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**AIR FORCE RESERVE AERIAL
PORT CONTINGENCY TRAINING**

GRADUATE RESEARCH PAPER

David C. Post, Captain, USAFR

AFIT/GMO/LAL/96N-12

**DEPARTMENT OF THE AIR FORCE
AIR UNIVERSITY
AIR FORCE INSTITUTE OF TECHNOLOGY**

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AIR FORCE RESERVE AERIAL PORT CONTINGENCY TRAINING

GRADUATE RESEARCH PAPER

Presented to the Faculty of the Graduate School of

Logistics and Acquisition Management of the

Air Force Institute of Technology

Air University

Air Education and Training Command

In Partial Fulfillment of the

Requirements for the Degree of

Master of Air Mobility

David C. Post, B.S.

Captain, USAFR

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David C. Post

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Abstract

This research paper attempts to present the most effective training approaches for reserve aerial port contingency training based upon the combined analysis of five Air Force Reserve aerial port squadrons. Focus of the analysis centered on how these units prepare their members in learning and maintaining proficiency for carrying out the “Global Reach” mission by utilizing existing resources and the limited amount of time to do so. The 26th, 46th, 53rd, 76th, and 92nd aerial port squadrons were studied. These units were chosen to be representative of the types of units (associate, unit equipped, co-located, and geographically separated) seen throughout the Air Force Reserve. A variety of activities were used to evaluate these units, including squadron commander and unit member surveys, personal interviews, and site visits during unit training assemblies. Information gathered included: unit size, wartime tasking, demographics, physical make-up, and types of training approaches utilized. Particular emphasis was placed upon unit innovation in carrying out this training. As a result, three categories, *Joint Training*, *In-House proficiency exercises*, and *Modeling*, emerged and appear to be the most relevant in best utilizing the limited unit training time available and to provide proficiency in contingency tasks.

AIR FORCE RESERVE AERIAL PORT

CONTINGENCY TRAINING

I. Overview

Objective:

Air Force Reserve (AFRES) aerial port members train to active duty standards 39 days a year. Active duty, on the other hand, train to these same standards in 365 days a year. As a result, the preparation of today's reservists to orchestrate contingency operations is in question given limited assets and time available to train.

In August 1991, a process action team was formed by the Joint 4th/14th AF Aerial Port Commander's Conference at Westover AFB, Massachusetts to see if reservists were relevantly trained in just 39 days a year for contingency operations. This process action team was created to evaluate current aerial port training methodologies in response to action items generated by DESERT SHIELD/DESERT STORM. Upon completion in January 1993, 4th and 14th AF were provided action copies of this report. The report indicated that "although aerial port personnel continually attempted to make the most efficient use of (their) limited training time, (their) collective experience with DESERT SHIELD/DESERT STORM emphasized the need to reevaluate and modify training requirements" (Air Force Reserve, 1993:1). This report went on to suggest that reserve aerial ports needed to accomplish training more directly related to mission readiness. To do this, the process action team reviewed training requirements and examined present

training methods to determine appropriate training (Air Force Reserve, 1993:7). From these suggestions, the numbered air forces were to give aerial ports the opportunity to revise their training methods in order to fully meet their training obligations and become adequately prepared for future events.

This research paper attempted to analyze aerial port training methods since DESERT SHIELD/DESERT STORM for proficiency in contingency operations given limited assets and time available to do so.

Background Information

Since their creation in 1954, Air Force Reserve aerial port units have been a cornerstone of defense efforts in every major conflict the United States has been involved in. During DESERT STORM, when a peak of more than 23,500 reservists were called to active duty, 1700 of the then 9500 aerial porters were involved (Air Force Reserve, 1996f:1-4). Following this conflict, combined with the effects of downsizing and budget cuts of active duty forces, today's Air Force Reserve as well as reserve aerial ports have been increasingly called upon to perform their wartime skills during peacetime roles and operations. This statement is evidenced by the fact that "during the period from 1953 to 1990, the reserve participated in only 10 contingency operations. However, in the last five years, reservists have played a significant role in no fewer than 28 major operations. In 1995 alone, AFRES participated in five contingencies" (Irish, 1996:14). All of these contingencies were accomplished without additional training being performed prior to deployment (Air Force Reserve, 1996b:16). The increased tempo is not likely to subside

in future years. As a result, one may ask how well prepared are today's reservists for carrying out their wartime skills to achieve the Air Force's "Global Reach--Global Power" mission?

Logic tells us that each facet of this mission is dependent upon the other, for without "Global Reach" there cannot be "Global Power." Hence, the key to mobility lies in logistics. And, logistics in today's Air Force relies heavily upon reserve units to fulfill its requirements. An integral part of this dependency is the reserve aerial port. A reserve aerial port must be able to merge seamlessly with its active components in any crisis and maintain a level of readiness equivalent to those organizations (Air Force Reserve, 1996b:16).

Because the reserve aerial port is a vital link in today's "Global Reach" mission, this paper will investigate the training and proficiency of these "citizen soldiers" in their wartime tasks and their ability to orchestrate contingency operations. Specifically, this paper will investigate, 1) what requirements are placed upon them? 2) what sources and types of training are currently available? 3) what creative ideas aerial ports utilize to prepare and maintain proficiency of their unit, given existing assets and the limited amount of time per year available to do so? and finally, 4) what is the most effective way to train "citizen soldiers" for lasting understanding and proficiency?

In the continental United States, Guam, and Hawaii, there are currently 43 Reserve aerial port units with more than 7,800 reservists scattered over 35 geographic locations. These reservists provide Air Mobility Command with 58 percent of its

wartime resources. Officially, each unit is responsible for supplementing Air Mobility Command with passenger, cargo, and mail transport. Reserve aerial porters support a variety of aircraft including: C-130 Hercules, C-141 Starlifter, C-5 Galaxy, C-17 Globemaster III, KC-10 Extender, KC-135 Stratotanker, and commercial wide and narrow body aircraft. These reservists are trained to perform predominantly in one of two types of scenarios: fixed air terminal operations, with computers, warehouses and regular support facilities; and non-fixed/bare base air terminals, where no permanent air terminal organization exists. Additionally, some aerial ports are tasked to interface with air-sea ports. These unique fixed ports serve as the link between sealifted cargo that is airlifted to final destination. To accomplish this training, Air Mobility Command provides hands-on experience at aerial ports in the United States, the Pacific, Europe, and South America during peacetime operations as well as manday opportunities in conjunction with real world events (i.e. Operation Joint Endeavor, Deny Flight, Desert Calm, etc.). This training gives the reserve forces operational experience in areas that might not be available at their home stations. During this training, reservists build and load thousands of pallets onto Air Mobility Command and CRAF aircraft and assist passenger service representatives in processing and handling of Air Mobility Command travelers. In addition to Air Mobility Command training, about one-third of the aerial ports, upon mobilization, are gained by Air Combat Command and force-provided to AMC for wartime employment in the Defense Transportation System.

The majority of aerial port squadron members are traditional reservists, Unit Program Category A, and receive full-time support from assigned Air Reserve Technicians. The Category A program requires one weekend of unit training assembly every month plus two weeks active duty (annual training) for pay and points each fiscal year. This constitutes a total of 39 days per year during which to maintain proficiency to the standards of their active duty counterparts. Both active and reserve members *must* fulfill as a minimum all core requirements of the Air Transportation 2T2X1 Specialty Training Standard in addition to other wartime support and unit required training. Although limited on the amount of time available to train in any given year, one benefit of the reserves is that members tend to have prior service experience and remain with the same unit for much longer periods of time (normally the rest of their career). In contrast, there is continuous turnover of active duty personnel as a result of permanent change of station actions. Air reserve technicians, on the other hand, are managers, planners, and trainers who provide continuity and training support to help keep their units combat ready and aid in the smooth transition from a peacetime to a wartime environment. Basically, air reserve technicians work as full-time civil service employees for the Air Force during the week in the unit to which they are assigned and also participate with other reservists on weekends and annual active-duty tours (Air Force Reserve, 1996i:1).

In discussing the limited amount of time available to conduct training in a reserve aerial port, remember that reservists train to the same standards in two days as their active

duty counterparts do in 30 days each month. A typical unit training assembly weekend scenario follows:

Table 1
Typical Unit Training Assembly Schedule*

Friday	Saturday	Sunday
1900 Staff Meeting (Open to Squadron Observers) *Officers and Senior NCOs volunteer time	0700 Sign-In 0730 Open Ranks Inspection 0750 Report to Duty Section 0800 Combined Proficiency Exercise or Computer Based Training 1030 Supervisor's Training Meeting 1200 Lunch 1300 Section Proficiency Exercise or Computer Based Training 1330 Top-Three Meeting 1400 Management Training 1600 First Sergeant's Meeting 1630 Sign-Out	0700 Sign-In/Formation 0730 Report to Duty Section 0745 Combined Proficiency Exercise or Computer Based Training 1030 Quality Council Meeting 1200 Lunch 1300 Section Proficiency Exercise or Computer Based Training 1330 Training Coordination Meeting 1400 Advisory Council Meeting 1530 Commander's Call 1630 Sign-Out

*This schedule does not include weapons qualification, periodic physicals, shot record updates, chemical warfare training, safety briefings, personnel training updates, quality training or meetings, supervisor's time, additional duties, or other annual training requirements which are added throughout the year.

Barring outside obstacles or added training opportunities, this unit training assembly schedule will normally hold true. Unit training assembly training is projected annually and is reflected in the unit's annual training plan. Updates are accomplished every unit training assembly.

Training requirements and specific guidance for reserve aerial ports are contained in AMCI 24-101, Volume 21, Military Airlift Air Reserve Component (ARC) Aerial Port

Training. This guidance states that “the goal of Air Reserve Component aerial port training is to reach and maintain operational readiness to fulfill wartime requirements” (Department of the Air Force, 1996g:para 2.1). These requirements and capabilities are listed in the Global Assets List. This list provides the particular unit tasking codes each unit is tasked to perform in AMC operational plans. Additionally, and more importantly, key wartime skill requirements are identified in the Air Force Specialty Code 2T2X1 Air Transportation Specialty Career Field Education and Training Plan (Department of the Air Force, 1996e). In utilizing the Career Field Education and Training Plan, which includes the Specialty Training Standard, AMCI 24-101, Volume 21, para 2.2 and 2.3 states that:

For skill level upgrade, aerial port personnel (2T2X1) are first trained in basic, general responsibilities, then trained in the specific tasks and duties associated with one section within the port (*i.e. Ramp Operations, Cargo Processing, Special Handling, Air Terminal Operations Center, or Passenger Service*). As individuals demonstrate proficiency in one section they are reassigned and trained in another section until they can perform all aerial port functions. The Specialty Training Standard for air transportation provides functional qualification standards.

Computer Based Training will be used to supplement performance-based instruction but will not replace on-the-job training or performance evaluation.(Department of the Air Force, 1996g:para 2.2 and 2.3)

Basically, this guidance tasks each aerial port to “Plan, develop, and implement training programs necessary to achieve operational readiness through individual proficiency” (Department of the Air Force, 1996g:para 3.4.3.). Other functional training is accomplished in an aerial port through special team training in joint inspection, engine running on/off load operations, and mission support training with tanker airlift control

elements. In addition to this training, HQ AMC and operating locations are responsible for providing functional area proficiency training in an active duty environment to units that do not possess that capability at their home station (Department of the Air Force, 1996g:para 3.2.8.1).

In addition to active duty sponsored and unit conducted training, AFRES has developed training programs adapted specifically to the aerial port reservist. This training is housed at the Air Force Reserve Transportation Proficiency Center at Dobbins Air Reserve Base, Georgia. The mission of the Transportation Proficiency Center is “to assist air reserve component aerial ports by planning, developing, and conducting proficiency training” (Roshak, 1996). This training consists of four programs tailored to reserve participation:

--Basic Course 2T2X1

---Two week course which provides aerial port trainees (2T2X1) with the knowledge and the ability to carry out basic task knowledge and hands-on training associated with the function of the aerial port.

---Students receive seventy percent hands-on training and thirty percent classroom instruction at a training level in accordance with specialty training standard standards.

--Unit Training Assembly Flyaway Training

---Provides training for aerial port units that have limited training capability at home station. Designed to assist units in keeping unit members proficient in wartime

skills and is tailored to the unit needs via a menu of training available, which the unit coordinates on 45 days prior to deployment.

