on a weekly or bi-weekly basis. The duration of training is also important. As a rule, at least an hour should be set aside for each session, depending on the material presented.

**7. Establish an operational level contingency contracting conference.** A yearly conference should be established to disseminate relevant contingency contracting information. This would take Unit Deployment Managers away from the distractions of their duty location and allow them to focus on pertinent training issues impacting the entire contingency contracting arena. In this forum, UDMs could meet FAMs in person and discuss best practices and the latest challenges in the field. FAMs taking the time each year to meet UDMs in this forum would send a strong message to CCOs of the level of importance being placed on contingency training. This would be an opportunity for FAMs to provide training advice and materials directly to the UDMs to take back to their units. This would ensure UDMs receive consistent guidance and also guidance tailored to the unique missions of each MAJCOM.

**Research Question (RQ) 4:** What do CCOs recommend to improve unit level CCO training based on the challenges they experienced while deployed post 9/11/01?

**Conclusion:**

CCOs provided a substantial amount of feedback based on their deployments. While the CCOs experienced very different deployment environments, several recurring themes were apparent. A major recurring theme among CCOs was the perceived lack of

realism in training. Respondents stated that units often cover many topics very briefly and without sufficient coverage. A major recommendation was to make training more comprehensive. Along with increasing the frequency and duration of training, CCOs recommended more in-depth coverage of topics.

**Recommendations:**

**8. Incorporate scenarios and CCO experiences into training.** Training should be as close to the real thing as possible. To accomplish this, CCOs should be regularly put in situations similar to the deployed environment. This can be accomplished through creation of scenarios and role playing. Skills developed through these scenarios will prepare CCOs to deal with the inherent uncertainties of their deployments.

**9. Provide more depth in training.** Each subject or task provided in training must receive adequate coverage to ensure CCOs can carry them out while deployed. In the case of SF 44 training for example, the purpose and the usage of the form should be instructed as well as actual completion of the form. This could be taken a step further by having CCOs completing the form in support of a hypothetical mission or scenario.

**10. Provide CCOs with the top 30 tasks determined through this study.** CCOs were asked to list the tasks or topics they would recommend based on their deployment experience. Their valuable recommendations should be provided to units currently preparing CCOs to deploy. Once this process is started, a continual feedback loop should be established to flow lessons learned from the field back to the units on a continual basis. The contingency contracting conference recommended previously could be an ideal forum for sharing this information. The collection and dissemination of CCO

deployment after action reports should also be formalized. The following table lists the top 30 CCO tasks from Lasch (2002). Most of these tasks are relevant and should be a part of a comprehensive unit training program:

**Table 5.1 Capt Lasch's Final Recommended CCO Training Tasks by Rank**

| Rank | Description | Combined Means |
|---|---|---|
| 1 | Simplified Acquisition Procedures | 14.6148 |
| 2 | AF Form 9 | 14.2441 |
| 3 | Installation Access for Contractors | 13.1387 |
| 4 | Customer Education on Contracting Policies | 13.0117 |
| 5 | Use of Automated Database/Spreadsheet to Record Purchases | 12.7787 |
| 6 | Bargaining Techniques | 12.7101 |
| 7 | SF 44 | 12.5973 |
| 8 | Blanket Purchase Agreements | 12.5905 |
| 9 | Country Customs Procedures | 12.4294 |
| 10 | Contract Modifications | 12.3923 |
| 11 | Expedited Contracting Actions | 12.3364 |
| 12 | SF 1449 | 12.3142 |
| 13 | Shipment of Supplies Overseas | 12.3063 |
| 14 | Use of the Government Purchase Card | 12.2715 |
| 15 | Solicit, Award, and Administer Service Contracts | 12.0838 |
| 16 | After Action Report | 12.0039 |
| 17 | Standing Up a Contracting Office | 11.9993 |
| 18 | SF 30 | 11.8782 |
| 19 | Deployment/Contingency Kit Contents | 11.8653 |
| 20 | Reviewing Statement of Work/Performance Work Statement | 11.7963 |
| 21 | Solicit, Award, and Administer Commodity Contracts | 11.7746 |
| 22 | Solicit, Award, and Administer Construction Contracts | 11.7071 |
| 23 | Host Nation Support Agreements | 11.6309 |
| 24 | Contract Closeout | 11.6248 |
| 25 | Payments | 11.6239 |
| 26 | Commander's Inbrief | 11.6083 |
| 27 | Funding the Government Purchase Card | 11.5881 |
| 28 | Establishing Vendor Base | 11.2232 |
| 29 | AF Form 616 | 11.2134 |
| 30 | Status of Forces Agreement | 11.1725 |

**Final Recommendation:**

The tasks reflected in Table 5-2 were recommended by CCOs who have deployed and participated in this study. CCOs based these recommendations on their own unique experiences while deployed. These tasks are highly relevant to today's contingency environment and should be included in future training programs. This list, combined with the findings of Lasch (2002), provides a strong foundation on which CCO training programs can be built. Although the timeframes and methodologies used in the creation of the two recommended task lists were different, overlapping findings indicate individual tasks that should receive careful attention in unit training programs.

Table 5-2, unlike Table 5-1, provides a total of 34 recommended tasks. This difference was due to several tasks being recommended by an equal number of CCOs. In these cases, ranks were randomly assigned. Items in bold were recommend in both this study and the predecessor study. Items in bold deserve special consideration due to their being recommended in both studies. The recurrence of these tasks may indicate that they are fundamental to a variety of contingency contracting environments.

**Table 5.2 Final Recommended CCO Training Tasks by Rank**

| Rank | Description | # of CCOs |
|---|---|---|
| 1 | **SF 44** | 44 |
| 2 | **Blanket Purchase Agreements** | 44 |
| 3 | **Use of the Government Purchase Card** | 43 |
| 4 | Cultural Training | 29 |
| 5 | Contract Types | 27 |
| 6 | **Payments**/Funding | 25 |
| 7 | **Customer Education on Contracting Policies** | 20 |
| 8 | Forms | 16 |
| 9 | CCO Responsibilities | 14 |
| 10 | **Solicit, Award, and Administer Construction Contracts** | 13 |
| 11 | **AF Form 9/Purchase Orders/Requests** | 12 |
| 12 | Prioritization | 11 |
| 13 | General Procedures | 11 |
| 14 | Appendix CC Overview | 11 |
| 15 | Working with finance | 11 |
| 16 | Documentation | 10 |
| 17 | Inter-SVC Procedures | 9 |
| 18 | **Deployment/Contingency Kit Contents**/Usage | 9 |
| 19 | **Solicit, Award, and Administer Service Contracts** | 9 |
| 20 | **Commander's Inbrief** | 8 |
| 21 | Clauses | 7 |
| 22 | Gov't Support | 7 |
| 23 | **Use of Automated Database/Spreadsheet to Record Purchases** | 7 |
| 24 | Chain of Command | 6 |
| 25 | **Country Customs Procedures** | 6 |
| 26 | Force Protection | 6 |
| 27 | Customer Support/Service | 6 |
| 28 | Commercial Items | 5 |
| 29 | **Host Nation Support Agreements** | 5 |
| 30 | **Bargaining Techniques** | 5 |
| 31 | HCA Authority | 5 |
| 32 | Contract Formation | 5 |
| 33 | **Simplified Acquisition Procedures** | 5 |
| 34 | AOR Specific information | 5 |

The findings of this study can be incorporated into any training program. Table 5.3 provides guidance on how to prioritize training task instruction. The top 8 tasks were rated the highest overall and were recommended by proportionally large numbers of CCOs in every MAJCOM. These tasks listed in Table 5.2, are critical and should be mandatory training for deploying CCOs.

**Table 5.3 Task Guidance**

| Mandatory AF Wide | Highly Recommended AF Wide | MAJCOM Recommendations |
|---|---|---|
| Tasks ranked 1-8 | Tasks ranked 9-16 | See Appendix G |

**Study Limitations**

Several limitations were identified before and during the execution of this study. These constraints can affect the external validity of the study and could potentially influence the data as well.

Random sampling is commonly accepted as the most preferable method of collecting data to ensure the sample is representative of the overall population. This study involved the use of a non-probable method called purposive sampling. This method was selected to fit the relatively small sample size and the time period of interest (CCOs who deployed from 11 Sep 01 to 15 Dec 02) of the study. The negative side of this method is the potential for contamination of the data and an increased risk of the sample being compromised. This risk was determined to be acceptable to ensure a large enough sample size was achieved.

This study only analyzed the logs of units that had CCOs deploy during the period of interest. If a unit did not deploy a CCO during the period of interest, their program was not evaluated in this study. This eliminated a number of units in each MAJCOM from the training log analysis. The obsolescence of the Air Force CCO Database and the possibility of names not being submitted may have limited the total available population for this study. As previously mentioned, many CCOs identified could not be reached and many chose to not participate. A study of all contracting units and all possible CCOs would have been ideal, but was beyond the scope of this study.

Of the CCOs that did participate, the question of bias is a chief concern. The fact that survey responses and unit training log submittals were not anonymous may have created a bias in responses. Fear of retribution or a desire to protect their units may have led CCOs to report more positively than otherwise. Even so, removal of any inflationary bias would have reflected even poorer results given the low scores observed in this study.

It is the intent of this study to specifically identify and address Air Force CCO training shortcomings. This study has limited external validity due to the relatively small size of the Air Force CCO population and the unique mission that it performs. Due to the narrowly focused nature of this research, very little of the findings can be generalized to the private sector or even other services within the Department of Defense. While the armed services are moving toward joint interoperability, current contingency contracting programs in each of the services operate on their own set of policies and procedures. The idiosyncratic nature of the individual armed services makes broad generalizations impossible to substantiate through this research.

## Suggestions for Further Study

This study sought to investigate the differences between current CCO training programs and recommended training tasks from Lasch (2002). This involved analysis of both the training programs and feedback from deployed CCOs. With relatively little research relating to contingency contracting in existence, potential areas of study are virtually limitless. This section provides possible areas of study to complement the subject matter of this research.

### Evaluate training task relevance in various deployment environments.

Deployment locations, missions, and maturity levels require very different approaches to training. To support a bare base versus a sustainment location for example, CCOs may require very different sets of training tasks. This research would require the researcher to investigate how deployment variables effect selection of appropriate tasks for training. This analysis may explain the disparate CCO training task recommendations between this study and Lasch (2002).

### Investigate contracting organizations and the perceived importance of CCO training.

Findings of this research indicate that some units have no CCO training or insufficient training. This problem may be symptomatic of larger issues such as manpower shortages, high operations tempos, or funding constraints. This research would look into what barriers exist at the unit level that may prevent CCOs from receiving quality training and how to overcome them.

**Identify and recommend CCO training methods.**

Research the cognitive aspect of learning and what methods are most conducive to learning. This could provide insight into ways to improve existing CCO training methods such as Top Dollar, CON 234, and unit level training. This research could involve investigation of current training methods and enhancement of those methods or possibly development of entirely new methods.

**Investigate potential methods for ensuring feedback from the field is incorporated into future training programs.**

Insight from CCOs returning from the field is a critical resource that the Air Force could benefit from immensely. This study would involve researching current training doctrine and how new developments are incorporated into training. Understanding this process would be the first step in ensuring relevant feedback from the field is incorporated into CCO future training programs. Transformation strategies utilizing emerging technology could also be investigated. This research could culminate in a recommended change or process improvement.

**Study the relationship between unit level training and deployment success.**

Understanding the impact of unit level CCO training on deployment success may help the Air Force develop better training programs. This research would provide insight into the relationship between training quality and CCO performance in the field. Comparing unit programs to quantitative or qualitative CCO performance measures

would indicate the level of influence unit training has on a CCOs ability to support the mission.

In summary, it can be concluded that there is a great deal of work to be done in the area of unit level contingency training. The findings of this study supports implementation of an Air Force wide standardized contingency training program. A comprehensive standardized program would ensure CCOs receive both consistent and complete training to prepare them for deployment. The ever increasing role of the Air Force CCO in military operations is driving the need for a transformational approach to improving CCO training. This requires clear definition of purpose and a willingness to try new and possibly unproven methods. The end goal is a standardized program that not only trains CCOs, but also gives them the confidence they need to excel in the deployed environment.

# Appendix A: Sponsor Request Letter

**DEPARTMENT OF THE AIR FORCE**
AIR EDUCATION AND TRAINING COMMAND

16 Oct 02

MEMORANDUM FOR ALL MAJCOM CONTINGENCY FAMS

FROM: SAF/AQC
1060 Air Force Pentagon
Washington, DC 20030-1060

SUBJECT: AFIT Graduate Study Project - CCO Training Material Request
**(SUSPENSE: 1 NOV 02)**

1. As we discussed at the Air Force Contracting Worldwide breakout sessions, preliminary studies indicate contracting units do not use standardized Contingency Contracting Officer (CCO) training plans. The purpose of this letter is to request your assistance in providing unit points of contact from your units aligned under the AEF construct . Specifically, POCs are needed for those bases that have deployed CCOs during buckets 9/10 of cycle 2 and cycle 3.

2. Initially the AFIT student will need to contact each of your bases that have deployed CCOs. At some point, the student may need to review some of your training material to include contingency training logs, schedules, and/or training program descriptions used from Jan 2001 to present. Training topics by subject are the primary information of interest.

3. The intent of this study/project will be to analyze the differences between home station training and deployed location workload. The end deliverable will be a training website which will allow all units to train to the deployed location needs. When asked for the material, please submit it electronically via email with attachments. If only hard copies of the requested material exist, please provided scanned electronic copies.

4. This effort is being conducted through the Air Force Institute of Technology (AFIT) and is being sponsored by SAF/AQC. Please email your unit POC information, training documents or questions to Jesse.Kirstein@afit.edu **Thanks in advance for your support.**

**//signature on original//**
KEVIN E. SLONE, SMSgt, USAF
Chief, Enlisted Policy
Office of Deputy Assistant Secretary (Contracting)
Assistant Secretary (acquisition)

# Appendix B: Survey Instrument

## CCO Survey

The purpose of this research is to improve training for Contingency Contracting Officers (CCOs) preparing to deploy. This effort is sponsored The Office of the Deputy Secretary of the Air Force (Contracting) (SAF/AQC) and is being conducted by Capt Jesse Kirstein at the Air Force Institute of Technology. This interview should take no more than 15 minutes and is designed to require minimal effort on the part of the respondent.

This interview will be followed by a request for unit training information in the form of logs or training plans. Findings of this study will be organized by MAJCOM and will not disclose any unit or personnel information.

Thank you for your time and willingness to participate in this research effort.

**PLEASE START THE SURVEY ON THE NEXT PAGE**

NAME: PHONE:
UNIT: MAJCOM:

**Demographic:**

1. What is your current rank?

   Amn – SrA ☐ SSgt – TSgt ☐ MSgt – CMSgt ☐ 2Lt – Capt ☐ Maj – Col ☐
   Other: _____

2. What is your AFSC?

   6C031 ☐ 6C051 ☐ 6C071 ☐ 6C091 ☐ 64P1 ☐ 64P3 ☐ 64P4 ☐
   Other_____

3. What is your APDP Contracting Certification Level?

   Uncertified ☐ Level I. ☐ Level II. ☐ Level III. ☐ Other_____

4. How many years have you been in the contracting field?

   <1 Year ☐ 1-5 Years ☐ 6-10 Years ☐ 11-15 Years ☐ >15 Years ☐

**Deployment:**

5. How many deployments have you been on in your contracting career?

   1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ >5 ☐

6. What MAJCOM did you deploy from?

   ACC ☐ AMC ☐ AFMC ☐ AFSPC ☐ PACAF ☐ USAFE ☐
   AETC ☐ AFSOC ☐ Other_____

7. In what operation(s) were you deployed?

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

8. In what location(s) were your deployments?

   1. _____
   2. _____
   3. _____

4. _____
5. _____

**Training:**

9. Which of the following best describes the frequency of formal CCO training at the unit you deployed from?

Never ☐ Weekly ☐ Monthly ☐ Quarterly ☐ Yearly ☐

10. Which of the following best describes the amount of time spent during each training session?

<30 Minutes ☐ 1 Hour ☐ 2 Hours ☐ >2 Hours ☐

11. Please describe the format of your training:

1. _____
2. _____
3. _____

12. Do you believe your unit level CCO training was sufficient alone to prepare you for your deployment(s)? Please state why in either case.

Yes ☐ No ☐

_____
_____
_____

13. If you could change one thing about unit level CCO training, what would it be?

_____
_____
_____

14. Based on your deployment experience, please recommend 5 contracting related subjects you found to be critical in carrying out your job as a CCO. These would be subjects you believe should be incorporated into future training. (Hints: procedures, forms, contract types, CCO duties, etc)

1. _____
2. _____
3. _____
4. _____
5. _____

15. Please rank order the following in relation to the impact they had in preparing you for your deployment: (1 = highest 5 = Lowest)

# Self directed study

- # CON 234
- # Base deployment exercises
- # Top Dollar preparation
- # Unit level training

This completes the interview portion.

**Training Log Request:**

We are also interested in the subject matter of unit training. In an effort to identify what topics are currently being taught across the Air Force, we would like to see what topics your unit has chosen for instruction. The email this survey was attached to should also have a sample training log. This sample training log should give you an idea of what information we are requesting.

Do you have access to your unit training logs?

Yes ☐ PLEASE PROVIDE ELECTRONIC COPY JAN 2001 – PRESENT

No ☐ PLEASE FORWARD THIS REQUEST TO YOUR UNIT TRAINING MANAGER OR UNIT DEPLOYMENT MANAGER AND PROVIDE THEIR CONTACT INFORMATION:
NAME:
EMAIL:
PHONE:

**Thank you for your time!**

## Appendix C: Research Question Matrix

**Table C.1: Matrix of Research Questions**

| RQ | Training Logs/Survey Questions |
|---|---|
| 1 | Training Logs<br>Survey, Q9: Which of the following best describes the frequency of formal CCO training at the unit you deployed from? |
| 2 | Training Logs<br>Survey, Q12a: Do you believe your unit level CCO training was sufficient alone to prepare you for your deployment(s)?<br>Survey, Q12b: Please state why in either case.<br>Survey, Q15: Rank order the following in relation to the impact they had in preparing you for your deployment: (Training Methods) |
| 3 | Survey, Q9: Which of the following best describes the frequency of formal CCO training at the unit you deployed from?<br>Survey, Q10: Which of the following best describes the amount of time spent during each training session?<br>Survey, Q11: Please describe the format of your training: |
| 4 | Survey, Q12a: Do you believe your unit level CCO training was sufficient alone to prepare you for your deployment(s)?<br>Survey, Q12b: Please state why in either case.<br>Survey, Q13: If you could change one thing about unit level CCO training, what would it be?<br>Survey, Q14: Based on your deployment experience, please recommend 5 contracting related subjects you found to be critical in carrying out your job as a CCO. |

## Appendix D: Survey Question Statistics

### Survey Question 1: What is your current rank?

**Table D.1: Responses to Question 1**

| Rank | Amn – SrA | SSgt – TSgt | MSgt – CMSgt | 2Lt – Capt | Maj – Col | Other | Total |
|---|---|---|---|---|---|---|---|
| Absolute Frequency # | 7 | 73 | 14 | 21 | 5 | 0 | 120 |
| Relative Frequency % | 6% | 61% | 12% | 18% | 4% | 0% | 100% |
| Cumulative Frequency % | 6% | 67% | 79% | 96% | 100% | 100% | 100% |

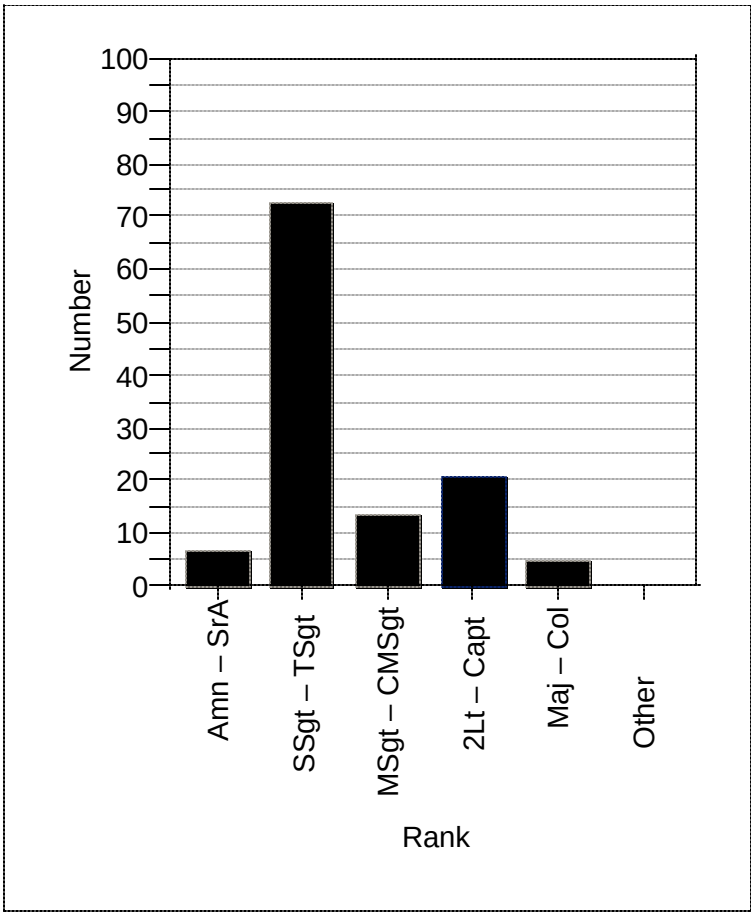


**Figure D.1: Rank of Respondents**

**Survey Question 2: What is your AFSC?**

**Table D.2: Responses to Question 2**

| | 6C031 | 6C051 | 6C071 | 6C091 | 64P1 | 64P3 | 64P4 | Total |
|---|---|---|---|---|---|---|---|---|
| Absolute Frequency # | 1 | 34 | 58 | 1 | 5 | 21 | 0 | 120 |
| Relative Frequency % | 1% | 28% | 48% | 1% | 4% | 18% | 0% | 100% |
| Cumulative Frequency % | 1% | 29% | 78% | 79% | 83% | 100% | 100% | 100% |

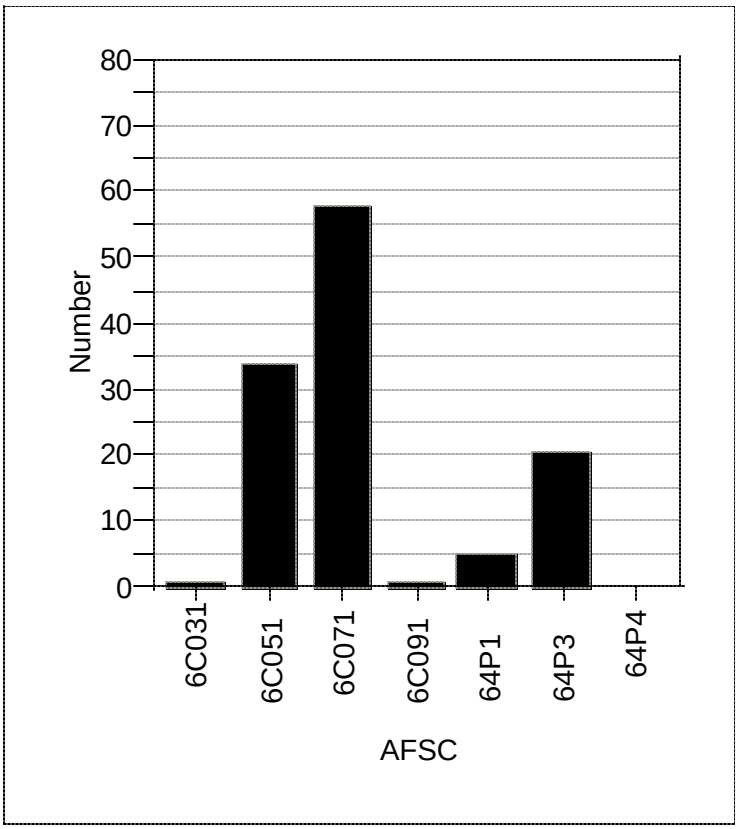


**Figure D.2: AFSC of Respondents**

**Survey Question 3: What is your APDP Contracting Certification Level?**

**Table D.3: Responses to Question 3**

| | Uncertified | Level I. | Level II. | Level III. | Other | Total |
|---|---|---|---|---|---|---|
| Absolute Frequency # | 12 | 38 | 64 | 6 | 0 | 120 |
| Relative Frequency % | 10% | 32% | 53% | 5% | 0% | 100% |
| Cumulative Frequency % | 10% | 42% | 95% | 100% | 100% | 100% |

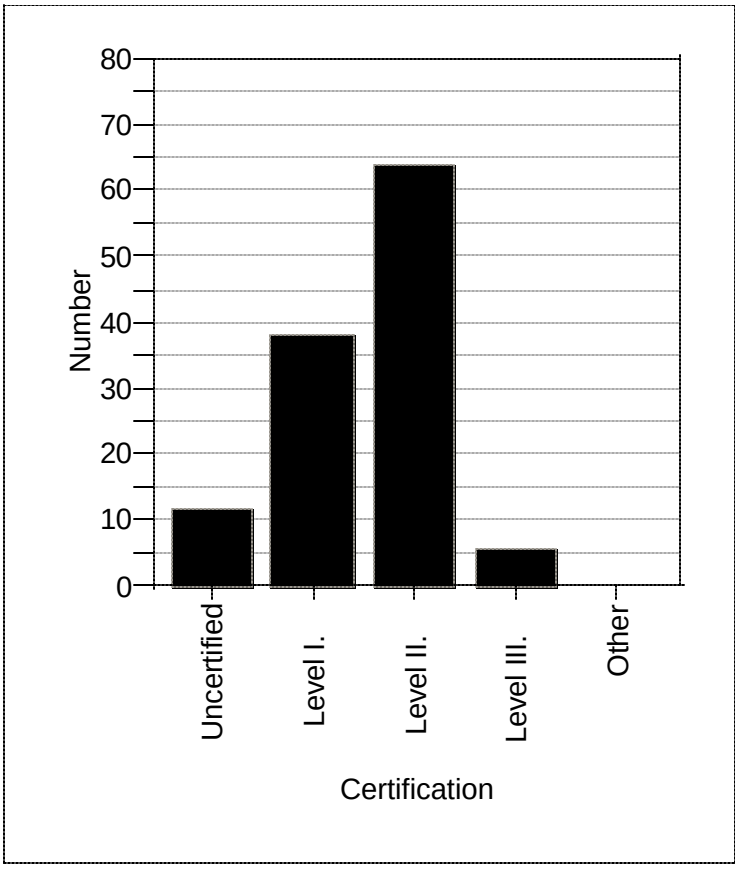


**Figure D.3: APDP Certification Level of Respondents**

**Survey Question 4: How many years have you been in the contracting field?**

**Table D.4: Responses to Question 4**

| | <1 Year | 1-5 Years | 6-10 Years | 11-15 Years | >15 Years | Total |
|---|---|---|---|---|---|---|
| Absolute Frequency # | 6 | 65 | 33 | 11 | 5 | 120 |
| Relative Frequency % | 5% | 54% | 28% | 9% | 4% | 100% |
| Cumulative Frequency % | 5% | 59% | 87% | 96% | 100% | 100% |