---During training, each trainee is provided all materials and equipment, such as, study materials, forms, materials handling equipment, aerial port training aids (C-5, C-130, and C-141 aircraft fuselages) and tie down equipment needed to accomplish the two days of training.

---Training consists of minimum classroom instruction with emphasis on maximum hands-on training for a 25 person team.

--Distance Learning using the Teletraining Network

---Interactive satellite communications.

---38 of 43 AFRES aerial port units have direct access.

---the teletraining network can connect up to 15 locations at once.

---Provides standardized training using trained instructors to simultaneous unit locations.

---Currently provides 13 air transportation lessons to include *Aerial Port Work Centers, Aircraft Loading, Air Terminal Operations Center Overview, Air Terminal Operations Center Forms, Cargo Acceptance, Center of Balance, Materials Handling Equipment, Deployment Readiness Training, Deployment Readiness Training Forms, Passenger Service, Palletization, Restraint, and Unit Preparation.*

---Facilitates academic portion of training to be taught at home location while allowing maximum hands-on training when units arrive for other types of training (saving both money and time).

--Annual Tour Deployment Readiness Training

---Two week training program for teams of 25 to 33 aerial port personnel.

---Provides a hands-on review of basic aerial port skills, overview of deployed operations duties and responsibilities, and deployed operations scenarios covering unit preparation, deployment, deployed operations, and return to homestation.

---Supports preparation of unit for operational readiness inspections by focusing on basic skills and deployed operations. Complements unit training, operational readiness exercises, and Patriot Exercises (Patriot Exercises are AFRES generated and designed reserve training exercises).

---25 percent classroom instruction and 75 percent hands-on experience.

---Team work, chemical biological warfare defense, and ability to survive and operate training is stressed to aid in the success of aerial port operations.

---Offers experience in equipment preparation, home station deployment, operating base, engine running on-offload operations, forward operating base, marshaling yard, joint airlift inspection, chemical attack readiness exercises, and air base ground defense.

Conduct of Research

Given this background, requirements, and the limitations inherent in the reserve program, (i.e. 39 days per year training time), five reserve aerial port units were analyzed in relation to how they go about preparing and maintaining the proficiency of their "citizen soldiers." The main focus was on those elements required to perform wartime tasks and whether that training motivated unit members or repressed it. If members lacked motivation during training, then that training will appear worthless and may not prepare them in contingency operations. Special emphasis was placed on unit innovation in accomplishing such tasks.

The five aerial ports analyzed were the 26th Aerial Port Squadron (APS) at Kelly AFB, Texas, a co-located squadron in a C-5 unit equipped wing; the 46th APS at Dover AFB, Delaware, a co-located squadron in a C-5 associate wing; the 53rd APS at Pope AFB, North Carolina, formerly a mobile aerial port squadron (MAPS) geographically separated associate unit aligned with Dover AFB assigned to the 622 Regional Support Group yet established at an active wing; the 76th APS at Youngstown-Warren Regional Airport-Air Reserve Station, Ohio, a co-located squadron formerly a MAPS in a C-130 unit equipped wing mobilized by Air Combat Command; and the 92nd APS, a geographically separated unit aligned with Dover AFB, Delaware assigned to the 622nd Regional Support Group. These squadrons were chosen to be representative of the 43 aerial ports spread throughout AFRES. Their selection was based upon physical make-up (i.e. associate, unit-equipped, co-located, or geographically separated); regional support

group, numbered air force, major command affiliation; inspector general operational readiness inspection reports, and personal recommendations.

The number of units observed was limited in order to remain within the time constraints of this report, although, at the Air Force Reserve Aerial Port Commander's and Air Reserve Technicians Conference in May 1996, all squadrons were encouraged to present any unit unique training they felt may benefit this research. The inputs from other squadrons will be discussed in Chapter III, Additional Inputs.

Of the aerial ports observed, each commander was given an initial survey in order to gather overall information concerning the squadron (See Appendix B). This portion was then followed by a unit site visit during a unit training assembly where unit members were surveyed to gather demographic information and individual insight into unit training and how well it prepared them to perform their wartime tasks (See Appendix C). Surveys were randomly and statistically distributed based upon unit size and to provide a 90 percent confidence level in data gathering. For example, a unit of 128 personnel were given 50 surveys. These surveys were distributed randomly by first determining who was present and then by using an alphabetical list, every third person was selected regardless of rank. To further ensure randomness, an arbitrary starting point was selected. Surveys were tracked by a control number on the top right hand corner of the survey which corresponded to the members respective selection number on the alpha roster. This was accomplished in order to insure that 100 percent of distributed surveys would be returned. After all surveys were returned, the alphabetical list was shredded to ensure anonymity.

The commander survey was distributed to unit commanders during the Reserve Aerial Port Commander's and Air Reserve Technician Conference in May 1996. Commanders were asked to return a copy as soon as possible but no later than the time of the site visit. The survey for unit members was conducted during the unit site visit to allow for questions to be answered. Additionally, the site visit allowed for observation of training, facilities, and equipment available to the unit. From the five units, a total of 230 surveys were distributed. This number falls short of the original 255 distributed, when the 53rd aerial port's surveys, which were mailed, were lost. The unit reconducted the survey but only on 25 personnel due to a miscommunication. Hence, data from the 53rd only reached a confidence level of less than 50 percent. Time did not allow for additional surveys to be completed.

Development of the Survey

The surveys used to gather information from the Commander and Unit Personnel (Appendix B and C, respectively) from each aerial port were derived from interviews conducted with Colonel Kenneth Byrd, research advisor, and information from the 4th/14th Air Force Joint Process Action Team survey. The questions asked were utilized to gain a thorough understanding of the unit, gather demographic information, determine unique training approaches, and to compare with the findings during the previous Process Action Team. The results of this survey will be presented in Chapter IV and Appendix D.

Development of the Report

Chapter II of this report discusses relevant literature and previous studies associated to this area of research. Chapter III describes each aerial port unit and the unique training approaches they utilize. Chapter IV analyzes the research based upon unit survey inputs. The final chapter categorizes the approaches observed and indicates possible future research. An Appendix includes a listing of abbreviations/terminology associated with laying the foundation for understanding this research, copies of the commander and unit members surveys, and survey results.

II. Literature Review

Relevant Literature

An enormous body of research is available on the subject of training. However, as training applies to the Air Force Reserve, and specifically contingency training, the amount of material available diminishes. Many areas of guidance were found in available AMC and AFRES Instructions to include, AMCI 24-101, Volume 21, Military Airlift Air Reserve Component (ARC) Aerial Port Training; AMCI 24-101, Volume 22, Military Airlift Training Requirements for Aerial Port Operations, AFJI 24-108, Movement of Units in Air Force Aircraft, AFRESI 24-101, Reserve Transportation Program, and the Air Force Specialty Code 2T2X1 Air Transportation Specialty Career Field Education and Training Plan (CFETP), Parts I and II.. Other studies dealing strictly with this subject were available; however, there material was dated and therefore not used.

The first and probably the most relevant is the Process Action Team Report, 4/14 AF Joint Aerial Port Commanders Conference from January 1993. This process action team report was conducted by a joint team from 4th and 14th Reserve Numbered Air Forces following DESERT SHIELD/DESERT STORM (Note: 14th AF has since been replaced by 22nd AF). The foundation for the existence of this process action team was begun during the Joint 4/14 Air Force Reserve Aerial Port Commanders Conference held at Westover AFB, Massachusetts in August 1991. During this conference, over 100 lessons learned from DESERT SHIELD/DESERT STORM were gathered from those units that had participated. Four aerial port commanders, two squadron operations

officers, and four squadron chief master sergeants formed the team and began the process in August 1991 and concluded in January 1993. Their tasking was to study, review, and recommend revisions to reserve aerial port training programs and make the most efficient use of limited training time.

The objective of the process action team was to identify areas where aerial port units might find more time to accomplish hands-on functional proficiency (605XX now 2T2XX) training more directly related to mission readiness. The team investigated aerial port training requirements, current training methods, and the time required to perform them. From this investigation, the team was able to determine the appropriate training requirements and priorities from a unit perspective. To gather their information, the team surveyed a sample of 32 Reserve aerial port units (approximately 47 percent of reserve aerial ports at the time), both APS and MAPS, co-located and geographically separated, DESERT SHIELD/DESERT STORM participants or not, officer and enlisted alike. The surveys consisted of five sections: *Unit Mission, Management, Functional Area Training, Ancillary Training, and a Time Study*. Of the surveys sent out to the field an amazing 90 percent of those were returned. The results of this survey determined the following key points: 1) the need for 605XX Management Training--geared specifically to aerial port responsibilities with content decisions made by transportation personnel; 2) Unit Training Assembly Activity Scheduling--to increase efficiency of available time; 3) Need for Formalized Supervisory Training--in addition to available supervisory/NCO training with more internal programs consisting of hands-on situations within the ports;

4) More Hands-On Training and Exercises--to include sharing of training scenarios being accomplished throughout AFRES; and, 5) Reduction of Non-605XX Activities--although no specific activities were presented, current requirements should be reviewed and accomplished with increased time efficiency during unit training assemblies (Air Force Reserve, 1993:1-6).

A second source of study dealt with an unpublished graduate research project by Lieutenant Christine M. Mino from Embry-Riddle Aeronautical University while at McGuire AFB, New Jersey. This 1992 localized study, entitled Comparison of Job Knowledge Between Aerial Port Reserves and Active Duty Members, tried to determine whether or not significant differences were evidenced between active duty and civilian personnel and activated reservists during DESERT SHIELD/DESERT STORM in aerial port operations. The test group consisted of ten activated reservists and ten active duty counterparts from the McGuire AFB ramp section. As a comparison, a group of ten reservists who were not activated but continued in a traditional Category A status were studied. Activated reservists had been on duty for approximately five months. The selection of the population was 80 percent between the rank of airman and staff sergeant while the remaining 20 percent consisted of technical and master sergeants. This breakdown was selected since 80 percent of the 100 person ramp population was between the rank of airman to staff sergeant. Each selected member was administered a test which was derived from Military Airlift Command Regulation 76-1, Military Air Transportation, Chapter 11 (Currently AMCI 24-101, Volume 11). This chapter specified

job related functions such as the use of material handling equipment, cargo loading and safety procedures, and forms. The questions Mino developed were pretested on a sample of four "unit experts" for readability and validity. The results of this test indicated that active duty personnel tended to score higher, while activated reservists scored slightly less than their active duty counterparts, and non-activated (traditional) reservists scored the least amount of points. The final conclusion, although limited in scope, suggested an overhaul to current training practices with increased emphasis on proficiency training. By doing so, reserve integration during contingencies would be enhanced. (Mino, 1992:2-9)

An alternate point of view from Mino's study regarding reserve training was begun in December 1995 in another Embry-Riddle Aeronautical University paper entitled A Comparison of Test Scores Between Part-Time (Reserve) and Full-Time (Active and Civilian) Air Force Aerial Porters by Major Aimee S. Corning, Chief, Air Transportation Branch, at the Air Mobility Warfare Center, McGuire AFB, New Jersey. The purpose of her research was to determine the effect that repeated, frequent exposure to specific experience had on job knowledge. To do this, a comparison was made to determine the significance between test scores earned by full-time and part-time aerial porters in formal intermediate and management level air transportation classes. Assuming correlation between experience level and test scores, suggested implications on wartime mission accomplishment by reservists could be given, as well as possible improvements to their training (Corning, 1995:iv). At the time of this report, the results of this continuing

research were yet inconclusive. Future researchers must examine this research and recommendations prior to any further study in this area. One important significance between this and Mino's study was the use of all available data, both active and reserve, for a one year period, utilizing validated tests from a formal training situation (i.e. Air Mobility Warfare Center's *Air Transportation Manager's, Cargo Operations & Systems, Intermediate Wartime Contingency*, and *Passenger Operations & Systems* courses) [Corning, 1996].