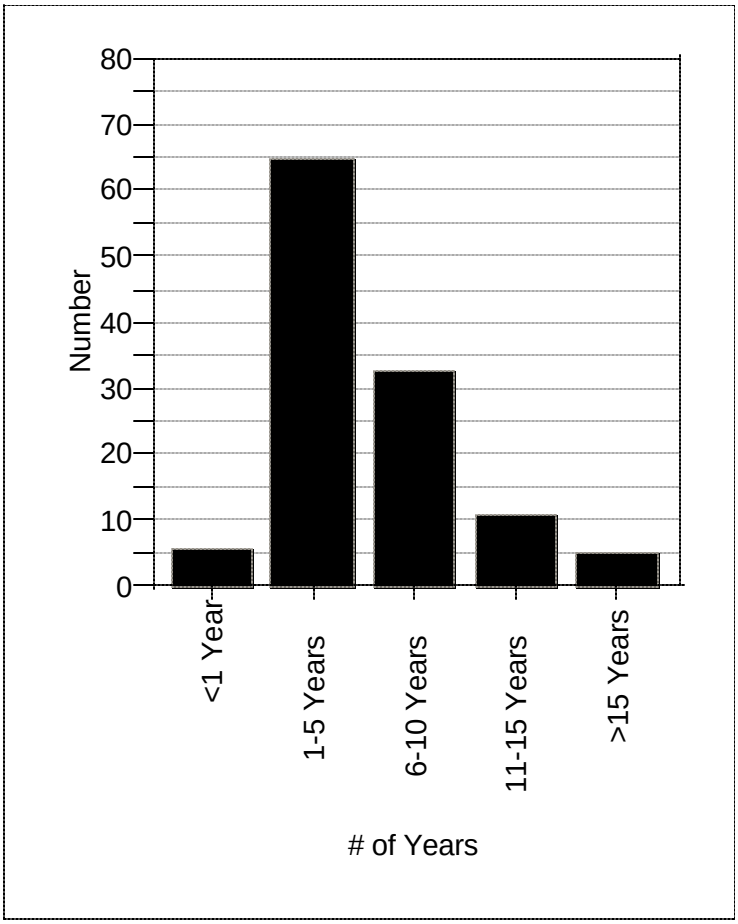


**Figure D.4: Experience of Respondents**

**Survey Question 5: How many deployments have you been on in your contracting career?**

**Table D.5: Responses to Question 5**

| | 1 | 2 | 3 | 4 | 5 | >5 | Total |
|---|---|---|---|---|---|---|---|
| Absolute Frequency # | 75 | 32 | 5 | 4 | 3 | 1 | 120 |
| Relative Frequency % | 63% | 27% | 4% | 3% | 3% | 1% | 100% |
| Cumulative Frequency % | 63% | 90% | 94% | 97% | 99% | 100% | 100% |

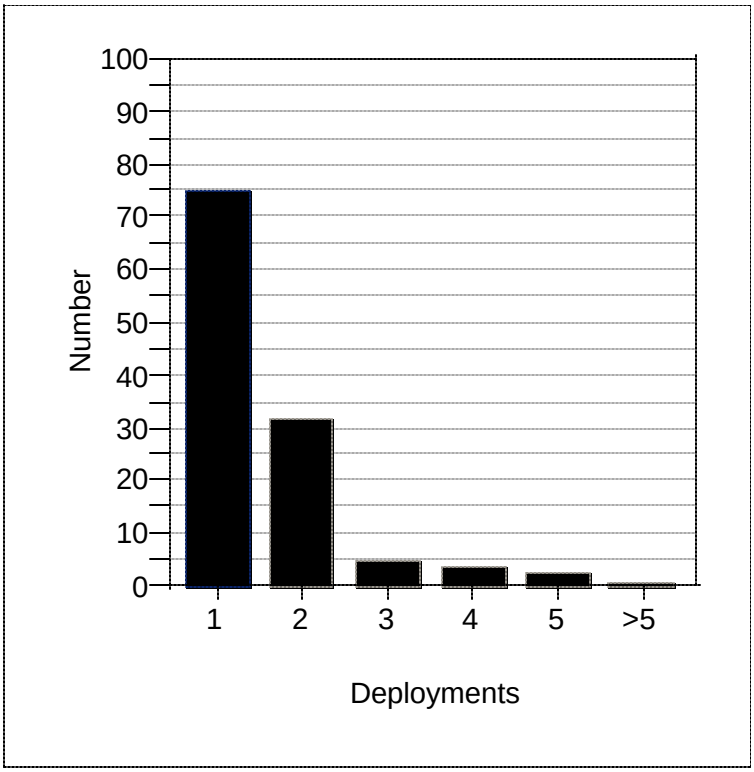


**Figure D.5: Respondents Number of Deployments in Contracting Career**

**Survey Question 6: What MAJCOM did you deploy from?**

**Table D.6: Responses to Question 6**

| | AMC | ACC | AETC | PACAF | USAFE | AFMC | AFSPC | AFSOC | OTHER | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Absolute Frequency # | 49 | 24 | 22 | 22 | 20 | 18 | 16 | 5 | 1 | 177 |
| Relative Frequency % | 28% | 14% | 12% | 12% | 11% | 10% | 9% | 3% | 1% | 100% |
| Cumulative Frequency % | 28% | 41% | 54% | 66% | 77% | 88% | 97% | 99% | 100% | 100% |

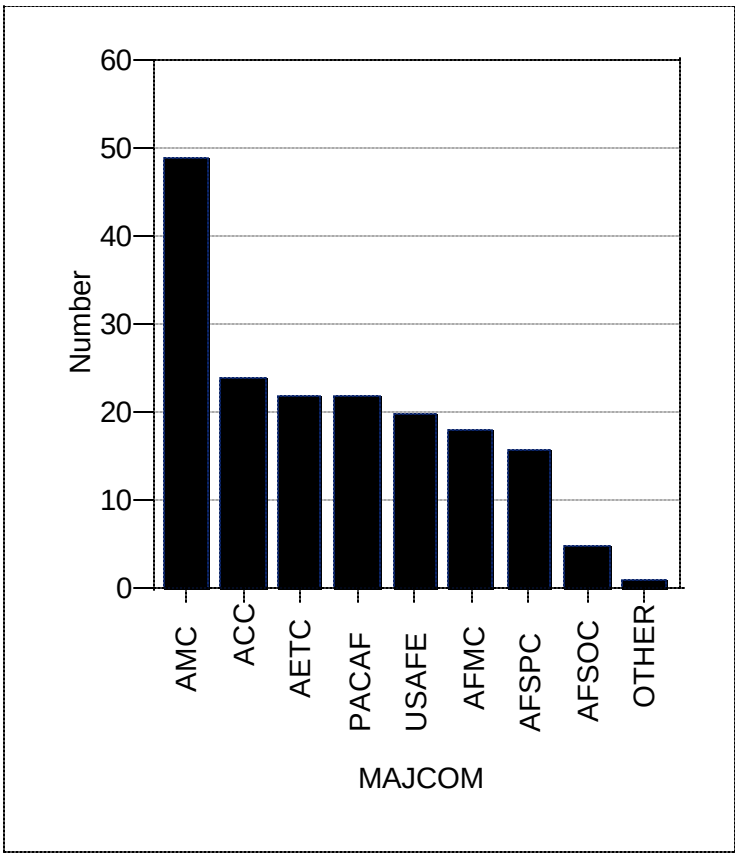


**Figure D.6: MAJCOM Respondents Deployed From**

**Survey Question 7: In what operation(s) were you deployed?**

**Table D.7: Responses to Question 7**

| | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| OEF | 80 | 42% | 42% |
| Southern Watch | 44 | 23% | 65% |
| Joint Forge | 13 | 7% | 72% |
| Joint Guardian | 13 | 7% | 79% |
| Allied Force | 7 | 4% | 82% |
| Northern Watch | 5 | 3% | 85% |
| Desert Storm | 4 | 2% | 87% |
| Inv/Human/Drug | 4 | 2% | 89% |
| Desert Shift | 3 | 2% | 91% |
| Joint Endeavor | 2 | 1% | 92% |
| N/A | 2 | 1% | 93% |
| Fair Winds | 1 | 1% | 93% |
| Desert Calm | 1 | 1% | 94% |
| New Horizons | 1 | 1% | 94% |
| Early Victor | 1 | 1% | 95% |
| Desert Fox | 1 | 1% | 95% |
| Desert Thunder | 1 | 1% | 96% |
| Alaska Road | 1 | 1% | 96% |
| Restore Hope | 1 | 1% | 97% |
| Teak Torch | 1 | 1% | 97% |
| Known Warrior | 1 | 1% | 98% |
| Cope Tiger | 1 | 1% | 99% |
| Constant Vigil | 1 | 1% | 99% |
| Provide Comfort | 1 | 1% | 100% |
| Phiblex 2000 | 1 | 1% | 100% |
| Total | 191 | 100% | 100% |

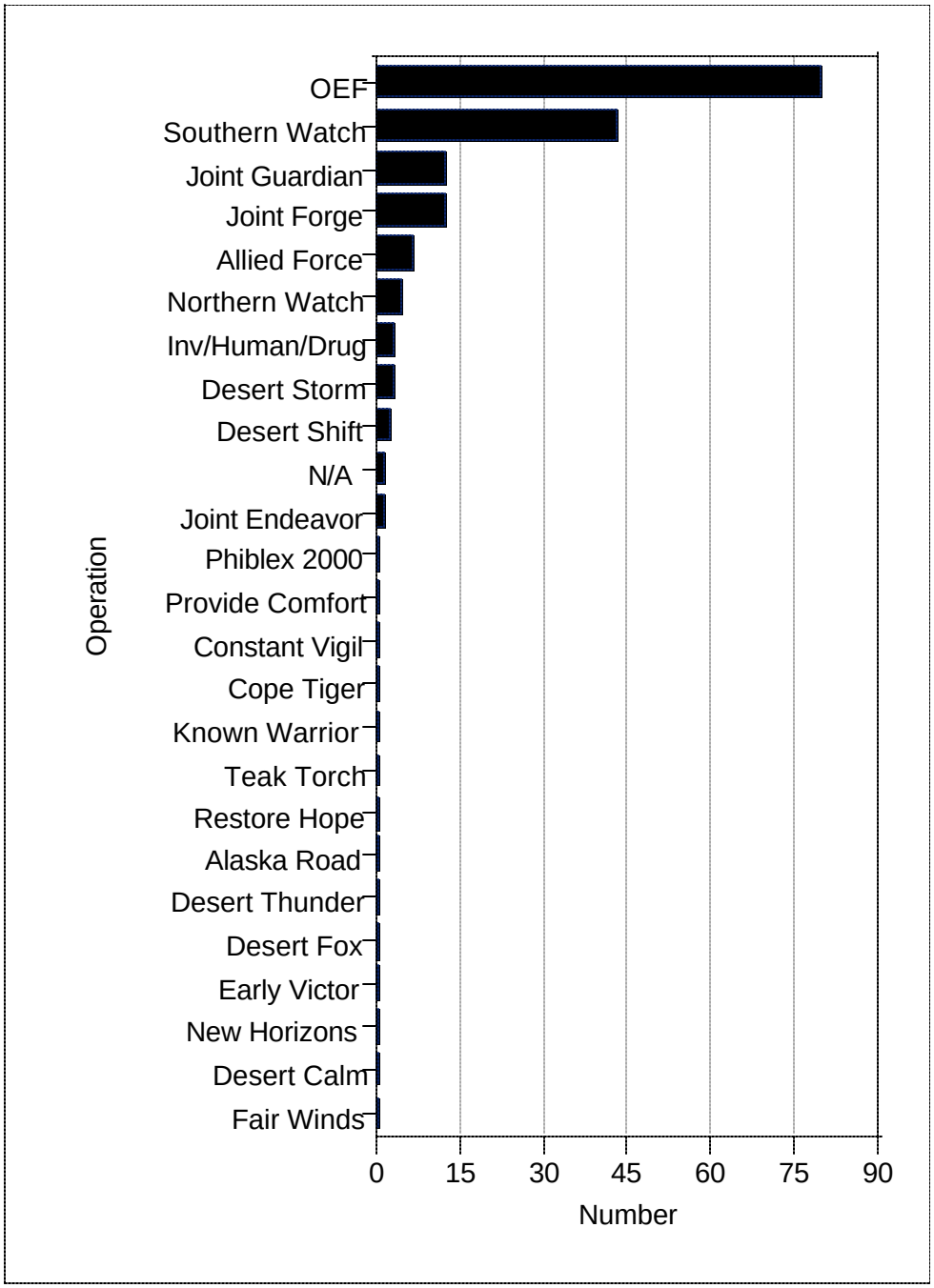


**Figure D.7: Operations Supported By Respondents**

**Survey Question 8: In what location(s) were your deployments?**

**Table D.8: Responses to Question 8**

| | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| Saudi Arabia | 36 | 18% | 18% |
| Kuwait | 23 | 12% | 30% |
| Bosnia-Herz. | 16 | 8% | 38% |
| Oman | 15 | 8% | 46% |
| Qatar | 14 | 7% | 53% |
| Classified | 14 | 7% | 60% |
| UAE | 7 | 4% | 63% |
| Turkey | 6 | 3% | 66% |
| Spain | 6 | 3% | 70% |
| Kosovo | 5 | 3% | 72% |
| Not Listed | 5 | 3% | 75% |
| France | 4 | 2% | 77% |
| Italy | 4 | 2% | 79% |
| CONUS | 4 | 2% | 81% |
| Pakistan | 4 | 2% | 83% |
| Egypt | 3 | 2% | 84% |
| Kyrgyzstan | 3 | 2% | 86% |
| Thailand | 3 | 2% | 87% |
| Germany | 2 | 1% | 88% |
| Jordan | 2 | 1% | 89% |
| Greece | 2 | 1% | 90% |
| Philippines | 2 | 1% | 91% |
| Macedonia | 2 | 1% | 92% |
| Djibouti | 2 | 1% | 94% |
| Croatia | 2 | 1% | 95% |
| Hungary | 1 | 1% | 95% |
| Yemen | 1 | 1% | 96% |
| Haiti | 1 | 1% | 96% |
| Panama | 1 | 1% | 97% |
| Dominican Rep. | 1 | 1% | 97% |
| Netherlands | 1 | 1% | 98% |
| Tajikistan | 1 | 1% | 98% |
| Poland | 1 | 1% | 99% |
| Ecuador | 1 | 1% | 99% |
| Uzbekistan | 1 | 1% | 100% |
| Total | 196 | 100% | 100% |