Supplemental Sources of Information

Personal interviews were key to obtaining current data and information pertaining to current trends in AFRES aerial ports. Interviews with Colonel Kenneth A. Byrd, HQ AMC Special Assistant for Reserve Affairs to the Director of Operations and research advisor allowed the researcher to capture the pulse of aerial port activity. Colonel Byrd's vast twenty year experience in every facet of an AFRES APS, Wing, and Numbered Air Force greatly enhanced understanding. He was the first of two statutory tour officers sent to DESERT SHIELD/DESERT STORM with responsibility for *all* aerial port activities in Saudi Arabia. While in the theater of operations, he was selected to form and command the initial start-up of the Riyadh APS. Results from this interview led to the discovery of the process action team mentioned earlier as well as points of contact at the Pentagon, the Air Force Reserve Transportation Proficiency Center, HQ AFRES Aerial Port Division and establishment of aerial ports to observe. Also discussed was the significant change in reserve aerial port utilization as a response to DESERT

SHIELD/DESERT STORM lessons learned. In the past, reserve aerial ports were tasked to mobilize as a single unit with command structure intact (large unit type codes) , but following DESERT SHIELD/DESERT STORM, these same aerial ports would be tasked with smaller, leaner packages of 3 to 62 personnel (smaller mission support teams), normally with a technical sergeant or master sergeant team chief without a deployed unit command structure (i.e. Squadron Commander, First Sergeant, administration, supply, etc.) {See figure 1}.

Unit Type Code	# of Personnel	Capability
UFBBR	3	Specialized Equipment Operators
UFBCK	3	Wide Body loader Assembler/Operator
UFBV1	5	Intransit Visibility Function (PAX/Cargo)
UFBML	12	Passenger Processing
UFBCD	33	Bare Base Operation, 24 Hr OPS, MOG of 3, Cargo 30 Tons/Day
UFBB1	38	Augment Major Aerial Port, 24 Hr OPS, Cargo Processing 35 Tons/Day
UFBCA	62	Same as UFBB1 (75 Tons/Day)
UFBCG	123	Same as UFBB1 (275 Tons/Day)

Figure 1. AFRES Aerial Port Wartime Capability (adapted Air Force Reserve, 1996c:19).

These mission support team changes were necessary to eliminate duplication of effort associated with the prior reserve system and to create smaller unit type code packages to support current operational demands. These changes would force alignment with active duty packages and simplify task source determination during contingency operations.

Therefore, both active and reserve forces would appear the same, have the same

capability, and become much easier to interchange. However, one difference between active and reserve packages is the assignment of a command package when more than 60 reserve personnel are tasked.

An interview with Colonel William H. Chester, Process Action Team leader and HQ USAF Assistant for Reserve Affairs DCS/Logistics further expounded upon the purpose leading to and behind the process action team along with his personal interpretation that if the actions presented were implemented that they would significantly enhance reserve aerial port training and readiness. (From site visits, it was determined that many of the items from the process action team have had varying degrees of implementation while others have not been heeded.) Further discussion shed light on his background and experiences with the aerial port community. Of huge importance was his discussion on aerial port call up procedures. Basically, he noted a shift from large unit type code call ups (practiced prior to DESERT SHIELD/DESERT STORM) to smaller mission support team actions seen today. (Note: Colonel Chester was the 33rd APS/CC at Andrews AFB, Maryland, during DESERT SHIELD/DESERT STORM and was also assigned as the Aerial Port Commander for 6-months in Riyadh, Saudi Arabia).

An interview with CMSgt James A. Roshak, HQ AFRES/DONT, Chief, Air Force Reserve Transportation Proficiency Center presented a general overview of the Transportation Proficiency Center and the training initiatives and facilities associated with it. He stressed the point that this training had been developed specifically for the reservist, by reservists, to match the limited training time available.

A meeting with Colonel Thomas J. Nett, HQ AFRES/DON, Chief, Air Force Reserve Aerial Port Division focused on current available and command guidance as well as an emphasis on training initiatives. Also discussed at this time was the Air Force Reserve Aerial Port Commander/Air Reserve Technician Conference with activities and agenda items. Attendance and participation in this conference from 15-19 May 1996 garnered the latest happenings throughout the entire aerial port community with additional presentations by AFRES as well as HQ AMC members.

Finally, personal surveys and interviews with each of the five aerial port commanders and unit member surveys combined with site visits enhanced the understanding of unit level conditions and perceptions on training, the latest initiatives currently being pursued, and future considerations. The results of these interviews and surveys will be presented in Chapter III as well as Appendix D.

III. Research Discussion

Overview:

Five aerial ports, including the 26th Aerial Port Squadron (APS) at Kelly AFB, Texas, the 46th APS at Dover AFB, Delaware, the 53rd APS at Pope AFB, North Carolina, the 76th APS at Youngstown-Warren Regional Airport-ARS, Ohio, and the 92nd APS at Wyoming, Pennsylvania, were analyzed. Each of these squadrons were chosen to be representative of the 43 aerial ports spread throughout AFRES. Each unit was visited to observe unit training assembly activities as well as gather survey information from a sample of unit members. All wartime taskings were current at the time of this writing; however, changes in the near future are expected.

Three of the five units, the 26th, 46th, and 92nd Aerial Ports, have a common wartime mission tasking to deploy within 48 hours:

Trained personnel and serviceable equipment to provide augmentation or stand-alone aerial port support at APOE/APODs or unit move onload/offload locations. Responsibilities include cargo processing, aircraft loading/unloading, joint inspections, mobility load team supervision, ERO, home station and deployed Air Terminal Operations Center, ALCE/TCU/DACG operations, and command. Additional required equipment will be provided at deployed locations. (Department of the Air Force, 1995a)

Additionally, these squadrons may be required to split into smaller segments/unit type codes and deploy/redeploy to other locations. Although common, each squadron is tasked to support its own specific unit type codes in accordance with its wartime tasking.

The other two aerial ports, both former MAPS units, each have their own unique wartime mission tasking. Specifically, the 53rd APS must within 48 hours:

Generate in-place to support deployment of the 82nd Airborne Division in a wartime contingency. This unit also has a mission to deploy in support of HQ AMC world-wide wartime aerial port tasking requirements. These requirements include deploying trained personnel and serviceable equipment to provide aerial port support of air-land operations in high threat areas, operate sea-air interface bases, augment APOE/APOD, and operate unit move onload/offload locations. They must be able to deploy as a self-contained unit with its own communications and self defense capabilities. They require augmentation from base transportation for 463L Material Handling Equipment maintenance. (Department of the Air Force, 1995a)

As before, the unit may be required to split into smaller segments/Unit Type Codes and deploy/redeploy to other locations. Also, this squadron has its own specific unit type codes to support during war.

Similarly, the 76th APS (the only unit studied that is co-located at a C-130 unit equipped wing that reports to Air Combat Command and then is provided to AMC as a wartime assigned unit) is required to deploy within 48 hours:

Trained personnel and serviceable equipment to provide aerial port support of airlanded operations in high threat areas, operate sea-air interface bases, augment APOE/APOD, and operate unit move onload/offload locations. They must be able to deploy as a self-contained unit with its own communications and self defense capabilities. They require augmentation from base transportation for 463L Material Handling Equipment maintenance. (Department of the Air Force, 1995a)

As a result of this tasking, the unit may be required to split into smaller segments/unit type codes and deploy/redeploy to other locations. Like other units, this squadron supports its own unit type codes during war.

As will be shown in the following sections, each unit, possesses their own unique way of conducting training for unit member proficiency. Similarities across each aerial port are in the requirements each must fulfill (i.e. computer based training, specialty training standard items, etc.) and the equipment available to them. Differences are seen in the way each unit addresses these particular required items, the access they have to equipment, and how they overcome barriers. Since each unit is unique, they will be presented individually. All information presented was gathered from the surveys conducted on each unit. Despite these similarities and differences mentioned, the basic organizational structure for each unit is comparable and can be viewed in the following figure:

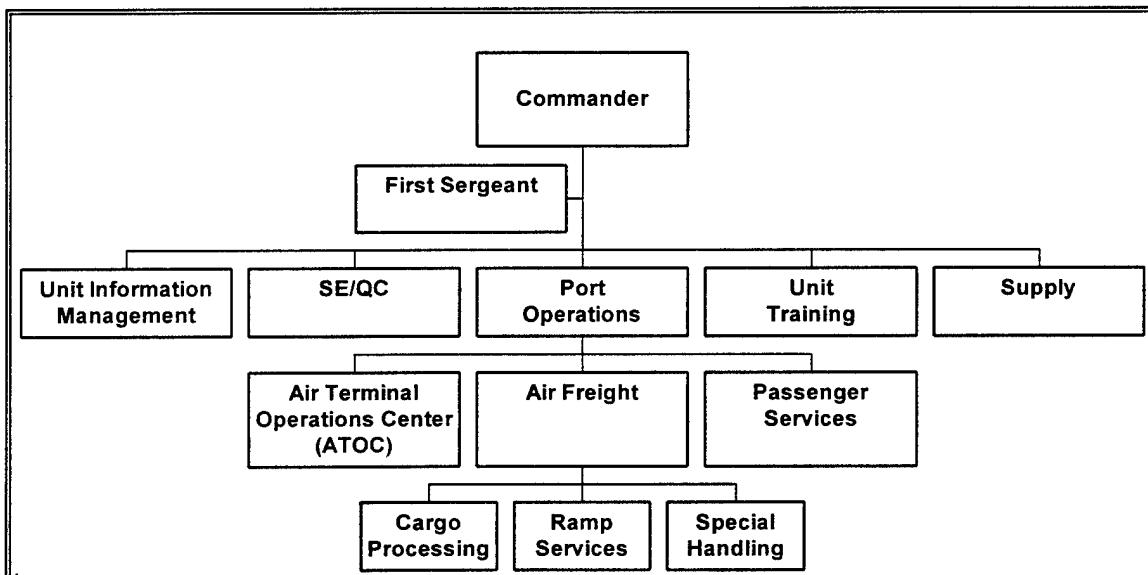


Figure 2. AFRES Aerial Port Squadron Typical Organizational Chart

26th Aerial Port Squadron:

The 26th Aerial Port Squadron is a co-located C-5 unit equipped squadron at Kelly AFB, Texas with the 433rd Airlift Wing. This unit belongs to 4th Air Force and currently supports 3 unit type codes (Department of the Air Force, 1995a; Department of the Air Force, 1996f). For this research, the 26th was the largest unit observed with 226 members. The unit has seven officers, three Air Reserve Technicians (one chief master sergeant and two master sergeants), and 216 enlisted personnel. From the surveys, it was determined that the majority of enlisted personnel are staff sergeants with more than one year, but less than 10 years of service with the unit. Most have an Air Force background in a variety of Air Force specialty codes, but primarily in logistics. Other personnel have prior Army and Navy experience in logistics. Although a bulk of the personnel did not participate in DESERT SHIELD/DESERT STORM, numerous volunteers helped to assist in this effort.

This squadron trains regularly with the following equipment: C-130 aerial port training aids; 25K and 40K loaders; 4K and 10K forklifts; 10K AT forklifts; 463L pallets and nets; oversized boxes, engine cans, and large drums (appropriated from DRMO); C-5A operational aircraft; and three static helicopters newly donated by a local Army unit (UH-1, Scout, and a Cobra Attack). Most members have the opportunity to train with outside units such as the Transportation Proficiency Center at Dobbins ARB, Georgia, fly-a-ways to Robert Gray Army Air Field, Fort Hood, Texas, and Biggs Army Air Field, El Paso, Texas.

In addition to normally scheduled and instructed academic training, which includes use of computer based training and the teletraining network, the 26th builds upon its knowledge through a series of hands-on training activities during unit training assemblies. Major training opportunities include joint load proficiency exercises with either the Army, Navy, Marines, Army National Guard, Navy Reserve, or the 149th TFW Texas Air National Guard (for logistics movement of their F-16s). Major exercises are conducted at least two times per year with lesser scaled exercises at least every other month. During major joint exercises, each section of the aerial port is given the opportunity to exercise mobility procedures in a joint environment leading to the efficient planning and movement of users personnel and equipment. This training broadens the training experiences of both the 26th and the other services by providing personal interface as well as experience with equipment not normally practiced with. A typical two-day scenario begins with the arrival of approximately 20 outside personnel with their equipment on Saturday of the unit training assembly. Activities begin with an initial concept briefing. Afterwards, both unit members receive hands-on experience with pallet build-up, joint inspections, and preparing documents for air shipment such as: the shipper's declaration, load lists, and aircraft load planning. Sunday's activities are highlighted with multiple upload and download activities. The training concludes with an outbrief and critique by all members involved.

Also, several times a year, the unit has the opportunity to participate in fly-a-ways to Robert Gray Army Air Field, Fort Hood, Texas, and Biggs Army Air Field, El Paso,

Texas to load and download Army equipment from different types of aircraft. Smaller scale training can range from a minimum of strictly document training to combined exercises with on-base organizations, such as the Civil Engineering and the Aircraft Generation Squadrons. Here documentation is prepared, load plans completed, and actual loads conducted. Other home station training scenarios include static or operational loads on the C-130 aerial port training aids, C-5 aircraft, or other transient cargo aircraft. These loads consist of uploading pallets and rolling stock along with the preparation of all documentation and a complete joint inspection. Another opportunity includes use of the active duty main freight terminal at Kelly. This is where, pallet build-up and material handling equipment usage is practiced. Most exercises utilize all sections of the port in a combined effort.

For their 3 level trainees, this unit sets aside 2-4 hour blocks of time each day of a unit training assembly for computer based training. They have an agreement with their sister unit, the 74th APS, to utilize each others computer based training terminals when not in use which results in greater accessibility and minimum upgrade time for trainees.

46th Aerial Port Squadron:

The 46th Aerial Port Squadron is co-located at a C-5 Associate wing at Dover AFB, Delaware with the 512th Airlift Wing (Associate) and 436th Airlift Wing (Active). This unit belongs to 22nd Air Force and currently supports 1 unit type code (Department of the Air Force, 1995a; Department of the Air Force, 1996f). The 46th has 119 members consisting of five officers, two Air Reserve Technicians (one chief master sergeant and

one master sergeant), and 112 enlisted personnel. From the surveys, it was determined that the majority of enlisted personnel are staff sergeants with more than one year, but less than 15 years of service with the unit. Most have an Air Force background in a variety of Air Force specialty codes. Other personnel have prior Army, Navy, and Marine Corps experience. A bulk of the personnel appear to have participated in DESERT SHIELD/DESERT STORM, primarily at Dover AFB for at least six months. This unit has just completed an Operational Readiness Inspection with the 436th Airlift Wing in March 1996. Hence, the majority of the training focused on during the period prior to this report dealt with attack response and ability to survive and operate exercises along with their active duty counterparts. This training was accomplished in conjunction with their required proficiency training.

Since this unit is co-located at an active duty base, they have the opportunity to train regularly with all forms of material handling equipment, C-5 A/B aircraft (both static and operational), and the 436th Aerial Port Squadron. They have established in-port and non-port unit training assemblies. In-port means that they receive training from the active duty. Non-port means that the reserve unit provides the training. This training schedule is laid out in their annual training plan. In-ports are conducted at least five times per year, while non-ports are at least seven times per year. This series of in-ports and non-ports are utilized to train to meet their wartime mission through proficiency training with the 436th APS. They were established in order to blend academic, ancillary and other training requirements with proficiency training, with the result of minimized

interruptions to the schedule. The unit works many live missions with the 436th APS for realistic training, which is supplemented with a member's annual tour. Proficiency exercises include, but are not limited to, the following:

1. Obstacle course for material handling equipment proficiency (with and without chemical gear)*
 2. Simulated hazardous cargo exercises in the Special Handling section*
 3. Deployed Air Terminal Operations Center exercises*
 4. Marshaling yard/joint inspection training
 5. Pallet build-up exercises*
 6. Computer based training
- *Supervisors are responsible for the creation and execution of these exercises.

The unit has utilized other forms of training in the past and intends on developing them further. These include unit training assembly fly-a-ways to the Transportation Proficiency Center at Dobbins, a Homestead ARB fly-a-way to operate in a bare-base environment away from normal strategic port comforts while exercising aircraft loading operations under the direction of the 512th Tanker Airlift Control Element, and a joint bus-a-way deployment to formalized training at Fort Eustis, Virginia to the Joint Strategic Deployment Training Center for "Exercise Voodoo". This particular exercise is conducted over a six period unit training assembly (i.e. three day unit training assembly) and is an extraction from an exercise from the Air Deployment Planning Course entitled "Unit Air Deployment Planning". Participants determine the unit's airlift requirements utilizing current doctrine, limitations, and capabilities of each aircraft concerned. This exercise was last utilized by the squadron in 1991; however, they have intentions of coordinating a similar deployment in the future. Additionally, the unit participates with the Army and Navy Reserve in Lewes, Delaware in joint inspection and aircraft loading

operations, while garnishing experience in a joint environment. Unit members have access to computer based training in both the reserve and active duty sections.

53rd Aerial Port Squadron:

The 53rd Aerial Port Squadron is a former Mobile Aerial Port Squadron (MAPS) geographically separated unit from its servicing C-5 Associate wing at Dover AFB, Delaware with the 512th Airlift Wing. It is assigned to the 622nd Regional Support Group at Dobbins ARB, Georgia. In addition, it is located at an active ACC base at Pope AFB, North Carolina. This unit belongs to 22nd Air Force and currently supports 4 unit type codes (Department of the Air Force, 1995a; Department of the Air Force, 1996f). The 53rd has 141 members consisting of five officers, two Air Reserve Technicians (1 senior master sergeant and 1 master sergeant), and 134 enlisted personnel. From the surveys, it was determined that the majority of enlisted personnel are staff sergeants with more than one year, but less than 15 years of service with the unit. Most have an Air Force background in a variety of Air Force specialty codes. Other personnel have prior Army and Navy experience. A bulk of the personnel did participate in DESERT SHIELD/ DESERT STORM, primarily at Pope AFB for at least two weeks to force deploy the 82nd Airborne Division. The 53rd has an excellent working relationship with the 3rd APS at Pope, their active duty counterparts, and have access to a wide variety of material handling equipment. They have an opportunity to work primarily with C-130 operational aircraft and the C-130 aerial port training aid. Most operational loads are heavily passenger related with the 82nd Airborne paratroopers. They are currently in the

process of coordinating accessibility to wide-body aircraft (KC-10A) at Seymour Johnson AFB, North Carolina where they will bus-a-way deploy in unit type code packages. They are working on nighttime training scenarios and, unit members deploy to Patriot Tiger exercises when they are conducted.

Other exercises include quarterly static C-5 training with the 18th Airborne Corps, a "Camp Eagle" exercise, and in-house rodeos. During 18th Airborne exercises, a C-5 is deployed from Dover AFB to Pope and the 18th exercises a wartime loadout with its helicopters. "Camp Eagle" affords the unit the opportunity to perform in an operating base and landing zone environment and assesses personal and team readiness as well as build team integrity. In-house rodeos test proficiency and team ability in a competitive environment. An additional initiative includes alignment of the squadron into unit type code teams for training purposes. This alignment is a necessary step to preparing for wartime deployments in accordance with unit type codes.

Since the unit has an influx of three level trainees and a lack of computer based training terminals, the 53rd has enlisted the use of a liquid crystal display in combination with an overhead projector for computer based training to facilitate multiple viewers of the information on a projection screen. This crucial training is then followed by individual testing via the computer based training terminal for completion. Additionally, the unit has established intensified off-unit training assembly proficiency and specialty training standard preparation for its thirteen three level trainees. Also, a unique annual tour deployment to Thailand (Cobra Gold) offered the opportunity to train in a rare

training environment. Normally, this unit deploys only to the European theater. The unit also participates in bus-a-ways to Camp McCall (part of Fort Bragg) for forward operating base/operating base training.

76th Aerial Port Squadron:

The 76th Aerial Port Squadron is formerly a MAPS unit co-located at a C-130 unit equipped wing, gained by Air Combat Command, force provided to AMC, at Youngstown-Warren Regional Airport-Air Reserve Station, Ohio, with the 910th Airlift Wing. This unit is assigned to 10th Air Force and currently supports 6 unit type codes (Department of the Air Force, 1995a; Department of the Air Force, 1996f). The 76th has 121 members consisting of five officers, two Air Reserve Technicians (1 senior master sergeant and 1 master sergeant), and 114 enlisted personnel. From the surveys, it was determined that the majority of enlisted personnel are staff sergeants with more than one year, but less than 15 years of service with the unit. Most have an Air Force background in a variety of Air Force specialty codes, primarily aerial port and aircraft maintenance activities. Other personnel have prior Army and Navy experience. A bulk of personnel participated in DESERT SHIELD/DESERT STORM at Ramstein AB, Germany, for at least six months. Being at a unit equipped reserve base, the unit has access to a variety of equipment which includes: 16 C-130H organic aircraft, two 25K and one 40K loaders, a high line, miscellaneous other vehicles, and other material handling equipment. They do not have access to other types of aircraft, including wide and narrow body, except on annual tours or rare on-base opportunities.

Since reserve C-130s are ACC gained in contingencies and through a command to command agreement, the aerial port is force provided to AMC for employment, the one wing, one base, one boss system runs into grave difficulties. Hence, this unit leads a very complicated life. Not only must it train to AMC standards, but it receives formal inspections by Air Combat Command. What this means is that the aerial port is subject to the rules and regulations for both fighter *and* mobility wings. This unique situation, although rocky at first, has seen tremendous improvements in recent years. In addition to this unique situation, the 76th must maintain an air delivery support branch. This is strictly a peacetime function which packs, loads and recovers equipment for aerial delivery training. During contingencies, this function goes away, but during peacetime and unit training assemblies members of the unit must be dedicated to performing it.

When afforded the opportunity, unit members participate in Patriot exercises. Numerous times throughout the year, the unit provides training for and with various other services and units including the Green Beret (Passenger movement), Army (loading equipment), Navy and Coast Guard (training in aerial port procedures) and Marines. Some of these joint exercises include, but are not limited to, pallet build-up, 10K and 25K forklift operations, basic load planning, and joint inspection. They also fly aircraft to their sister unit where they practice loading and unloading equipment aboard aircraft. These realistic scenarios provide the unit experience, first hand, in differences between services and practice loading complex equipment such as armored personnel carriers and 105 millimeter cannons.

Another initiative started by this unit is intense aerial port training on off unit training assembly weekends for at least a quarter of the squadron. This training takes advantage of the slow periods during these off unit training assembly weekends to garner extensive training in various proficiency elements. This unit also sends teams of 10 to 15 personnel to off-station locations in order to perform loading exercises. The unit promotes supervisory management training by rotating its supervisors regularly. This practice establishes a broad base of experience throughout the squadron. Also, three to four times per year, part of the squadron participates in fly-a-ways to Pope AFB or Bolt Field, and they participate in unit training assembly training at the Transportation Proficiency Center annually to hone wartime skills.

92nd Aerial Port Squadron:

The 92nd Aerial Port Squadron is a geographically separated unit from an associate C-5 wing at Dover AFB, Delaware, with the 512th Airlift Wing, and assigned to the 622nd Regional Support Group at Dobbins ARB, Georgia. The 92nd is located in Wyoming, Pennsylvania (the Northeast region of the state). This unit is part of 22nd Air Force. The 92nd is not only supported by Dover AFB and Dobbins ARB, but is assisted by Willow Grove for facility and equipment upkeep. They currently support 1 unit type code (Department of the Air Force, 1995a; Department of the Air Force, 1996f). The 92nd has 128 members consisting of four officers, two master sergeant Air Reserve Technicians, and 122 enlisted personnel. From the surveys, it was determined that the majority of enlisted personnel are staff sergeants with more than one year, but less than

20 years of service with a bulk having more than 10 years but less than 15 years with the unit. Most have an Air Force background in a variety of Air Force specialty codes. Other personnel have prior Army, Navy, Marine Corps, Coast Guard, or Army Reserve experience. The vast majority of the personnel participated in DESERT SHIELD/DESERT STORM principally at Dover AFB for at least six months.

This squadron trains regularly with the following equipment: C-130 aerial port training aids; 10K forklift, and 25K loader; 463L pallets and nets, and a high line while at home. While at Dover, they have access to a wide variety of material handling equipment. Although not having a dedicated runway, except for a local municipal airport or the Wilkes-Barre/Scranton International Airport approximately 10 miles away, associated with it, the unit has adapted very well.