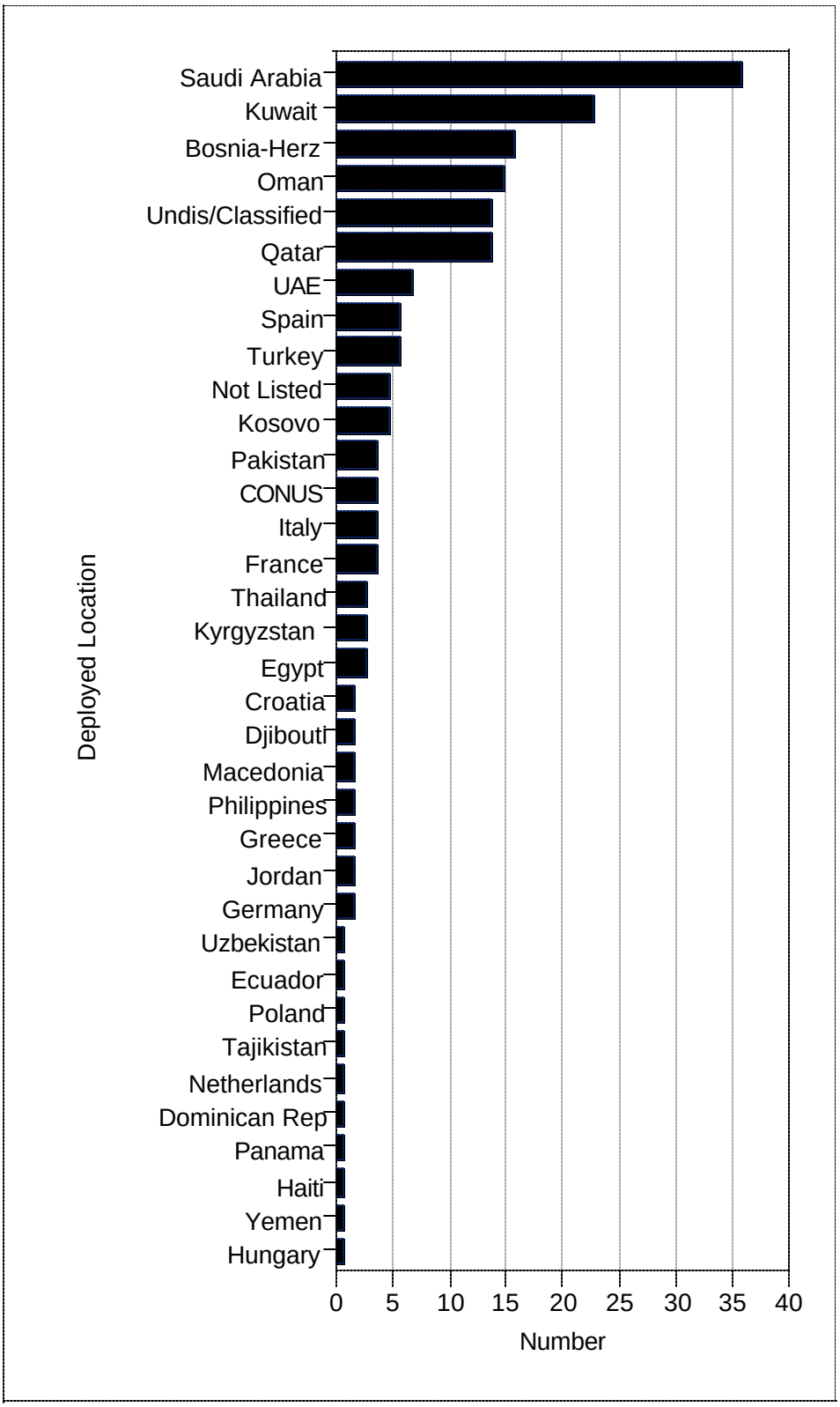


**Figure D.8: Respondent Deployed Locations**

**Survey Question 9: Which of the following best describes the frequency of formal CCO training at the unit you deployed from?**

**Table D.9: Responses to Question 9**

| | Never | Weekly | Monthly | Quarterly | Yearly | Total |
|---|---|---|---|---|---|---|
| Absolute Frequency # | 8 | 19 | 69 | 12 | 12 | 120 |
| Relative Frequency % | 7% | 16% | 58% | 10% | 10% | 100% |
| Cumulative Frequency % | 7% | 23% | 80% | 90% | 100% | 100% |

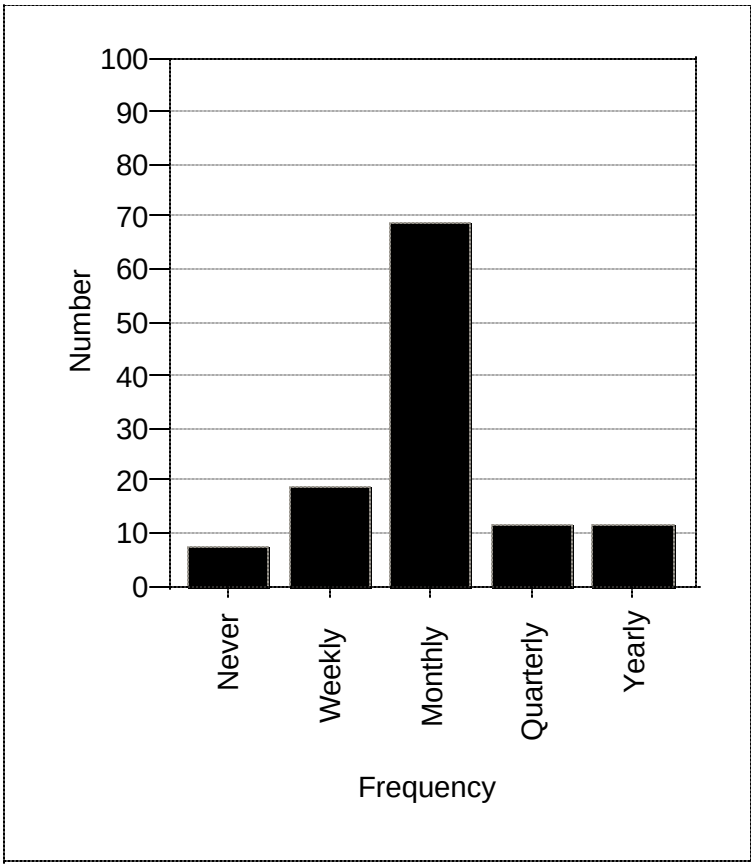


**Figure D.9: Frequency of Training**

**Survey Question 10: Which of the following best describes the amount of time spent during each training session?**

**Table D.10: Responses to Question 10**

| | <30 Minutes | 1 Hour | 2 Hours | >2 Hours | Total |
|---|---|---|---|---|---|
| Absolute Frequency # | 18 | 71 | 23 | 8 | 120 |
| Relative Frequency % | 15% | 59% | 19% | 7% | 100% |
| Cumulative Frequency % | 15% | 74% | 93% | 100% | 100% |

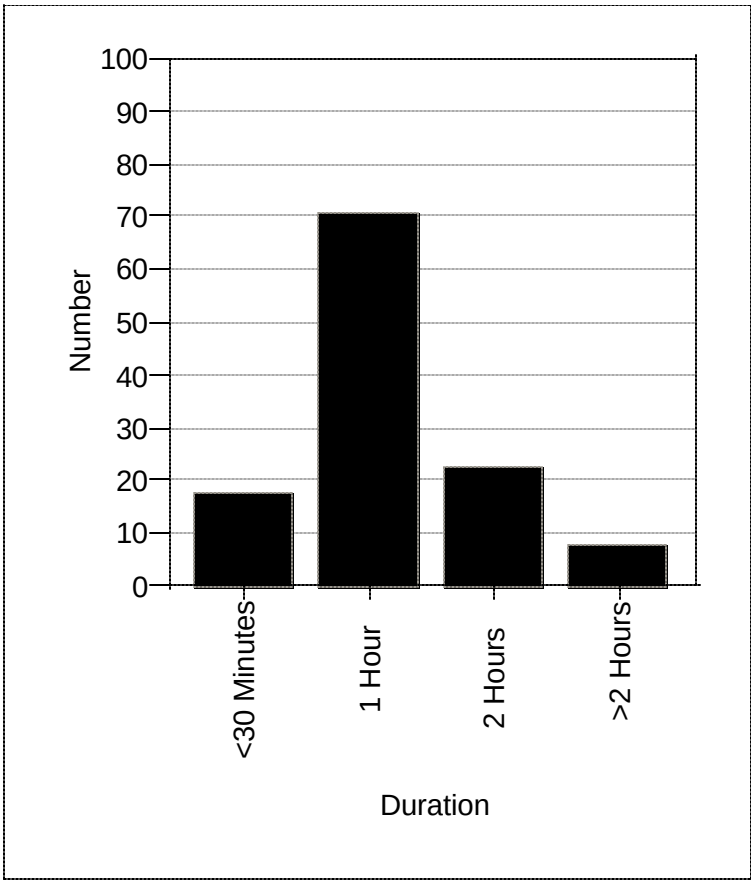


**Figure D.10: Duration of Training**

**Survey Question 11: Please describe the format of your training:**

**Table D.11: Responses to Question 11**

| | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| Lecture Only | 38 | 32% | 32% |
| Lecture + Experiences | 17 | 14% | 46% |
| Lecture + Scenarios | 14 | 12% | 58% |
| None | 10 | 8% | 66% |
| Lecture + Hands-On | 10 | 8% | 75% |
| Scenario Only | 5 | 4% | 79% |
| Lecture + Experiences + Hands-On | 4 | 3% | 82% |
| Lecture + Scenario + Experiences | 3 | 3% | 85% |
| Lecture + Scenario + Hands-On | 3 | 3% | 87% |
| Lecture + Experiences + Computer Based | 3 | 3% | 90% |
| Scenario + Experiences | 3 | 3% | 92% |
| Experiences Only | 3 | 3% | 95% |
| Hands-On Only | 2 | 2% | 96% |
| Lecture + Scenario + Self Prescribed | 1 | 1% | 97% |
| Lecture + OJT | 1 | 1% | 98% |
| Scenario + Hands-On | 1 | 1% | 99% |
| Scenario + Experiences + Computer Based | 1 | 1% | 100% |
| Experiences + Computer Based + OJT | 1 | 1% | 100% |
| Lecture + Computer Based | 0 | 0% | 100% |
| Computer Based Only | 0 | 0% | 100% |
| OJT Only | 0 | 0% | 100% |
| Self Prescribed Only | 0 | 0% | 100% |
| Total | 120 | 100% | 100% |

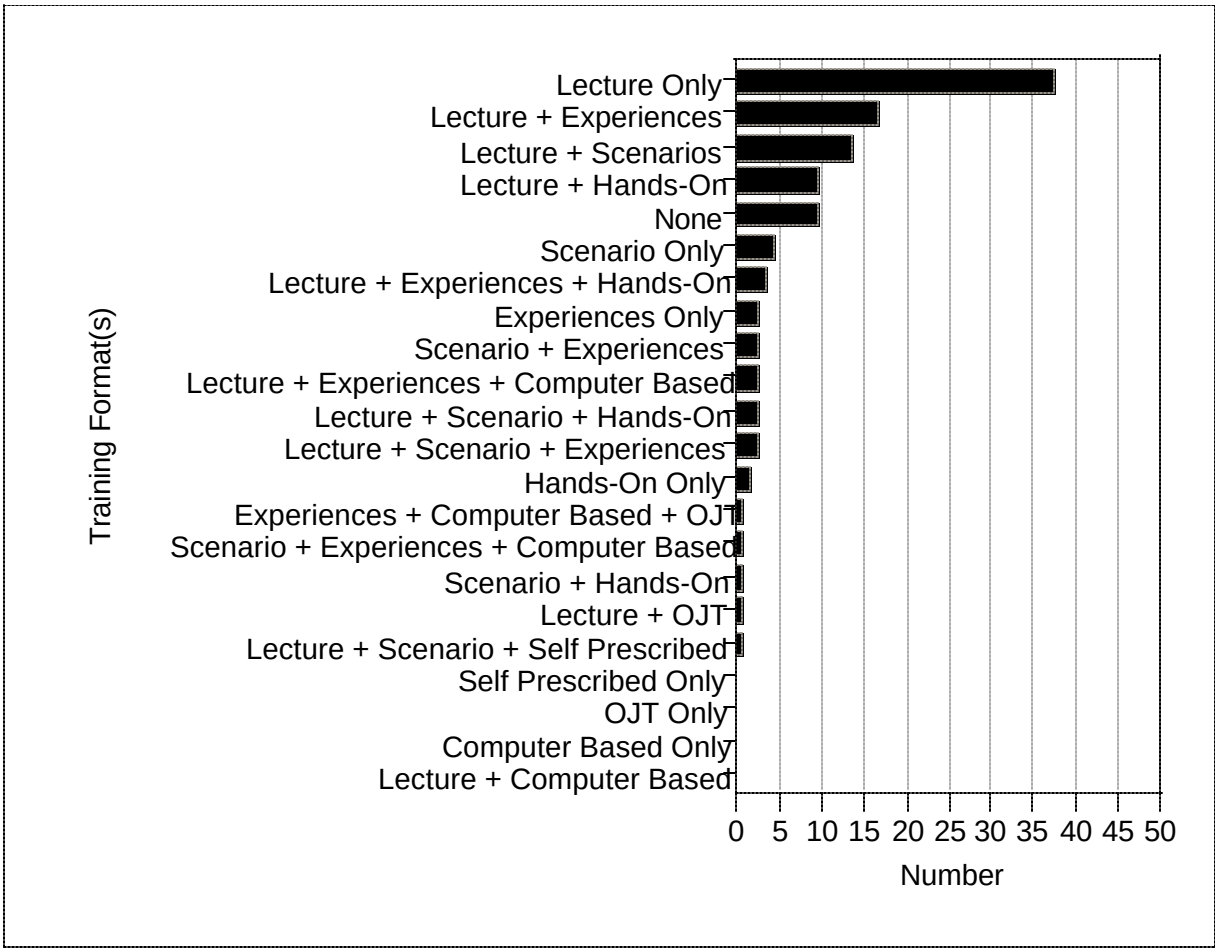


**Figure D.11: Format of Training**

**Survey Question 12: Do you believe your unit level CCO training was sufficient alone to prepare you for your deployment(s)? Please state why in either case.**