In addition to normally scheduled and instructed academic training, which includes use of computer based training, the 92nd builds upon that knowledge through a series of hands-on training activities during unit training assemblies. Major training opportunities include static aircraft at Wilkes-Barre/Scranton International Airport, joint training with Tobyhanna Army Depot, local Marine Corps Reserve, Army Reserve, and Army National Guard units (to load plan unit equipment and train these units on equipment loading operations), inter-squadron exercises, an in-house rodeo, and a table top exercise which tests all aerial port operations. The static aircraft activity at the local airport features a C-5 from Dover with hands on training in loading activities. The unique training at Tobyhanna Army Depot allows members to work in a joint

environment on equipment not normally available to them and in situations that may be experienced during contingency operations. During a weekend training period, this intense program of instruction provides 12 to 15 unit members with a depot supplied journeyman who acts as instructor and evaluator. Members receive instruction on wartime tasks as selected by the squadron on the latest equipment (4K and 15K forklifts) and with the latest equipment (HumVees, etc.) Trainees receive at least 12 hours of hands-on training. At the conclusion of the weekend, all unit members are rated on supervisory abilities, adherence to safety rules, cooperation, willingness to learn, timeliness, as well as any specific strengths or weaknesses observed during training. The Depot has funds set aside to work with reserve units, the only drawback to this working agreement is if funding should be discontinued by the Army. The table-top exercise is used as a tool to practice simulated activities in a realistic scenario. The training consists of up to three different practical exercises. Each mobilization scenario tasks the squadron in all functions from actual build-up of pallets (simulated as miniaturized wooden blocks cut to 1 foot equals 1 inch), special handling articles, air terminal operations center duties to include load planning and airlift utilization, to simulated loading of mock-sized aircraft. This exercise is best run in conjunction with actual static loading of aircraft with similar type loads. The exercise stretches the organization with emphasis on communication, required documentation, as well as hands-on training. By utilizing this exercise a unit could quickly determine its strengths and weaknesses and improve upon them. The 92nd has run this exercise on several occasions with great success.

The 92nd uses partial unit bus-a-ways at least three times per year to Dover AFB to participate in realistic port operations and hands-on C-5 experience, as well as other required training activities not available to them.

Other activities currently being pursued by the 92nd include C-141 and wide body aircraft training at McGuire AFB, New Jersey. To build and encourage teamwork and enhance supervisory skills, the unit initiated a leadership resource course, similar to 'Project "X"'.

Additional Inputs:

While at the 1996 Air Force Reserve Aerial port Commanders and Air Reserve Technician Conference, the researcher solicited any inputs from units they felt was unique and would enhance this paper. The 94th Aerial Port Squadron from Robins AFB, Georgia, submitted a package entitled Air Transportation Specialist In-House Training. This training package was an item utilized by all new members to the squadron and consisted of the following six blocks:

- I. Introduction to Air Transportation and Documentation
- II. Special Handling and Hazardous Materials Processing
- III. Cargo, Tiedown, and Palletization
- IV. Planning and Manifesting
- V. Material Handling Equipment, Safety, Operation and Maintenance
- VI. Terminating Procedures and Reports

This training provides new air transportation specialists with generalized information needed to work in this Air Force specialty code and prepares them for technical training.

IV. Analysis

Overview:

This paper investigated four areas in regard to reserve preparedness for contingency operations in light of limited assets and time available to train: 1) what requirements are placed upon reserve units? 2) what sources and types of training are currently available? 3) what creative ideas do aerial ports utilize to prepare and maintain proficiency of their unit? and finally, 4) what is the most effective way to train "citizen soldiers" for lasting understanding and proficiency.

Requirements:

The requirements that are placed upon reserve aerial port units are readily defined in written guidance and in the air transportation career field education and training plan. These requirements state that reservists must be able to merge seamlessly with their active components in any crisis and maintain a level of readiness equivalent to those organizations. As a minimum, individuals must fulfill all core tasks (see asterisked items) in the specialty training standard in order to be considered prepared for contingency operations. As a unit, they must match the requirements and capabilities listed in the global assets list. The most common hindrance to their proficiency is training time. Active duty members train 365 days each year with virtually unlimited assets and training opportunities, while reservists are afforded only 39 days each year and have limited assets and training opportunities. This same difficulty was identified in the process action team conclusions following DESERT SHIELD/DESERT STORM. It

appears from the surveys completed by each unit that this situation still exists, but units are having better success in optimizing the limited amount of time available to them.

Continuous improvement efforts and unit innovation have led the way in this area.

Prospects for the future depends on increased operations tempos and increased reliance on tasked reserve units. Although training time has been increasing, leaders must realize that the time available to reservists is still limited to 39 days per year for the bulk of the “citizen soldiers” who must balance family, patriotic obligations, and civilian employee requirements.

Sources and Types of Training:

Given the situation inherent in the reserve program, reservists have adapted to the situation by establishing unique sources and types of training to compensate for their shortcomings in the areas of time and asset availability.

Training established at the Transportation Proficiency Center at Dobbins ARB, Georgia provides training opportunities to aerial port reservist’s that is scaled to fit the unique requirements of one weekend per month and two weeks out of each year that reservists must fulfill. Training such as the *Basic 2T2X1 Course*, *Unit Training Assembly*, *Fly-a-way Training*, *Distance Learning using the Teletraining Network*, and *Annual Tour Deployment Readiness Training* serve to enhance or hone the wartime skills of today’s reservists. From the surveys, both squadron commanders and unit members agree that this training prepares them and the unit for their assigned duties. Survey comments

indicated that this training is interesting and that it holds the interest of those participating.

AMC does their part in providing real world training opportunities at various aerial ports in the United States, the Pacific, Europe, and South America during peacetime operations. They also provide training opportunities in conjunction with real world events (i.e. Operation Joint Endeavor, Deny Flight, Desert Calm, etc.). This training provides functional area proficiency training in an active duty environment to units that do not possess that capability at their home station. The majority of those surveyed feel that this training allows them the chance to interact with their active duty counterparts while receiving the most benefit from real-world situations. However, this training can be enhanced by ensuring more realistic workloads in the ports during these situations. In fact, many respondents feel that this type of training relationship needs to occur more often.

Formal training opportunities at the Air Mobility Warfare Center allow for some exchange of information between active and reserve forces through courses like the Air Transportation Manager's course. By far, annual tours provide the most opportunity to work in real world scenarios in locations that the units might actually deploy to. Opportunities exist for reservists to obtain additional training beyond the required 39 days per year, pending the cooperation of their civilian employers. However, this additional training is not the sole answer to training reservists. Being twice the citizen leaves little free time for family.

Unit Training Approaches:

Each aerial port studied was unique in its own special way and the training they utilized appeared to be effective in fulfilling their objectives. Survey results indicate that the majority of reservists are pleased with the training they receive some feel that there is a need for more hands-on experiences and the exercises that remove repetition and generate renewed enthusiasm for learning. Questions 9, 10, and 11 of the Unit Member Survey present the types of training and training opportunities currently available. They present data on the effectiveness of this training. Most respondents agreed it was very effective in preparing them for their wartime skills. As a result of this study, three issues emerged and were observed in at least one or more of the studied units. These three issues appear to be a fair representation of the training utilized and can be successful if implemented. The three issues are: 1) Joint Training, 2) In-House proficiency exercises, and 3) Modeling exercises.

1) Joint Training:

Joint training means working with other services to determine their unique practices. Since today's forces are drawing down and budget cuts are increasing, interservice deployments are widely utilized. As a result, the reservist must be prepared to enter into this environment with the knowledge required to adequately participate in these situations. By doing so, today's reservist will be better able to meld with their active duty counterparts in minimal time. In order to gain this knowledge, joint exercises

with non-Air Force organizations are a must. Of the units studied, all of them used some form of joint training. This will be the driving factor in other aerial ports as well.

Unit equipped organizations may find these types of exercises easier to arrange while associate, especially geographically separated units, will find it more difficult. Any local Guard, Reserve or Active duty unit will have a need for the services provided by an aerial port. Since each military unit will have some type of mobility tasking, aerial port assistance in exercising that tasking by helping prepare load lists for mobility equipment, loading equipment, teaching on loading operations and requirements, etc. may be offered. If these units are not able to participate in these exercises at a particular time, it may be possible to borrow equipment. Each of these activities will pay tremendous dividends within an aerial port. Although these types of exercises may be time consuming in the preparatory phases, unit members will find such activities interesting because it is different from normal unit training assembly activities. Of course, as with any plan, difficulties may arise such as unit cancellation, non-availability of aircraft and equipment, etc. Advance preparation for these situations is a must. An alternate exercise using equipment that is available or the generation of a table top exercise are but a few options (See category 3).

Examples of joint training include bus-a-ways and fly-a-ways to the using organizations, or they may come to the unit (this option is less costly to a unit). A new approach used by the 92nd APS included visiting a local Army depot. They were able to practice much of the same training they would see in an active duty environment while

gathering information about the way the Army does business. The 46th APS had similar success when it arranged training at Fort Eustis, Virginia with the Joint Strategic Deployment Training Center. The Center converted an existing exercise into a scenario suitable for a reserve unit training assembly. The availability of this type of training may be limited due to time and other commitment constraints of the instructors.

Since all will work together in war, all must learn to work together in peace. This can be accomplished through joint training. For without a joint understanding among the services, tomorrow's joint forces may be incapable of performing effectively, if at all.

2) In-House proficiency exercises:

In-house proficiency can range from individual section exercises, inter-section exercises, in-house rodeos, and other forms of practical training. This training frequently involves computer based training and classroom instruction but, it must be followed by some form of hands-on experience. Many units have access to real world aircraft and missions, but others are limited to the use of aerial port training aid training devices. By utilizing any of these training aids, valuable experience can be gained with relatively little preparation. Granted, there is time required to develop scenarios, and in the case of rodeos, criteria for evaluation with a scoring system. But once they are developed, they can be altered and improved upon easily. Also, many units would be happy to share their current material with any other unit (obviously, a unit would need to adapt it to their particular situation {i.e. equipment and facilities available}). Some exercises currently in existence deal with proper documentation preparation, onload and offload scenarios,

pallet build-up, material handling equipment usage, marshaling yard activities, joint inspection (using your own vehicles), and activities from the specialty training standard. Also, to complete these activities in a situation away from the rigors of a normal unit training assembly, some organizations have shifted to off-unit training assembly weekends. This type of activity provides more direct time on the tasks as well as enhancing the supervisory capabilities of those involved.

In-house exercises are the most common in the aerial port community. Many of these activities have been occurring for years. By networking with other units, more information about similar exercises can be gathered. This study has only touched upon the many opportunities available. The only limit to these types of activities is the human mind and equipment available.

3) Modeling:

Modeling according to The American Heritage Dictionary is an example to be imitated or compared. In this case, that is what the 92 APS (particularly CMSgt Ralph McCormack) did in its tabletop exercise. This exercise presents a practical scenario which calls for the unit's assistance in deploying a rapid deployment task force by air from a strategic aerial port (there are actually three different scenarios so far). The day and a half exercise covers every facet of the aerial port from the air terminal operations center to air freight. Once the necessary props are prepared the exercise only requires two or three people to oversee it. The exercise tests pallet build-up activities through miniaturized wooden blocks, netting (tape), and scaled to size pallets. Special handling

involves hazardous cargo of different types. The ramp section is responsible for movement of the pallets and their loading onto made to scale aircraft templates. While the air terminal operations center has the task of overall coordination, load planning, and proper aircraft utilization based upon the limited resources available during the exercise. A Duty Officer is also involved in making decisions. This officer must ensure there are no snags and that unit required load-out times are met. All required documentation and necessary procedures are checked for completion and accuracy. Following the exercise, all unit members participate in an open discussion of items that went well and areas for improvement. This exercise is simple to arrange and can encompass a variety of scenarios. It can be utilized during periods of inclement weather and it can also be used in conjunction with outside practical loading exercises. Props take a little time for initial completion, but once made can be easily stored and retrieved for later use. A benefit of this exercise is that it can tell a squadron commander areas where the unit might require further attention. It can be used annually or on a quarterly basis depending upon the requirements and desires of the unit. For further information, contact CMSgt McCormack at the 92nd APS. As a final note, this modeling approach may best be utilized as a Transportation Proficiency Center sponsored road show that units could request on an annual or as needed basis. It is in this way that standardization would be AFRES wide.

The Most Effective Training Approach:

The most effective approach lies not in one single category, but is best described as a combination of the above. Depending on the squadron and the assets within reach, a combination would facilitate the best approach. The units presented in this paper contain some examples of exercises currently producing excellent results. Surveyed members agree that the training they currently perform is effective in preparing them for wartime operations. In fact some feel they are better prepared today than they were during DESERT SHIELD/DESERT STORM operations. By utilizing the information presented by other units, an aerial port can save already limited time. As noted by the surveys, for training to be effective, it must be interesting, applicable to all sections, and utilize each section of the aerial port. Above all, it must keep all personnel actively engaged. Without these elements, proficiency will suffer and the desire to learn will diminish.

V. Summary and Conclusion

Summary:

Each reserve aerial port has its own unique abilities, capabilities, and opportunities. By utilizing the assets available to them, they will train their members to become proficient in wartime skills. Bus-a-ways, fly-a-ways, joint exercises, in-house rodeos, table top exercises, intersquadron scenarios, etc. are just some of the examples that appear to be working for them. In fact, of the five aerial ports observed, the three recurrent approaches of joint exercises, in-house rodeos, and modeling appear to be the most effective techniques among the units. The success of these approaches depends on interest and total unit-member participation.

Knowing that each unit has many tasks to accomplish with a limited amount of time to do so, all of this training can be accomplished through creative scheduling. With some adjustments, a combination of the approaches can be scheduled quarterly to strengthen present training effectiveness and to enhance or build upon current wartime training programs.

Area for Improvement:

The only area identified for improvement during the conduct of this research was the obvious lack of networking and communications in the AFRES community. This situation is not new since evidence of the like was reported by the 4/14 AF Process Action Team in 1993. By sharing successes and failures outside the normal channels of Quality Air Force Assessments and conferences, the entire AFRES aerial port community

will benefit. Effective use of time available can be maximized, by sharing activities and information. Doing so can only enhance training and unit effectiveness.

Areas Requiring Further Examination:

Visiting the various organizations in AFRES showed how dedicated the people are dedicated to the Air Force Reserve and its mission. Each aerial port had their “plates full” yet were able to perform successfully. This type of study was difficult in that time did not offer the opportunity to look at each and every reserve aerial port unit. During this brief study, a better understanding of the difficulties of training under a limited time schedule was obtained. I also discovered that each unit has something to share in the way it utilizes precious training time. Unit innovation was extremely high throughout, and there may be many other training programs which exist in the field that have not yet been shared. Although not observed, there may also be pockets existing of “doing business the old way.” These units may not have heeded the advice of the 4th/14th AF Process Action Team.

Future research should capitalize on the contributions of other units. Of particular note would be the 84th APS of Greenville, South Carolina. This geographically separated unit existed at a Community College. It had no hands-on equipment available until recently when it acquired a C-130 aerial port training aid. Yet, they consistently rank high in proficiency. Also of note would be the 38th APS of Charleston AFB, South Carolina. They were the only unit called up during DESERT SHIELD/DESERT STORM, and they deployed as a unit into the theater of operations. A study could look at

how they prepared prior to DESERT SHIELD/DESERT STORM and how they currently prepare. Also, we need to tap into the expertise that exists among our members from the civilian community. Look at it, adapt it, and use it. One of the keys to unit success is training as if we were to go to war with little or no notice. We are not a force in reserve, but rather a reserve force trained and able to execute our wartime tasking when called on. The suddenness of today's threat does not allow us to gradually adapt. Training of officers and senior NCOs along with improved communication skills will be of significant value. Another avenue to pursue would be to resurvey all existing aerial ports with the surveys presented during the process action team. It would be interesting to learn what has changed and where future improvements can be made.

Challenges:

The future holds a variety of challenges that have not yet been foreseen. Other challenges, such as the increased operations tempo and the increasing reliance upon the Air Reserve Component to fulfill those requirements, appear to be a given. These issues, along with dwindling prior service experience (the ramifications of VSI/SSB from previous years), possible consolidation of existing aerial ports into mega-squadrons, and the ever increasing fragmentation of smaller unit type codes or mission support teams will be a constant challenge to reservists. In addition, the trend or philosophy to fully employ the Air Reserve Component as early as possible during contingency operations will even further the necessity for clear guidance and emphasis on time management.

Appendix A: Terminology

This appendix lays the foundation for understanding this paper by defining and describing key words and phrases used throughout its entirety:

“Global Reach Global Power”-- Mission of today’s Air Force. “Global Reach” our ability to extend our capability worldwide. “Global Power” our ability to use that power.

10K AT Forklift--10,000 pound All-Terrain Forklift.

2T2XX/605XX--Air Transportation Specialty Code (New/Old)

4K, 10K Forklifts--4,000 and 10,000 pound Forklifts.

AFRES--Air Force Reserve, a proud partner in the total force, consisting of dedicated, hard-working patriots who volunteer their time and energy to meet the needs of the Total Air Force and of our nation.

ALCE/TCU/DACG--Airlift Control Element. Outdated term (now Tanker Airlift Control Element)./ Transportation Control Unit. Mobility Work Center./ Departure Airlift Control Group. User group to perform aerial port functions during unit deployment.

AMCI--Air Mobility Command Instruction. New name given to regulations and guidance.

Annual Training--Two weeks of training required by Category A reservists each year for pay and points. Training is usually conducted with an active duty unit in real world situations, at locations normally associated with one’s wartime tasking.

Annual Training Plan--A reserve aerial port training plan which describes yearly training activities. Useful for coordinating training within and among units. Updated each unit training assembly.

APOD--Aerial Port of Debarkation. A station which serves as an authorized port to process and clear aircraft (scheduled, tactical, and ferried) and traffic for entrance from the country in which it is located.

APOE--Aerial Port of Embarkation. A station which serves as an authorized port to process and clear aircraft (scheduled, tactical, and ferried) and traffic for departure from the country in which it is located.

APS--Aerial Port Squadron.

APTA--Aerial Port Training Aid. C-130, C-141, and C-5 aircraft fuselages utilized for training. They can be found at most reserve aerial ports.

ARC--Air Reserve Component. All the units, members, and organizations of both the United States Air Force Reserve (AFRES) and the Air National Guard (ANG).

ART--Air Reserve Technician. Managers, planners, and trainers who provide continuity and training support to help keep their assigned units combat ready and to aid in the smooth transition from a peacetime to a wartime environment. Basically, they work as full-time civil service employees for the Air Force during the week in the unit to which they are assigned and also participate with other reservists on weekends and annual active-duty tours.

Associate Airlift Wing--A wing where active duty and reserve members share the same aircraft. Actual ownership of the aircraft remains with active duty.

ATOC--Air Terminal Operations Center. The control center for all aerial port operations.

CBT--Computer Based Training. Computer based instruction in 39 areas directly related to items found in the 2T2X1 Specialty Training Standard. Software is distributed by HQ AMC/DOTV and HQ AMWC.

CFETP--Career Field Education and Training Plan. A comprehensive, multipurpose document encapsulating the entire spectrum of education and training for a career field. It contains a logical growth plan that includes training resources and is designed to make career field training identifiable, to eliminate duplication, and to ensure this training is budget defensible.

Co-located--When a unit resides and operates at the same location as their supporting unit.

Core requirements (of the Specialty Training Standard)--Those asterisked items in an Specialty Training Standard. Tasks Air Force Career Field Managers (AFCMs) identify a minimum qualification requirement within an Air Force specialty. Basically, the minimum requirements necessary to go to war.

CRAF--Civil Reserve Air Fleet. Commercial aircraft and crews allocated in time of emergency to exclusive military use in both international and domestic service during periods of increased airlift requirements.

Defense Transportation System--(DTS). The combination of force projection movement from an installation deploying node across a deploying leg through a port of embarkation to a port of debarkation, culminating at the tactical assembly area.

DRMO--Defense Reutilization Marketing Organization. Location where military items are deposited when they are no longer utilized by the owning organization. Items are usually sold to outside organizations for disbursement via a sealed bid auction.

DRT--Deployed Readiness Training. Training that simulates activities that aerial ports may encounter during deployed operations. Training includes, but not limited to, ability to survive and operate and chemical biological warfare defense.

ERO--Engine Running On and Off-load exercise. An aircraft exercise where equipment is on or off-loaded while the aircraft engines are still running. This situation is used to expedite aircraft operations.

GAL-Global Assets List. A single source, unclassified database that captures all of a unit's deployable capability expressed in Unit Type Codes (Unit Type Codes). It contains AMC and AMC-gained unit taskings. It is updated monthly and is accessible to any unit with a PC and a modem through the AMC/LG bulletin board.

GSU--Geographically Separated Unit. A unit that is not co-located with its supporting wing.

JI--Joint Inspection.

MAPS--Mobile Aerial Port Squadron.

MHE--Material Handling Equipment.

MST--Mission Support Team.

MTL--Master Task Listing.

OB/FOB-Operating Base/Forward Operating Base. A self-sustaining base in close proximity to the Forward Edge of the Battle Area (FEBA).

OPLANS--Operation Plans. A plan for a single operation or series of connected operations to be carried out simultaneously or in succession.

ORI/ORE--Operational Readiness Inspection/Exercise.

Process Action Team--PAT. A quality initiative which studies a particular area with a goal of continuous improvement.

Patriot Exercises--AFRES generated and designed reserve training exercises.

Proficiency--The capability to perform one's job with limited or no reliance on guidance from more experienced personnel, operating from one's own knowledge and developed skill levels.

RSG--Regional Support Group.

SORTS--Status of Report and Training System.

Statutory Tour Officer--An Air Force Reserve officer who serves an active duty 10 USC 10211 tour in a particular specialty for a period of at least 4 years.

STS--Specialty Training Standard. The series of tasks required for an Air Force specialty code prior to an individual receiving skill level upgrade.

TALCE--Tanker Airlift Control Element. A team of qualified AF personnel established to control, coordinate, and report Air Force airlift tanker operations where normal AMC control facilities are not established or require augmentation.

TNET--Telecommunications Network. Unique interactive satellite communication system in AFRES,

TPC--Transportation Proficiency Center.

UMD--Unit Manning Document.

Unit Equipped Airlift Wing--A wing where air reserve component members own and operate their own aircraft.

UTA--Unit Training Assembly

UTCs--Unit Type Codes.

Appendix B: Commander's Survey

**Air Force Reserve Aerial Port Squadron Contingency Training
Advanced Study of Air Mobility Graduate Research Paper**

by
**Capt David C. Post
DSN 944-2073**

OBJECTIVE:

- This research will study your squadron and look at how you prepare your members to perform their wartime taskings (* items in Specialty Training Standard) given the limited amount of time available to do so.
- Items of interest to me are your unit's unique innovations and ideas about this training.
- My research will consist of this initial survey, a visit to your squadron, and a questionnaire given to members of your unit to assist in gathering data.
- I ask that you complete this survey by the time I visit your unit, sooner if possible.
- The final outcome of this research will be a detailed training approach that will best utilize the limited unit training assembly periods available to reservists.

INSTRUCTIONS:

- PLEASE ANSWER ALL QUESTIONS TO THE BEST OF YOUR KNOWLEDGE
- Be thorough in your responses by providing as much detail as possible on the accompanying diskette; also, include any hard copies of additional material you feel will assist me.
- *You are assured of non-attribution with respect to your responses provided.*

1. What is your unit's wartime tasking?
2. How many Unit Type Codes do you presently support?
3. What is your current manning status?
4. What is your unit's rank structure?

_____ Lt Col
_____ Major
_____ Captain
_____ Lieutenant

_____ Chief Master Sergeant
_____ Senior Master Sergeant
_____ Master Sergeant
_____ Technical Sergeant

_____ Staff Sergeant
_____ Senior Airman
_____ Airman
_____ TOTAL

5. How many Air Reserve Technicians do you currently have assigned? Rank(s)?
Name(s)?
6. What training aids and opportunities does your unit have? (Answer the following for each)
 - How effective is it?
 - How often do you use it?
 - How do you measure/track it?
7. What is your squadron's training environment? (Base or headquarters nearby; Unit Equipped; Associate; Geographically Separated Unit -- if so, what is the closest base or where do you get your support.)
8. When was your last ORI?
 - What rating did you receive?
 - Where did your unit members deploy?
 - How many deployed?
 - What conditions were they under (bare base, hotel living)?
9. When is your next ORI?
 - What are you doing to prepare?
10. When was your last Staff Assistance Visit?
 - How did you do?
11. What other assistance do you receive from your Numbered Air Force?
12. Do you train with other services?
 - How often?
 - What types of training do you get?
13. Are you a member of a Regional Support Group?
 - If so, how has this relationship affected your squadron?
14. What does your squadron do that you feel is unique in preparing your members in wartime skills (Specialty Training Standard * items)? (Any documentation you have will be helpful.)
15. What does your unit do to train your management/supervisory personnel to perform their wartime mission? (Please explain in full detail.)