**Table D.12A: Responses to Question 12A**

| | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| Yes | 50 | 42% | 42% |
| No | 70 | 58% | 100% |
| Total | 120 | 100% | 100% |

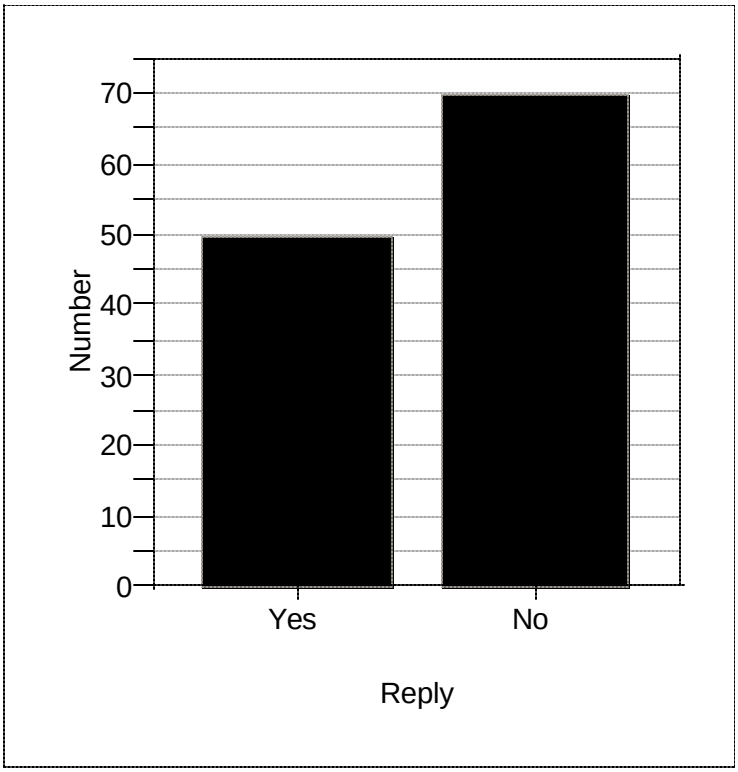


**Figure D.12A: Sufficiency of Unit Training**

**Survey Question 12 (Continued): Do you believe your unit level CCO training was sufficient alone to prepare you for your deployment(s)? Please state why in either case.**

**Table D.12B: Responses to Question 12B**

| | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| No: Training is lacking or incorrect | 20 | 17% | 17% |
| No: Training can never duplicate the deployed environment | 16 | 13% | 30% |
| Yes: Reason Not Provided | 16 | 13% | 44% |
| No: Training is not frequent enough | 9 | 8% | 51% |
| No: Training beyond CCO training is required | 8 | 7% | 58% |
| Yes: Basic skills taught made it sufficient | 8 | 7% | 65% |
| No: CCO training was provided | 6 | 5% | 70% |
| Yes: CCOs with deployment experience made it sufficient | 6 | 5% | 75% |
| No: Self initiative/study is required | 5 | 4% | 79% |
| Yes: My previous experience made it sufficient | 5 | 4% | 83% |
| Yes: My OJT made it sufficient | 5 | 4% | 87% |
| Yes: The limited nature of my duties made it sufficient | 4 | 3% | 90% |
| No: Exercises Needed | 3 | 3% | 93% |
| No: Reason not provided | 3 | 3% | 95% |
| Yes: Adequate, but needs improvement | 2 | 2% | 97% |
| Yes: Hands-on scenarios made it sufficient | 2 | 2% | 99% |
| Yes: Realism made it sufficient | 1 | 1% | 100% |
| Yes: Formal training and experiences made it sufficient | 1 | 1% | 100% |
| Total | 120 | 100% | 100% |

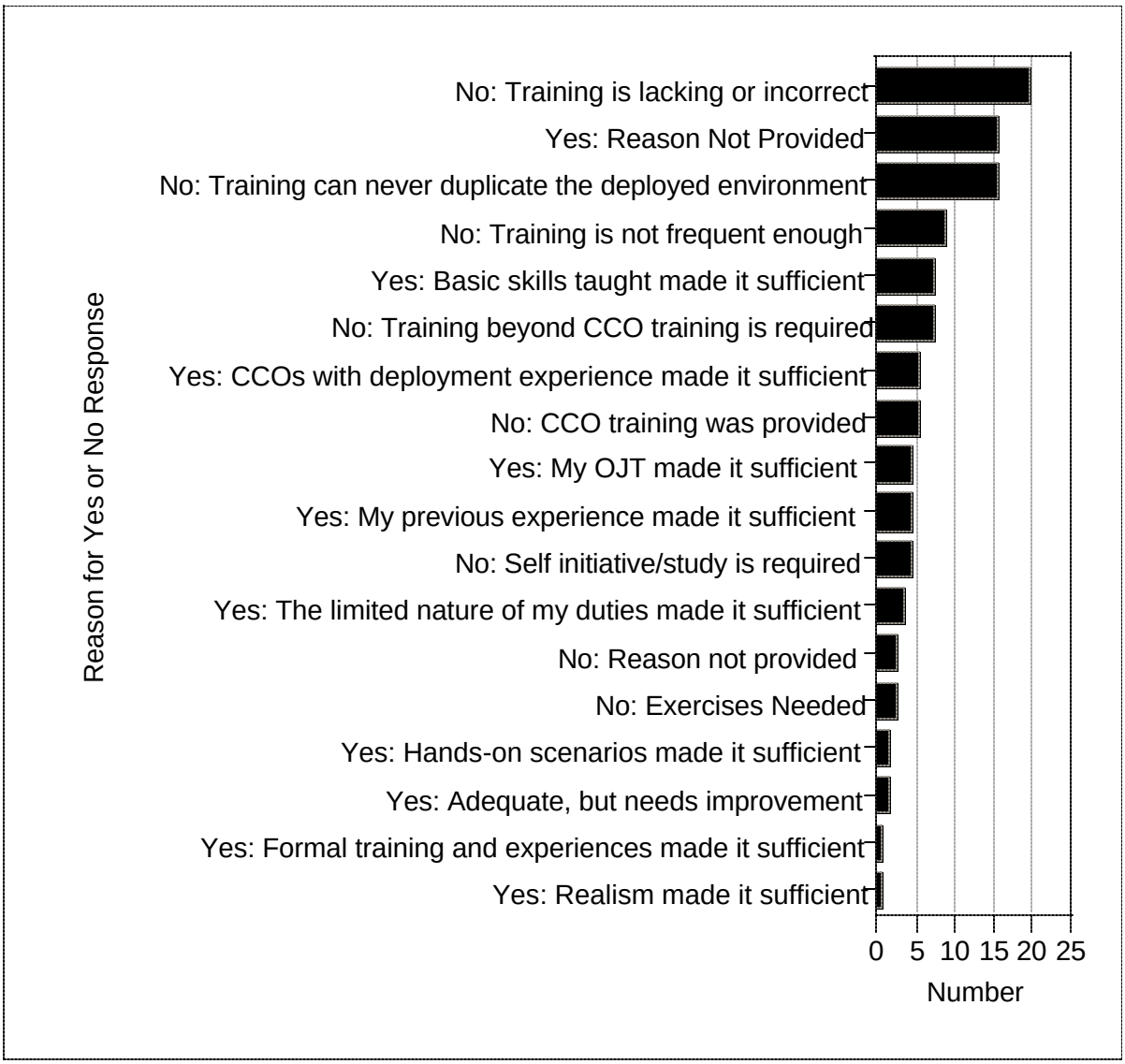


**Figure D.12B: Reason for Yes or No Response**

**Survey Question 13: If you could change one thing about unit level CCO training, what would it be?**

**Table D.13: Responses to Question 13**

| | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| More frequent | 30 | 25% | 25% |
| More realism | 27 | 23% | 48% |
| More hands-on | 16 | 13% | 61% |
| Different focus | 14 | 12% | 73% |
| Completely satisfied | 10 | 8% | 81% |
| Longer duration | 8 | 7% | 88% |
| More scenarios | 5 | 4% | 92% |
| Standardize training | 5 | 4% | 96% |
| No answer provided | 4 | 3% | 99% |
| No change | 1 | 1% | 100% |
| Total | 120 | 100% | 100% |

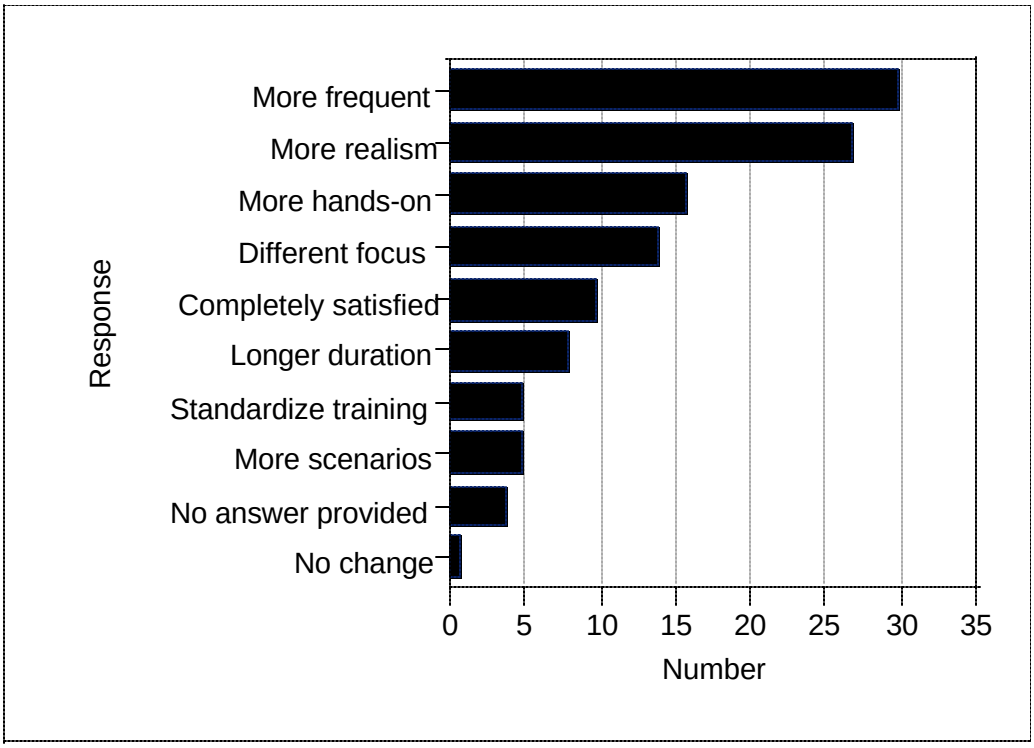


**Figure D.13: Recommended Changes for Unit Training**

**Survey Question 14: Based on your deployment experience, please recommend 5 contracting related subjects you found to be critical in carrying out your job as a CCO.**