16. How would you enhance or alter your unit's wartime training capability in the following areas:
- Personnel:
 - Equipment:
 - Training:
 - Command and Control:
17. Do your members attend the Transportation Proficiency Center training at Dobbins?
- What is the quality of this training?
 - How does it affect your members? Your unit?
18. Do you have fly-a-ways/bus-a-ways?
- Where do you go and how often?
 - What types of training do you get?
19. Given no time and resource constraints, how would you implement your training (that is, what would be your ideal training scenario)?
20. Who is my best point of contact in your unit to discuss wartime training?
21. Are there any other comments you care to add that may assist me in my research?

--THANK YOU FOR YOUR ASSISTANCE AND PROMPT RESPONSE--

Appendix C: Unit Member Survey

**Air Force Reserve Aerial Port Squadron Contingency Training
Unit Member Survey
Advanced Study of Air Mobility Graduate Research Paper**

OBJECTIVE:

- This research will study your squadron and look at how you are prepared to perform wartime taskings (* items in Specialty Training Standard) given the limited amount of time available to do so.
- Items of interest to me are your unit's unique innovations and ideas about this training.
- I ask that you complete this survey NLT 0900 Sunday and return it to your administrative section, sooner if possible.
- The final outcome of this research will be a detailed training approach that will best utilize the limited unit training assembly periods available to reservists.

INSTRUCTIONS:

- PLEASE ANSWER ALL QUESTIONS TO THE BEST OF YOUR KNOWLEDGE
- Be thorough in your responses by providing as much detail as possible, please include any material you feel may assist me.
- *You are assured of non-attribution with respect to your responses provided.*

1. What is your rank?

_____ Lt Col
_____ Major
_____ Captain
_____ Lieutenant

_____ Chief Master Sergeant
_____ Senior Master Sergeant
_____ Master Sergeant
_____ Technical Sergeant

_____ Staff Sergeant
_____ Senior Airman
_____ Airman

2. Prior to joining this squadron, were you ever on active duty? ___ Yes ___ No If so, what did you do? What branch were you in?

3. How long have you been affiliated with this squadron? (Mark an "X" in the box which applies)

<input type="checkbox"/> Less than 6 months	<input type="checkbox"/> 6 months to 1 year	<input type="checkbox"/> More than 1 year but less than 5 years
<input type="checkbox"/> More than 5 years but less than 10 years	<input type="checkbox"/> More than 10 years but less than 15 years	<input type="checkbox"/> More than 15 years but less than 20 years
<input type="checkbox"/> More than 20 years but less than 25 years	<input type="checkbox"/> More than 25 years but less than 30 years	

4. Were you involved in Desert Shield/Storm? ___ Yes ___ No

--Where did you deploy? For how long?

--How prepared in your wartime skills do you feel you were when you deployed?
(Please answer on a scale of 1 to 10, with 10 being the highest)

--How prepared do you feel you are if you were called upon today? (Please answer on a scale of 1 to 10, with 10 being the highest)

5. Following Desert Storm, did you participate in a PAT (Process Action Team) survey that was intended to study, review, and recommend revisions to Reserve Aerial Port Training Programs? ___ Yes ___ No

--If so, have you ever seen any follow-up actions as a result of this survey? What were they?

6. What is your squadron's wartime tasking?

7. How many UTCs (Unit Type Codes) does your squadron presently support?
(UTCs are deployment packages you unit is tasked to support)

8. When was the last time you participated in an ORI?

--Where did you go?

--What duties did you perform?

9. What does your squadron do that you feel is unique in preparing you in wartime skills (Specialty Training Standard * items)

10. What training aids and opportunities does your unit offer you? (equipment, exercises, etc.)
(Answer the following for each)

--How effective are they?

--How often do you use it?

11. Are you a supervisor? ___ Yes ___ No If so, what does your unit do to prepare you in your management/supervisory wartime skills? (Please explain in full detail.)

12. If given the opportunity, how would you change your unit's wartime training?

13. Have you ever attended the Transportation Proficiency Center training at Dobbins?
___ Yes ___ No If so, how long ago? ___

--How did this training prepare you in performing your wartime skills?

14. Do you participate in fly-a-ways/bus-a-ways? ___ Yes ___ No

--Where do you go and how often?

--What types of training do you get?

15. Are there any other comments you care to add that may assist me in my research?

--THANK YOU FOR YOUR ASSISTANCE AND PROMPT RESPONSE--

Appendix D: Survey Results

Commander's Survey

1. *What is your unit's wartime tasking?*

--What is the currency of this tasking? For all units, 1 January 1995.

26th, 46th, 92nd

To deploy within 48 hours:

Trained personnel and serviceable equipment to provide augmentation or stand-alone aerial port support at APOE/APODs or unit move onload/offload locations. Responsibilities include cargo processing, aircraft loading/unloading, joint inspections, mobility load team supervision, ERO, home station and deployed Air Terminal Operations Center, ALCE/TCU/DACG operations, and command. Additional required equipment will be provided at deployed locations.

Additionally, these squadrons may be required to split into smaller segments/unit type codes and deploy/redeploy to other locations.

53rd

Within 48 hours:

Generate in-place to support deployment of the 82nd Airborne Division in a wartime contingency. This unit also has a mission to deploy in support of HQ AMC world-wide wartime aerial port tasking requirements. These requirements include deploying trained personnel and serviceable equipment to provide aerial port support of air-land operations in high threat areas, operate sea-air interface bases, augment APOE/APOD, and operate unit move onload/offload locations. They must be able to deploy as a self-contained unit with its own communications and self defense capabilities. They require augmentation from base transportation for 463L Material Handling Equipment maintenance.

Additionally, the unit may be required to split into smaller segments/Unit Type Codes and deploy/redeploy to other locations.

76th

To deploy within 48 hours:

Trained personnel and serviceable equipment to provide aerial port support of airlanded operations in high threat areas, operate sea-air interface bases, augment APOE/APOD, and operate unit move onload/offload locations. They must be able to deploy as a self-contained

unit with its own communications and self defense capabilities. They requires augmentation from base transportation for 463L Material Handling Equipment maintenance.

Additionally, the unit may be required to split into smaller segments/unit type codes and deploy/redeploy to other locations.

2. How many Unit Type Codes do you presently support?

26th	46th	53rd	76th	92nd
3	1	4	6	1

1. What is your current manning status?

26th	46th	53rd	76th	92nd
226 assigned	119 assigned	141 assigned	121 assigned	128 assigned

1. What is your unit's rank structure?

26th

<u>1</u> Lt Col	<u>2</u> Chief Master Sergeant	<u>138</u> Staff Sergeant
<u>2</u> Major	<u>4</u> Senior Master Sergeant	<u>21</u> Senior Airman
<u>2</u> Captain	<u>15</u> Master Sergeant	<u>4</u> A1C / Airman
<u>3</u> Lieutenant	<u>22</u> Technical Sergeant	<u>0</u> Airman Basic

46th

<u>1</u> Lt Col	<u>1</u> Chief Master Sergeant	<u>37</u> Staff Sergeant
<u>1</u> Major	<u>2</u> Senior Master Sergeant	<u>38</u> Senior Airman
<u>2</u> Captain	<u>10</u> Master Sergeant	<u>24</u> Airman
<u>0</u> Lieutenant	<u>11</u> Technical Sergeant	<u>0</u> Airman Basic

53rd

<u>1</u> Lt Col	<u>1</u> Chief Master Sergeant	<u>45</u> Staff Sergeant
<u>1</u> Major	<u>2</u> Senior Master Sergeant	<u>40</u> Senior Airman
<u>3</u> Captain	<u>10</u> Master Sergeant	<u>27</u> Airman
<u>0</u> Lieutenant	<u>11</u> Technical Sergeant	<u>0</u> Airman Basic

76th

<u>1</u> Lt Col	<u>1</u> Chief Master Sergeant	<u>41</u> Staff Sergeant
<u>1</u> Major	<u>3</u> Senior Master Sergeant	<u>46</u> Senior Airman
<u>3</u> Captain	<u>7</u> Master Sergeant	<u>29</u> Airman
<u>0</u> Lieutenant	<u>14</u> Technical Sergeant	<u>0</u> Airman Basic

92nd

<u> 1 </u> Lt Col	<u> 1 </u> Chief Master Sergeant	<u> 37 </u> Staff Sergeant
<u> 1 </u> Major	<u> 2 </u> Senior Master Sergeant	<u> 38 </u> Senior Airman
<u> 2 </u> Captain	<u> 10 </u> Master Sergeant	<u> 24 </u> Airman
<u> 0 </u> Lieutenant	<u> 11 </u> Technical Sergeant	<u> 0 </u> Airman Basic

5. *How many Air Reserve Technicians do you currently have assigned? Rank(s)?*

Name(s)?

26th	3, CMSgt Robert Hastie, MSgt Charles Wyndham, MSgt Gail Boldt.
46th	1, CMSgt Edward Perkowski, (Administrative ART to be added soon).
53rd	2, SMSgt James Wangelin, MSgt Nancy Lilley.
76th	2, SMSgt Willie Jones, MSgt Lillian Honeywood.
92nd	2, MSgt David Hodges, MSgt Dora Pawlowski.

6. *What training aids and opportunities does your unit have? (Answer the following for each)*

--How effective is it?

--How often do you use it?

--How do you measure/track it?

26th

C-130 Shell (APTA):

Relatively effective for static load configuration (pallets & rolling stock) and training; Monthly; Exercise critiques, OJT documents (623A), ATOC scenario documentation, Special Handling, JI inspection 2133's

C-5A Operational Aircraft:

Very Effective, excellent training with aircrew members is usually provided; Monthly; Exercise critiques, OJT documents (623A), ATOC scenario documentation, Special Handling, JI inspection 2133's

3 Helicopters (Working on ramp structure to facilitate them):

These are new assets and have not been utilized as of yet; Projected use will be quarterly; Exercise critiques, OJT documents (623A), ATOC scenario documentation, Special Handling, JI inspection 2133's

463L Pallets & Nets:

Very; Monthly; 623's, RAPIDS, JI Inspections records

25K-Loader:

Very effective; not always available; Monthly, when available; 623's MHE records, RAPDS

4k & 10k Forklifts:

Very effective; not always available; Monthly, when available; 623's MHE records, RAPDS

Air Freight Terminal with Automated Equipment:

Very effective; Is currently 100% operable; Monthly; RAPDS, 623's, Scenario exercise reports

2 - CBT Training Computers:

Effective for theoretical (not applied) knowledge, relies on short term memory until applied; Monthly, about 6 hours per day (2-4 hour blocks minimum for 1 levels each UTA day).; Academic training report

Army & Navy Joint Exercises:

Very effective for exposure to unfamiliar equipment and for liaison activities with other services; Two times a year; Scenario exercise reports, responses from units supported

Ability To Survive & Operate (ATSO) Exercises:

Effective, these exercises are new and are improved; 2-3 times per year; Reports filed with Mobility and Unit Operational Readiness Section

Chemical Attack Response Exercise (CARE):

Very; Once a year for each member; CARES Report filed in Mobility and Unit Operational Readiness, RAPDS

Annual Mobility Exercises:

Very; Annually; Report filed in Mobility section

46th

436th Aerial Port Squadron:

Very effective; each in-port UTA; training records, etc.

Material Handling Equipment:

Very effective, and almost limitless amount of equipment available for our use; not answered.

C-5 aircraft:

Very effective, 37 aircraft available both operationally or static; Each UTA; Training records, etc.

53rd

Material Handling Equipment (Accessible through 3 APS):

Very helpful in training unit personnel; monthly; training records.

C-130 aircraft/ C-130 APTA exercises:

Very helpful in training unit personnel, although there is a lack of some aircraft on weekends and most active aircraft loads are strictly personnel movements; Each UTA, at a minimum each quarter; Not answered.