**Table D.14: Responses to Question 14**

| Task | Absolute Frequency # | Relative Frequency % | Cumulative Frequency % |
|---|---|---|---|
| Use of the Government Purchase Card | 43 | 8% | 8% |
| **Blanket Purchase Agreements** | 43 | 8% | 16% |
| **SF 44** | 43 | 8% | 25% |
| Cultural Training | 28 | 5% | 30% |
| Contract Types | 27 | 5% | 35% |
| **Payments**/Funding | 24 | 5% | 40% |
| **Customer Education on Contracting Policies** | 19 | 4% | 44% |
| Forms | 16 | 3% | 47% |
| CCO Responsibilities | 13 | 3% | 49% |
| **Solicit, Award, and Administer Construction Contracts** | 12 | 2% | 51% |
| Working with finance | 11 | 2% | 54% |
| Prioritization | 11 | 2% | 56% |
| General Procedures | 11 | 2% | 58% |
| Appendix CC Overview | 11 | 2% | 60% |
| **AF Form 9/Purchase Orders/Requests** | 11 | 2% | 62% |
| Documentation | 10 | 2% | 64% |
| **Deployment/Contingency Kit Contents**/Usage | 9 | 2% | 66% |
| Inter-SVC Procedures | 9 | 2% | 67% |
| **Commander's Inbrief** | 8 | 2% | 69% |
| **Solicit, Award, and Administer Service Contracts** | 8 | 2% | 71% |
| Clauses | 7 | 1% | 72% |
| Gov't Support | 7 | 1% | 73% |
| **Use of Automated Database/Spreadsheet to Record Purchases** | 7 | 1% | 75% |
| Chain of Command | 6 | 1% | 76% |
| **Country Customs Procedures** | 6 | 1% | 77% |
| Force Protection | 6 | 1% | 78% |
| Customer Support/Service | 6 | 1% | 79% |
| Commercial Items | 5 | 1% | 80% |
| **Host Nation Support Agreements** | 5 | 1% | 81% |
| **Bargaining Techniques** | 5 | 1% | 82% |
| HCA Authority | 5 | 1% | 83% |
| Contract Formation | 5 | 1% | 84% |
| **Simplified Acquisition Procedures** | 5 | 1% | 85% |
| AOR Specific information | 5 | 1% | 86% |
| Competition | 4 | 1% | 87% |
| Legal Issues | 4 | 1% | 88% |
| Termination | 4 | 1% | 88% |
| Standing Up a Contracting Office | 4 | 1% | 89% |

(Continued)

| | | | |
|---|---|---|---|
| Claims | 4 | 1% | 90% |
| IDIQ's/Delivery Orders | 4 | 1% | 91% |
| Ethics | 4 | 1% | 91% |
| Working with supply | 3 | 1% | 92% |
| **Solicit, Award, and Administer Commodity Contracts** | 3 | 1% | 93% |
| Lease/Rent/Purchase decisions | 3 | 1% | 93% |
| Reporting requirements | 3 | 1% | 94% |
| **Establishing Vendor Base** | 2 | 0% | 94% |
| **After Action Report** | 2 | 0% | 94% |
| Letter Contracts | 2 | 0% | 95% |
| J & A / D & F | 2 | 0% | 95% |
| Site Surveys | 2 | 0% | 96% |
| Interpreters/Translators | 2 | 0% | 96% |
| **SF 1449/Solicitations** | 2 | 0% | 96% |
| **Installation Access for Contractors** | 2 | 0% | 97% |
| Waivers | 2 | 0% | 97% |
| **Status of Forces Agreement** | 2 | 0% | 98% |
| **Expedited Contracting Actions** | 2 | 0% | 98% |
| Non Appropriated Funds contracts | 2 | 0% | 98% |
| NATO contracting | 2 | 0% | 99% |
| VAT Tax | 1 | 0% | 99% |
| Foreign Acquisition Procedures | 1 | 0% | 99% |
| War Reserve Materials | 1 | 0% | 99% |
| Working with Civil Engineering | 1 | 0% | 100% |
| Templates | 1 | 0% | 100% |
| Total | 518 | 100% | 100% |

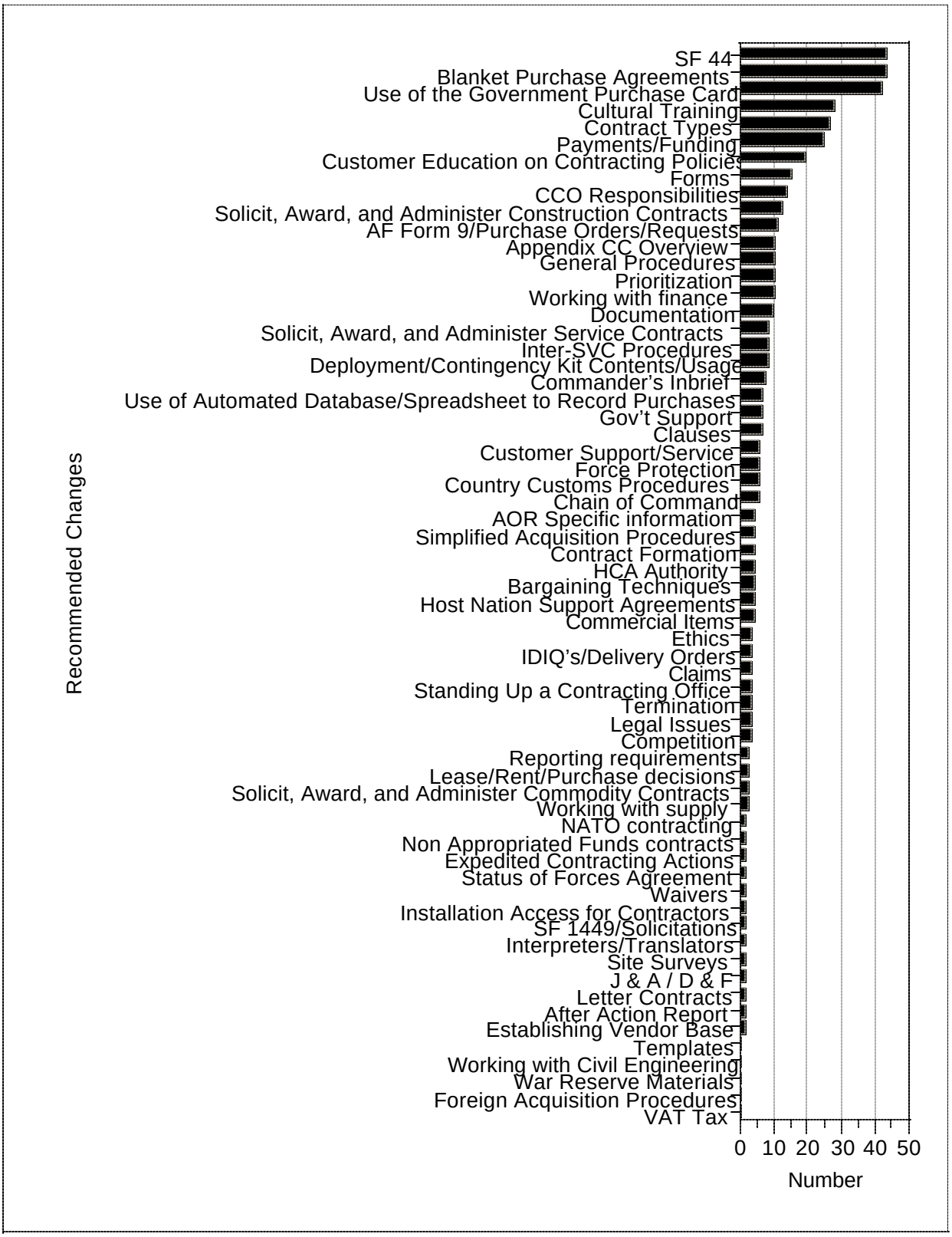


**Figure D.14: Recommended Training Tasks**

**Survey Question 15: Please rank order the following in relation to the impact they had in preparing you for your deployment:**

**Table D.15: Responses to Question 15**

| | Rank # | Absolute Frequency # |
|---|---|---|
| Self Study | 1 | 28 |
| | 2 | 24 |
| | 3 | 23 |
| | 4 | 25 |
| | 5 | 17 |
| CON 234 | 1 | 19 |
| | 2 | 30 |
| | 3 | 29 |
| | 4 | 19 |
| | 5 | 13 |
| Base Exercises | 1 | 9 |
| | 2 | 22 |
| | 3 | 25 |
| | 4 | 27 |
| | 5 | 28 |
| Top Dollar | 1 | 22 |
| | 2 | 15 |
| | 3 | 11 |
| | 4 | 22 |
| | 5 | 30 |
| Unit Training | 1 | 40 |
| | 2 | 26 |
| | 3 | 26 |
| | 4 | 14 |
| | 5 | 10 |

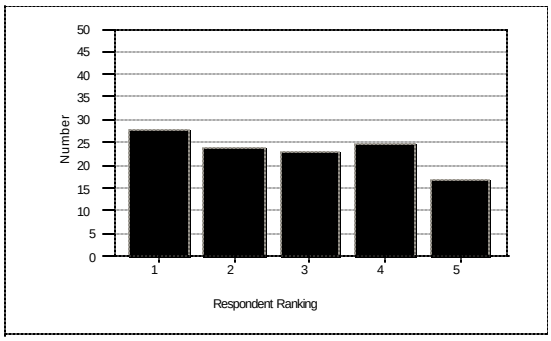


**Figure D.15A: Self Study Rankings**

**Self Study Results**

| | |
|---|---|
| Mean | 2.8205128 |
| Std Dev | 1.3934291 |
| Std Err Mean | 0.1288226 |
| upper 95% Mean | 3.0756621 |
| lower 95% Mean | 2.5653635 |
| N | 117 |

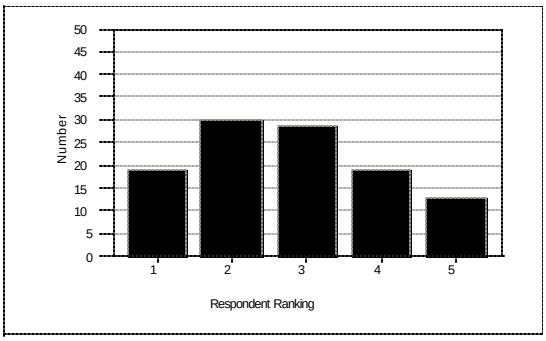


**Figure D.15B: CON 234 Rankings**

**CON 234 Results**

| | |
|---|---|
| Mean | 2.7310924 |
| Std Dev | 1.239857 |
| Std Err Mean | 0.1136575 |
| upper 95% Mean | 2.9561652 |
| lower 95% Mean | 2.5060196 |
| N | 119 |

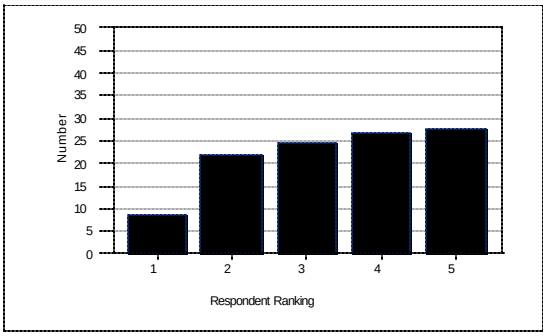


**Figure D.15C: Base Exercise Rankings**

**Base Exercise Results**

| | |
|---|---|
| Mean | 3.2941176 |
| Std Dev | 1.323535 |
| Std Err Mean | 0.1213283 |
| upper 95% Mean | 3.5343806 |
| lower 95% Mean | 3.0538547 |
| N | 119 |

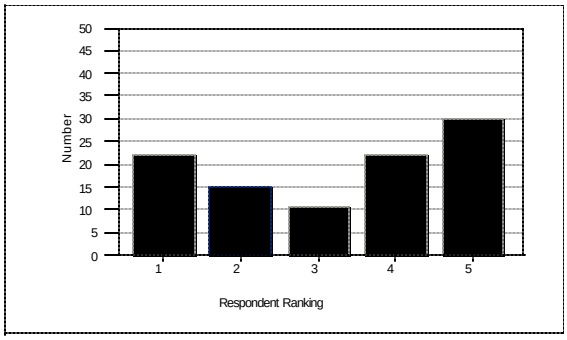


**Figure D.15D: Top Dollar Rankings**

**Top Dollar Results**

| | |
|---|---|
| Mean | 3.1344538 |
| Std Dev | 1.5234015 |
| Std Err Mean | 0.13965 |
| upper 95% Mean | 3.4109988 |
| lower 95% Mean | 2.8579088 |
| N | 119 |

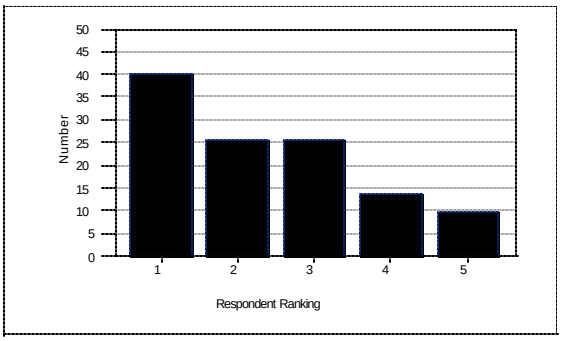


**Figure D.15E: Unit Training Rankings**

**Unit Training Results**

| | |
|---|---|
| Mean | 2.3865546 |
| Std Dev | 1.3155475 |
| Std Err Mean | 0.120596 |
| upper 95% Mean | 2.6253676 |
| lower 95% Mean | 2.1477416 |
| N | 119 |

## Appendix E: Responses To Open-Ended Survey Questions

The following is a summary of CCO responses to open-ended survey questions 12 and 13. Electronic survey narrative responses are presented verbatim in quotes. CCO phone interviews are presented in a summarized format.

**12. Do you believe your unit level CCO training was sufficient alone to prepare you for your deployment(s)? Please state why in either case.**

**The following are explanations for a YES response:**

But training could be improved

"To a great point our CCO training flows well; we conduct hands-on training, real scenarios, we have all prior CCOs conduct some type of training during the course of the year; we train directly from the Appendix CC and Airman's Manual, while we also piggyback off of the multiple CCO websites available from the web. This helps us conduct up to date training to all our folks"

Real world discussions are needed.

"Training was very detailed and assisted in creating a great continuity book. Although you never cover every scenario I felt well equipped for my deployment."

"Deployment contracting from my experience is just knowledge of purchase orders, BPA's, SF 44's, and GPC card. Contracts did not get much more complicated than this, and minimal training in the career is required."

I did a steady-state deployment similar to my job in CONUS. We covered appendix cc of the FAR and that was sufficient.

"twice monthly we have CCO training covering all aspects of contingency contracting duties and responsibilities."

Yes, but it is barely adequate.

I was able to perform my job.

"For myself, it was just a refresher but for other members in the unit I think it was very helpful."

“I have deployed 5 times and did not require the individualized attention of that of an inexperienced contracting person. I am confident that all training for these people was accomplished in a proper manner to provide a basic knowledge of a contracting deployment.”

“Basically learned of changes and also served as a refresher training.”

“I think that our training covers both the “book answer” and “real life”. Both are equally important.”
“Because, all the scenarios we covered in CCO training are derived from people’s knowledge from their own CCO experience.”

There is not enough construction training. We need more basic contracting knowledge.

Reality based training helped.

No additional training is needed.

The basic knowledge provided in training empowered me to do my job while deployed.

I only used the governments purchase card, so training was sufficient.

Training was sufficient.

Training provided an adequate foundation.

“It gives the basic training required as well as hands on scenarios to complete.
If folks pay attention and apply the information, they can become efficient at tasks
They normally do not get to accomplish.”

I completed SF 44s and BPAs while I deployed and my unit training enabled me to perform these duties.

“Experience is critical – training only covers “the book” answer.”

Training was adequate.

“Topics in our CCO training come straight from the CC, which we dealt with in the deployed area.”

I was in a sustainment situation very similar to my home base.

I was in a sustainment type deployment.

We had a wealth of experienced personnel.

"My CCO trainer has been on many deployments and has a mountain load worth knowledge."

"I felt very capable of handling my duties while stationed in Kosovo."

"There is room for improvement"

Our program was very good.

Training was adequate.
Training was adequate, but needs work.

My deployment was in support of a sustainment, which is very similar to normal base level operations.

SNCO experience made the difference.

I did all SF 44 purchases.

I did all SF 44 purchases.

CCO training should include hands-on scenarios, which incorporate form usage and use of the mobility kit. Set up should be practiced in the field.

"I will say YES as we are presented with different scenarios that can happen in the field. It really comes together once you actually deploy. Base Exercises are good however; it does not always serve the complete purpose as these exercises have a number of processes simulated."

"Application is the best teacher, I was an EET here for the exercises and spent a lot of time in the tents with CCOs on scenarios. That is the best way to learn contingency skills in my opinion."

**The following are explanations for a NO response:**

I did not receive construction training at my home unit.

More frequent training with more content.

CON 234 is needed to supplement unit training. Time is a constraint that must be considered. Real world experience also is needed.

"Need to have flexible mindset & desire to perform more of a learn as you go,

preparation has to come from within."

Top dollar prepared me much better than unit training.

"No, simply for the fact that the training is so infrequent. It's also very difficult to simulate the actual experience, particularly the gigantic workloads involved and the rapidity of the requests/purchases, etc."

"The training was not often enough and very general."

Do not like the question.

"PSAB is a sustainment phase operation."

Top dollar is needed.

Training needs to involve more scenarios and more content.

"Training is quarterly now (started June 02), but none before I deployed back in Jan 02. I feel that our squadron training is still not enough for a comfortable grasp of what goes on in a real world deployment. There are so many unexpected things that come up during a real contingency that are not covered in squadron training."

"Surface level square filler training driven by the overriding need to minimizing the impact on personnel's ability to perform day to day Contracting/Air Force duties."

"Personal experience is good along with basics of how to operate within a deployed location. What is just as important is how to deal with the locals and what twists on contracting you need to accomplish in order to complete your job successfully and legally."

"MOST OF WHAT WE DO IN THE FIELD COMES FROM HANDS ON EXPERIENCE AND REPETITION. THESE CANNOT BE GAINED FROM A CLASSROOM ENVIRONMENT. WHILE THE LECTURES MAY BE HELPFUL, FIELD TRAINING, SUCH AS CERE'S AND COPE BUCKS ARE NEEDED TO DRIVE THE LESSONS HOME."

"Cramming everything into one day is a little difficult for a new person to get all the data required. It was very good information however. We also had to do things outside the unit such as NBC training, 9-mil, etc. We also have exercises which could constitute training- however the exercise only involves a limited number of people."

"The unit Training Manager did an excellent job at covering CCO training. The formal portion
of the training covered required training in accordance with Appendix CC. The guest speaker
portion brought personal experiences into the training, which provided a realistic view to training. CONS 234 and Unit training puts much emphasis on regulations/books. The real deployment experience is much to great and broad to capture into a classroom environment. While in the field you face many challenges that are not presented in a classroom environment. Customs, People, Foreign Currency, Your customers, your leadership, and your environment will dictate how a CCO gets the job done."

"My squadron training kept me familiar with CCO terms, responsibilities and documents, but this alone did not fully prepare me. After being deployed I realize you can not be fully prepared, their are just too many variables. The actual hands on, real world, learn as you go approach taught me more than any other CCO training I received."

"More effort need to given to general Contracting Training and issues, and not just Top Dollar scenarios. Other areas, like funding issues, Host Nation Support issues, NATO Stang Agreement and other agreements."

"Not comprehensive – piece meal."

"Recent training was provided to give insight of what the CCO should expect in field conditions. It was a forum for inexperienced members to ask CCOs, who have deployed recently, questions on various topics (ie., what to expect working in a joint environment, host nation support agreements, NATO funding, etc)."

"The meetings tend to be geared toward indiviguals that have already deployed since our squadron has several new people I believe that they need to consider the lack of experience that exists in the squadron."

"Very little training on bare base operations."

"Each deployment will have unique aspects that formal training couldn't possible cover. Top Dollar was helpful because it taught you to think and research before acting."

"I believe that Top Dollar was a very valuable tool in training skills needed on deployments. Unit training is often not given the emphasis I believe it needs as our "primary" job. Ops tempo has created a void of well qualified CCO's."

We need phase II. of base exercises.

Our training was not similar to my deployed experience. We need to know how to operate in a manual versus automated mode while deployed, since we do not have systems such as SPSS to rely on.

"Deployment conditions can not be emphasized in training environment. The closest example I have seen is in Top Dollar competitions and some local exercises, depending on the base involved. The unit level training is a must but cannot duplicate the type of training mentioned above."

No training could have prepared me.

"Lack of information."

"When I deployed in 1990 there was no CCO training. We did not create regular CCO training in my squadron until 1996. I've never attended CONS 234 by the time it was created I was an experienced base level CO and an experienced deployed CCO."

"Classroom work was sufficient. Not enough practical field training (TOP DOLLAR)."

Training was technically insufficient and did not emphasize the need for quick thinking.

I performed NATO contracting.

"My basic contracting experience is what best prepared me for this deployment. Even though this was my first deployment I have experience using SF 44's, manual purchase orders, manual Form 9 submittals and routing and dealing with the form 9. I was also PCSed to Turkey which assisted with the culture faced during the deployment."

I relied on my previous experience.

Our training program only started after I deployed.

"I had CON 234 five years ago and was doing system level buying instead of operational level buying. Before coming here, I was at AFIT and heaven knows you don't learn contingency contracting at AFIT."

"****AFB did not provide ANY CCO training prior to my deployment. I had to rely on CON 234 and After-Actions Reports only. Having come from Systems Contracting, my knowledge of BPAs, BOAs, simplified acquisition and sealed bidding was limited—yet these are the main procurement methods utilized.

I performed NATO contracting.

"Having operational contracting experience, competing in Top Dollar, and exercise participation was key to my preparation. CCO training (once a month) for 2-4 hours is not sufficient to prepare our CCOs—unless it is complimented by operational experience and Top Dollar type activities."

I performed NATO contracting.

“Listening to a briefing was insufficient. The briefer was typically unable to teach any “creative” contracting nor able to promote discussion of situations likely to be encountered and/or methods of dealing with those situations. A primary reason for this, was the briefer typically had no contingency experience and sometimes very limited contracting experience.”

Training cannot take the place of field experience.

There are too many diverse situations in the deployed environment.

I was in a special situation where my previous experience helped me more than unit training.

“The training I received at my home unit was too general and did not concentrate on the type of work I was actually doing while deployed.”

“Not enough hands on training and scenarios.”

“The training that is provided would not be sufficient for a person with little contracting experience to firmly grasp the different aspects of being deployed. Phase I and Phase II training has been accomplished on experienced personnel.”

“Only phase I and II of Contingency Training has been was offered”

“ONLY PHASE I AND PHASE II TRAINING WAS GIVEN.”

“Others share their experiences and tie all the lecture together.”

“I think it also takes experience. Unexpected things can happen TDY that is not covered in training.”

Very little to no training was provided. It is now much better.

“It really didn’t exist.”

“No matter what you train on it seems that you will always run into something that you didn't cover and you always cover stuff that you never see.”

“Not enough contingency training.”

“Personally, I dont think any training environment can prepare you for a bare base situation. I believe the only thing that can prepare you is actually going through it or deploying with someone who has done it. The AF should focus more concentration on

the 4 phases and it should be conducted in Nevada -desert scenario-. I agree that that we should also hold exercises in woodland scenarios."

"I took my EOC to complete my 5-level while being deployed."

"Mostly because contracting is such an, n the job, learn as you go type career field. Everyday experience along with CCO training was sufficient enough for me to deploy with. Then again, I was in a steady state so it could be different if I was in parts unknown as the only CCO."

Unit level training alone is not enough.

"You can never fully prepare for a deployment unless you have actually been on one."

"It was extremely beneficial, but so was the Phoenix Readiness course that I took. But the most
beneficial thing was just learning my day-to-day job since that is EXACTLY what I did during my deployment (construction, service, and commodity contracts)."

"Usually learn by on experiences."

"The training is great, but you must use it regularly in order to remain proficient (i.e.

competition, TDY's, actual deployments, unit involvement in training development)."

**13. If you could change one thing about unit level CCO training, what would it be?**

I would like more contact with my gaining unit to have a better idea of what to expect.

We need training that is more frequent and with more depth.

Make training more frequent.

"Getting outside organizations more involved (i.e. finance, CE, Services)."

Training must be standardized and for more time.

"Being provided more latitude and money to conduct more in-depth training classes. It is often hard to make a scenario feel like a real-world event without actually having the correct props/training tools or settings. This I understand will be hard to achieve – almost impossible. Sometimes the best training is what is actually received in the deployment arena."

More realism is needed.

"I would like to see more AF level training. Videos or slide presentations from SAF AQ level."

"More interactive/hands on—less s briefings."

More realism is needed.

"Nothing"

It needs to be more frequent.

"No changes"

"For beginners, have more of it. Secondly, unit level training is only going to take one so far. Base-wide contingency exercises would be so much better for training because it integrates all the situations that one would encounter, with the exception of dealing with contractors and language barriers. These contingency exercises could be set up much like a tent city with well thought out scenarios and actual living/working conditions. One of the things that I encountered when I deployed was the frequent number of times that I had to reach back to the states with my Government Purchase Card. I'd say 20 to 25 percent of the items I bought were purchased using this method. Much of this was done using electronic commerce with some email purchases and a pretty good amount of internet market research."

"Frequency of training."

Increase the frequency of training

"War stories should be included and more exercise scenarios from experienced people."

More duration is needed. Two to three hours is ideal.

There needs to be more hands-on training.

Include top dollar and make training more frequent.

I am totally satisfied with training.

"I would have guest speakers/trainers that have been there, done that, and have them talk about the unusual and unexpected things and problems they ran into during a deplo yment, and how they tackled them."
"I think the CCO training in the unit is quit adequate, and it helps prepare the younger troops for some of the contracting situation they may face. Ultimately the only good experience is actually having to deploy. The training provides the troops with the

instrument they have at there disposal, also during the training other experienced CCO share there experiences."

"None"

"Increase frequency"

"Nothing much, I think most of the job is learned while in the deployed location. I would make sure that all CCO's know how to run a SF 44 program…most times The deployed CCO does not properly run the 44 programs at the deployed site."

"Set aside 1 duty day each week to conduct meaningful hands on organized military training to include CCO training, overall military knowledge and physical fitness."

"Actual experience during a deployable exercise. Not just people acting out but actually visiting a deployed location and watching and learning what to expect during actual deployments. The actual hand on experience is more vital for confidence in the deployed location than what you can ever get from a classroom scenario or listening to people talk about their experiences."

"TRAIN MEMBERS ON ADDITIONAL REQUIREMENTS PREVAILENT IN A CONTINGENCY ENVIRONMENT (I.E. SECURITY MEASURES). AND FACTOR THE POSSIBLE DELAYS INTO ACCOMPLISHING PRIMARY DUTIES."

"Make it monthly with a different topic every month."

"Have a one on one with people who have already deployed."

"Make it Quarterly, active role-playing, bring base functions into it (Legal, finance, public affairs, senior leadership). CERRI/IRRI provide some of this training but more would be useful. The unit could do it's own mini Top Dollar, Cope Bucs and make the scenarios as real as possible. Give more opportunity for people to be EET and team members."

"CCO training should be standardized by the Air Force. Units can expand on the training and tailor it to fit the unit's needs."

"I think it would be wonderful to if there was a video tape with actual CCO's telling stories of situations they were faced with and how they handled them. This is normally what is done anyway via e-mail and phone calls, so why not make this apart of training."

"Have uniform slide/ movies from MAJCOM or school house sent to field."

"I would like unit level CCO training to focus more on situational awareness. Appendix CC is a good training template, however it doesn't cover the knucklehead situations we deal with in the field. For example, intimidation by higher ranking personnel, working in

a joint environment, effectively communicating what is your Contracting Officer's authority, how to say "no" and mean " no". We have first-time NCOs deploying into a supervisory billets, yet have little training on how to be an effective Contracting Supervisor. Better yet, how about some guidance on training our junior airmen on how to work in a joint environment (with a Army Captain who probably has the same amount of contracting experience and education as a SrA)."

"Consider the Airmen that have not yet deployed to real world locations."

"Putting deployment experienced people in the UDM/trng slots. Nothing teaches people better than real world, first hand knowledge. Experienced personnel could better draw from these experiences."

"It needs to be more realistic, but the unit level CCO cell does not have the time or resources to develop adequate training, it should be done at wither the MAJCOM or SAF level."

"Nothing"

"Because of today's deployment tempo I would increase training to at least twice a month."

"Needs to be more realistic. More Top Dollar type training."

"Incorporate more scenario type training similar to a Top Dollar format except do it in such a way that units are responsible for training everyone and not just preparing the most competitive team."

We need more hands-on scenarios.

More hands-on training is needed.

"Focus the training on customer education and usage of GPC."

There needs to be more time dedicated to training.

There needs to be less Power Point briefs and more scenarios.

"Focus more on task oriented training. Most training is given as a briefing—basically why and how. This leaves folks to do something for the first time in the field—this is not the place to learn."

Training needs to be more frequent and performed on a regular basis.

More hands-on training is needed.

We need more realism in our training.

I would like for training to be more frequent.

“More (realistic) Training”

“More classroom training based in the FAR with test and group study”

“JUST A LOT MORE OF IT. Base exercises normally run Phase I (deployment) operations only. There should also be Phase II (Base X) practical scenarios incorporated. Efforts during current Phase II’s are concentrated more towards DECON, SABC, MOPP Levels, and NBC training. These are definitely important, but CCOs should spend the majority of their time supporting the customer, i.e., buying.”

Make it focus on both the practical and theoretical aspects of deployments. More hands-on training is needed.

Training should be more frequent and mandatory.

The duration of training must be increased and more hands-on training is needed.

Our training needs to be more hands-on.

“Make it more like a phase II exercise but in shorter phases so that folks can get away from the office and concentrate on completing scenarios that are normal situations during most deployments.”

“I would add using different websites to assist in finding forms, examples, lessons learned and other data.”

We need more experiences from folks who recently deployed.

Training needs to be more realistic.

“Actually holding it. Making it “hands on””

“Any CCO training would have been preferred. **** started developing a program and holding CCO training classes in Nov 02.

There needs to be more emphasis on using chemical gear and more scenarios are needed.

More resources need to be dedicated to training. There needs to be more realism in training.

"Current unit level CCO training is going well—it's only one part of the puzzle. CCO must participate in base exercises, study on their own, read after action reports, and participate in Top Dollar type activities…"

"Nothing"

There needs to be a formal training guide.

Training should be conducted on a more frequent basis.

"Provide people some realistic expectations and promote a group discussion on how to deal with real life scenarios likely to be encountered."

More realism is needed in CCO training.

Increase the frequency, depth, and time trained.

"There really is no need for CCO training on IDIQ, Requirement, etc. type contracts as most work done on a deployment is of short term status ( IMPAC, SF 44, SF 1449)."

Training needs to be more frequent.

"For general training purposes, I would have CCO's go through role play involving actually awarding contracts and satisfying requirements. Scenario's are another good source to learn from. In deployments, a lot of the work is putting out fires. New CCO's should look through various scenario's so that their lack of experience will be augmented by the lack of real world experience."

"None"

"More scenario training is needed."

Training needs to incorporate more items and should be more in depth.

"Hold it more often. Have instruction include several different topics."

"More frequent, more topics need to be covered."

"BE MORE INTENSIFIED FOR THOSE WHO ARE GETTING READY TO DEPOLY. MORE HANDS ON SITUATION TRAINING AND MORE FREQUENT TRAINING SESSIONS."

Training needs to include more on the actual deployment process, such as what to expect.

More exercises and hands on training are needed.

“Nothing”

“Add more scenarios.”

Increase the duration and frequency of training.

More realism is needed in training.

Training must have both realism and experiences of deployed personnel.

Cover BPAs and administrative issues more thoroughly.

“I think this is what the day to day job should be focused on. This is the military’s purpose in Contracting so why do we treat it like an additional duty? I would devote 50% + time to CCO/ATSO/general deployment & military training.”

“Need more training classes.”

Training should reflect the real world.

Training needs to be more frequent, formally managed, and include experience from recently deployed CCOs

“I believe the military would be better off focusing on CCO training and "Light" duties to learn the rules. I recommend a contingency flight and let some of the experience from the older member get passed down before a contingency in lieu of leanring on the plane flight over to the coningency area. Creating a contingency flight will allow military to supervise military which is a very good thing.”

“To have unit level training more frequently & focus on more contracting issues than just filling out SF44s.”

“to have training frequently.”

“I would probably increase the frequency and make it mandatory that it is taught by someone who has deployed.”

Training needs to be more frequent.

Training needs to be more frequent.

“The change I would recommend has already been put into place. I’m currently working as the UTM responsible for all training especially CCO. I sent you the entire Squadron contingency training plan in a separate email.”

More hands on training is needed.

More realism and scenarios are needed in training.

“All you can do is review the fundamentals and instill confidence in your trainees that they will do the right thing while deployed.”

“I would recommend it be Country/Region specific. However, this is easier said than done with OEF missions as the number of short notice deployments not specifying location or last minute changes.”

“I’m not sure because I was extremely prepared for my deployment and was very confident while there.”

“Spend 1 –2 days in tents doing hands-on training with scenarios. Spend more time on field skills also, not just contracting skills, but how to function in a tent city or worse. I was in Kandahar and Bagram this summer and those locations are worse than just a tent city and deployed AF have to live/work there.”

"More real life experiences associated with the training would be helpful.”

“I would make it mandatory that at least those of us fully qualified get into and use the deployment tool kit in order to become very familiar with it’s contents. I would develop some way of determining a CO’s familiarity with the kit to insure maximum participation (i.e. test, demonstration, etc…).”

## Appendix F: AFFARS Appendix CC-2

### ATTACHMENT CC-2 - CONTINGENCY CONTRACTING OFFICER INITIAL AND RECURRING TRAINING

**Initial and recurring training:** Initial training for all personnel designated as contingency contracting officers will consist of a complete review of AFFARS Appendix CC, the local contingency operational contracting support plan, and the items listed in the outline below. For AF enlisted members, this training will satisfy the knowledge requirement for the contingency core tasks in the specialty training standard. Continuation training should at a minimum consist of an annual review of AFFARS Appendix CC, kit inventories, plan reviews, and annual qualification training in general military skills such as ATSO, small arms qualification, etc. In addition, CCOs should be rotated for participation in local exercises, contingency competitions such as Top Dollar, and real world deployments at steady state and non-steady state locations. Unit deployment managers should actively participate in local exercise planning to ensure contracting scenarios are part of base exercises and evaluated for effectiveness. Initial CCO training shall be documented in enlisted training records and individual mobility folders for officer personnel. The unit deployment manager should track recurring training.

### Initial training outline

GENERAL:

(a) Contingency Contracting Officer's mission

(1) Local contingency contracting support plan

(2) Base support plan

(3) Other OPLANs

(b) Program requirements (AFFARS Appendix CC)

(1) Basic issues

(2) Wartime issues

(3) Peacetime issues

(c) Organizational responsibilities

(1) SAF/AQCX

(2) MAJCOM

(3) Unified Commands

(4) Commanders

(5) Operational contracting offices

(6) Deployed CCO's authorities and responsibilities

(d) Contingency acquisition deviations

(1) FAR, DFARS, AFFARS

(2) Special authorizations

TRAINING TO SUPPORT POTENTIAL CONFLICT DEPLOYMENTS:

(a) Predeployment preparation

(1) Planning responsibilities

(i) MAJCOM

(ii) Operational contracting office

(A) Monitor and review current contingency contracting support plan

(B) Coordination and inputs on OPLANS

(C) Individual readiness responsibilities

(b) Deployment kit contents

(1) XFFK4

(2) XFFKT

(c) Site surveys and documentation

(1) Host nation support agreements

(2) Currency/exchange rates

(3) Local market information

(4) Acquisition cross-servicing agreements

(d) Qualification and designation of CCO positions

(e) Training requirements

(f) Deployment beddown

(1) Responsibilities

(i) HCA designee

(ii) CCO

(A) Commander's initial briefing

(B) Priority contracting requirements

(2) Files/documentation

(g) Build-Up And Sustainment Activities

(1) Build-Up/business advisor role

(i) Types of items and services required

(ii) Purchase request controls

(iii) Funding and disbursing

(iv) Purchasing methods

(v) Customer roles

(2) Sustainment contracting

(i) Types of items and services required

(ii) Requirements consolidation

(iii) Long term contracts

(iv) Inter-service agreements

(v) Establishing local purchase procedures and customer education program

(h) Termination and redeployment

(1) Contract closeout/processing claims

(2) Contract reporting and file documentation

(3) Disposition of purchased assets/site and environmental restoration issues

(4) After-action reports and lessons learned

TRAINING FOR LOCAL EMERGENCIES:

(a) Planning responsibilities

(1) Reviewing local emergency plans

(2) Local conditions and unique emergency situations

(3) Kit contents

(b) Contracting operations

(1) Business advisor role

(2) Communications and transportation

(3) Record keeping/reporting

(4) Manual purchase request procedures and controls

(5) Relocation to other sites

(6) Contracting procedures under emergencies

# Appendix G: Recommended Tasks By MAJCOM

## Task Summary
## (From Table 5.2)

| Task # | Description | Task # | Description |
|---|---|---|---|
| 1 | Payments/Funding | 22 | Inter-SVC Procedures |
| 2 | Contract Types | 23 | Documentation |
| 4 | Customer Education on Contracting Policies | 25 | Appendix CC Overview |
| 5 | Cultural Training | 28 | CCO Responsibilities |
| 6 | Solicit, Award, and Administer Construction Contracts | 29 | Commercial Items |
| 7 | Clauses | 32 | Host Nation Support Agreements |
| 9 | Deployment/Contingency Kit Contents/Usage | 33 | Solicit, Award, and Administer Service Contracts |
| 10 | Use of the Government Purchase Card | 35 | Bargaining Techniques |
| 11 | Forms | 36 | HCA Authority |
| 12 | Blanket Purchase Agreements | 37 | Contract Formation |
| 13 | Working with finance | 42 | AF Form 9/Purchase Orders/Requests |
| 14 | Prioritization | 43 | Simplified Acquisition Procedures |
| 17 | Commander's Inbrief | 44 | AOR Specific information |
| 18 | General Procedures | 45 | Country Customs Procedures |
| 19 | Gov't Support | 53 | Force Protection |
| 20 | Chain of Command | 55 | Customer Support/Service |
| 21 | SF 44 | 59 | Use of Automated Db/Spreadsheet to Record Purchases |

## Top 10 Tasks Ranked by MAJCOM

| RANK | ACC | AETC | AFMC | AFSOC | AFSPC | AMC | PACAF | USAFE |
|---|---|---|---|---|---|---|---|---|
| 1 | 12 | 12 | 12 | 12 | 10 | 21 | 1 | 1 |
| 2 | 10 | 21 | 10 | 10 | 21 | 12 | 21 | 10 |
| 3 | 5 | 10 | 5 | 21 | 14 | 10 | 12 | 59 |
| 4 | 2 | 5 | 4 | 5 | 2 | 5 | 2 | 9 |
| 5 | 21 | 2 | 21 | 11 | 28 | 2 | 42 | 25 |
| 6 | 1 | 4 | 2 | 22 | 53 | 11 | 10 | 21 |
| 7 | 11 | 14 | 6 | 23 | 12 | 4 | 11 | 17 |
| 8 | 6 | 18 | 42 | 14 | 5 | 28 | 17 | 12 |
| 9 | 13 | 33 | 1 | 13 | 25 | 6 | 59 | 2 |
| 10 | 4 | 6 | 22 | 20 | 42 | 13 | 5 | 11 |

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## Vita

Captain Jesse A. Kirstein was born in Gallup, New Mexico. After graduating from Berkmar High School in Lilburn, Georgia in 1993, he attended the University of Georgia in Athens, Georgia. In 1997, he received both his Bachelor's degree in Social Work and his commission in the United States Air Force. His first assignment was at Robins AFB, Georgia where he served as Chief of Protocol for the 93rd Air Control Wing. After serving a year in Protocol, Captain Kirstein was assigned to the 14th Contracting Squadron, Columbus AFB, Mississippi, where he served as a contracting specialist. While assigned to Columbus AFB, he also was deployed to Macedonia in support of Operation Joint Guardian. While deployed, Capt Kirstein served as Deputy and later Chief of the Joint Contracting Center (JCC) at Camp Able Sentry, Macedonia. Following his operational contracting assignment at Columbus AFB, Capt Kirstein was selected to attend the School of Engineering and Management at the Air Force Institute of Technology, Wright-Patterson AFB, Ohio, in August of 2001.

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**14. ABSTRACT**

This research is a follow-on effort to Capt Pete Lasch's thesis, which examined the Air Force training needs of contingency contracting officers (CCOs). Through this study, Lasch (2002) identified a list of critical training tasks for CCO training. This study investigates how units currently conduct training and to what extent the recommended tasks are being addressed in training.

Interviews, surveys, and archival training logs were used to capture data for the study. CCO demographic information and recommendations were collected through these interviews and surveys. Interviews were used as a pre-test and later were combined with the electronic survey responses. Surveys were sent in two phases to CCOs who deployed in the period of interest from September 11th of 2001 to December 15th of 2002. Phase one described the purpose of the study and phase two involved collection of surveys from population of interest.

Training logs or plans were also requested from the units that survey participants deployed from. These logs provided insight into the content of training and allowed the researcher to investigate which of the recommended tasks from Lasch (2002) were included in unit training programs across the Air Force. Descriptive statistics and pattern matching were used to analyze the data. This analysis resulted in recommendations to both improve training programs and to provide relevant training material for future unit level CCO training programs.

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