Fly-a-ways/Bus-a-ways:

Very helpful in training unit personnel; each quarter for one UTC; We have just started tracking and the early measures have been favorable.

Night Training Scenarios:

Very helpful in training unit personnel; on annual tours, some exercises, and during Patriot Tiger (biannual); in early stages of tracking.

Static C-5:

Very helpful in training unit personnel (Army helicopter unit wartime loadout); Quarterly; not answered.

Camp Eagle exercise:

Very helpful in training unit personnel; at least annually; We have just started tracking and the early measures have been favorable.

In-house rodeos:

Very helpful in obtaining training with other sections; varies; rodeo results.

76th

16 C-130 aircraft:

Very effective, however, no other aircraft including wide body available except on annual tour or during an on-base opportunity; each UTA; not answered.

Off UTA training weekends:

Very effective, takes advantage of slower periods; at least quarterly; not answered.

Patriot Exercises/ Fly-a-ways/ Bus-a-ways:

Excellent; as available; not answered.

Joint training:

Excellent training with the Green Beret, Navy, Coast guard, and Army. Receive experience with differences between services (the unit actually gives more training than it receives); as necessary; not answered.

2-25K Loaders/ 1-40K Loader/ High Line/ Other MHE:

Very effective; each UTA and annual tour; training records, etc.

92nd

Tobyhanna Army Depot:

Excellent training, provides access to equipment not usually available, joint environment; at least quarterly; training records, after action reports, report of training by depot supervisors.

Joint training exercises:

Very effective, provides training with Marine Reserve, Army Reserve, and Army National Guard in a joint environment with different equipment; as needed; training records.

In-house rodeo:

Very effective and team building; at least quarterly; training records, competition score sheets.

Table top exercises:

Very effective, exercises all facets of aerial port in a simulated environment, tests communication, documentation, and wartime skills; annually or semi-annually; training records, outbrief.

Obstacle Reaction Course:

Very effective in team building, tests and improves teamwork skills; as required; not tracked as of present.

Static C-5 Aircraft:

Effective form of training on real world aircraft, however events are sometimes limited by air show; annually during local air show; training records, after action reports.

Material Handling Equipment:

Very effective hands-on training although equipment limited at unit, more available during bus-a-ways and during annual tours; each UTA or annual tour, training records, after action reports.

7. *What is your squadron's training environment? (Base or headquarters nearby; Unit Equipped; Associate; Geographically Separated Unit -- if so, what is the closest base or where do you get your support.)*

26th	Wing Headquarters, Unit Equipped with 14 C-5A, based same location.
46th	512 AW Headquarters nearby;; Associate with 436 AW.
53rd	On an active ACC base, GSU with a servicing associate wing at Dover AFB, part of the 622nd Regional Support Group at Dobbins ARB, Georgia.
76th	Formerly a MAPS unit co-located at a C-130 unit equipped wing, gained by Air Combat Command, force provided to AMC, at Youngstown-Warren Regional Airport-ARS, Ohio, with the 910th Airlift Wing.
92nd	a geographically separated unit from an associate C-5 wing at Dover AFB, Delaware, with the 512th Airlift Wing, and assigned to the 622nd Regional Support Group at Dobbins ARB, Georgia, assisted by Willow Grove for facility and equipment upkeep.

8. *When was your last ORI?*
--What rating did you receive?
--Where did your unit members deploy?
--How many deployed?
--What conditions were they under (bare base, hotel living)?

26th	3-10 Feb 93; Excellent; Davis Army Air Field, OK; 73; bare base.
46th	Mar 96; Excellent; three locations; 22; 2 bare base, 1 hotel nearby.
53rd	8-14 May 93; Excellent; Dyess AFB Texas and Savanna Georgia; 62; Bare base at Savanna, Hotel at Dyess.
76th	Nov 95; Excellent; Savannah; 66; bare base.
92nd	Jul 94; Excellent; Clinton-Sherman, Oklahoma and Cherry Point MCAS, SC; 65; bare base at Clinton-Sherman and hotel at Cherry Point.

9. *When is your next ORI?*
--What are you doing to prepare?

26th	Projected Mar 2001; Maintaining our training scenario activities, and current levels of combat readiness.
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46th	2002; Basically the same training that we did for this ORI.
53rd	1999; Camp Eagle and Patriot Tiger exercises, Meeting with the other bases is the key (i.e. Hanscom sister unit). The earlier you meet them and form a strong alliance the better off the units are to complete the tasking.
76th	not known at this time
92nd	2000; normal training.

10. When was your last Staff Assistance Visit?

26th	17 Apr 94.
46th	Oct 93.
53rd	22 Jan 94, in preparation for Quality Air Force Assessment.
76th	Not answered.
92nd	1996.

11. What other assistance do you receive from your Numbered Air Force?

26th	Annual tour support, operational contingency exercises, special deployment opportunities.
46th	Not answered
53rd	QAFA preparation, receive excellent support via 622 RSG.
76th	Not answered.
92nd	Excellent support from 622 Regional Support Group

12. Do you train with other services?

--How often?

--What types of training do you get?

26th	Yes; Twice per year, In Mar 96, trained a Navy reserve unit on pallet build-up, preparing shipper's declarations, driving the 40K-loader, and loading the C-5. Also several times per year, unit members deploy to Biggs Army Airfield to load and download Army equipment from different types of aircraft. In Oct 95, the unit practiced with two Army National Guard units weighting, measuring, marking, preparing documentation, load planning, and loading on board a static C-5 and the C-130 APTA five vehicles including humvees and trucks as well as two helicopters. (Also see question 6).
46th	Yes; Semi-annually; JI, load exercises, inter service corporate sharing.
53rd	Yes; the Army 18th Airborne Corps; each quarter; Loading helicopter equipment. Also, the 82nd Airborne, as necessary; passenger movements aboard C-130 aircraft.

76th	Yes; Green Beret, Navy, Marines, Coast Guard, Army; almost every UTA; pallet build-up, 10K and 25K forklift operations, basic load planning, vehicle marking, upload and downloads of equipment at off base locations with a variety of equipment, etc.
92nd	Yes; Marine reserve, Army Reserve, Army National guard, Tobyhanna Army Depot; wartime tasks in a joint environment.

13. *Are you a member of a Regional Support Group?
--If so, how has this relationship affected your squadron?*

26th	No.
46th	No.
53rd	Yes; Initially, a little confusion with sorting out who to send items to.
76th	No.
92nd	Yes, no major concerns, still well supported by wing at Dover AFB.

14. *What does your squadron do that you feel is unique in preparing your members in wartime skills (STS * items)? (Any documentation you have will be helpful.)*

26th	Generate in house simulated DOD user exercises. (See scenario reports)
46th	Train with the 436 APS Mobility Flight, field exercises, situational chemical training "haunted house", obstacle course in chemical gear, JI yard, simulated hazardous cargo exercises, deployed ATOC.
53rd	Rodeos, Mobility checklists, 18th Airborne loadouts, Intensified 1-level training (due to influx of 1 levels) during off-UTA weekends,
76th	Scenario training, joint training.
92nd	Rodeos, Tobyhanna Army Depot training, Table top exercises, Team building exercises including the Obstacle Reaction Course (similar to Project "X").

15. *What does your unit do to train your management/supervisory personnel to perform their wartime mission? (Please explain in full detail.)*

26th	Senior NCO Academy, Intermediate Wartime Contingency Course, AMC Affiliation school, Tanker Airlift Control Element (TALCE)
46th	Place each supervisor in his or her actual war time location, Patriot Tiger exercises, two-week TPC training, Annual tours.
53rd	Schools, in house training, and being in charge during unit deployments (UTAs and annual tours).

76th	Cross training or rotation of managers into different positions (TSgt and above, including officers), responsible for planning annual tours, exercises, initiatives, and deployments, Patriot exercise participation.
92nd	In addition to professional military education courses, senior NCOs run tours, flight chiefs are responsible for scheduling and monitoring personnel.

16. How would you enhance or alter your unit's wartime training capability in the following areas:

--Personnel:

--Equipment:

--Training:

--Command and Control:

26th	More emphasis on Mission Oriented Mobilization procedures; More accessibility to ALL varieties of MHE equipment; More emphasis on ancillary training, ATSO; Emphasize the transfer of responsibilities to intermediate NCO's in the event upper management ranks are eliminated from command environment.
46th	Train in smaller UTC's at multiple locations; No reply; More bare base environments, attack response exercise scenarios, intersection MHE competitions; not answered.
53rd	No change; add vehicles to the UTC; concentrate on more types of training that coincides with wartime taskings (i.e. WBEL training etc.); use of command package tasking dependent upon the situation (strategic port/ bare base).
76th	Have first line supervisors act like first line supervisors (time); obtain APTAs for other types of aircraft and get a wide body loader; Greater equipment exposure, decrease peacetime tasks (i.e. airdrop) and focus on core requirements; Cross training by officers.
92nd	Fix new recruit problems; Expand to night time operations; Add more CBT terminals, have greater exposure to C-141s and C-17; no change.

17. Do your members attend the Transportation Proficiency Center training at Dobbins?

--What is the quality of this training?

--How does it affect your members? Your unit?

26th	Yes; excellent hands-on training; they feel prepared to better integrate into the career field and prepares individual for upgrade training; Enhances unit's combat readiness.
46th	Yes; mostly cross-trainees; outstanding; great bridge for cross-trainers.

53rd	Yes; excellent; It gives them the initial training they need without spending 6 weeks in technical school.
76th	Yes; Excellent; Enhances member effectiveness; Enhances unit.
92nd	Yes; Excellent focus on the reserve mission; Enhances members knowledge in preparation for training, Allows hands-on exposure to equipment not always readily available.

18. Do you have fly-a-ways/bus-a-ways?

--Where do you go and how often?

--What types of training do you get?

26th	Yes; Robert Gray, Army Air Field, Fort Hood, TX, Biggs Army Air Field, El Paso, TX TPC at Dobbins, GA; Quarterly; Academic and Hands on.
46th	Yes; Homestead AFB, Fort Eustis, and the Transportation Proficiency Center, Bi-annually; aircraft loading operations, joint training scenarios.
53rd	Yes; to train in environments unavailable at our location; quarterly; strategic port training.
76th	Yes three to four times per year; TPC weekends (annually), Pope AFB, Bolt Field; wartime training.
92nd	Bus-a-ways yes, fly-a-ways have posed a problem in the past with potentials for lost training due to airlift difficulties; Dover AFB and Tobyhanna Army Depot; Dover allows the opportunity for limited amounts of hands-on training due to limited number of people allowed into the port, Tobyhanna allows for greater exposure to tasks associated with wartime tasks in a joint environment.

19. Given no time and resource constraints, how would you implement your training (that is, what would be your ideal training scenario)?

26th	Joint service exercises with fly-a-ways to Strategic and Mobile Ports emphasizing all facets of aerial port operation, hazardous materials, and all MHE equipment.
46th	ERO here, onload and go to other side of base, then reverse the process.
53rd	Send people to an environment similar to their wartime requirement.
76th	Aerial port or squadron take-over twice per year, Annual tour taskings aligned with UTC packages, Team in a UTC (work and train together).
92nd	More access to equipment not usually available with emphasis on wartime scenarios.

20. Who is my best point of contact in your unit to discuss wartime training?

26th	CMSgt Andres Vaquera, CMSgt Robert Hastie, SMSgt Alfred Rodriguez.
46th	Maj Reynolds, MSgt Bullen.
53rd	Maj Weathers, SMSgt Hall, MSgt Crocker.
76th	Lt Col Lechner, Maj Zimmerman, CMSgt Russell
92nd	CMSgt McCormack, MSgt Bill Telesco

21. Are there any other comments you care to add that may assist me in my research?

26th	None.
46th	None.
53rd	Yes, GSUs are left to do it on their own and this gives them the leeway to get done what needs to be done without the wing interruptions others have, however, they are limited on accessibility to some things that co-located units have.
76th	None at this time.
92nd	None.

Unit Member Survey
 (Results are a combination of *all* survey inputs)

1. *What is your rank?*

TOTAL SURVEYED: 230

<u>0</u> Lt Col	<u>1</u> Chief Master Sergeant	<u>138</u> Staff Sergeant
<u>3</u> Major	<u>7</u> Senior Master Sergeant	<u>25</u> Senior Airman
<u>1</u> Captain	<u>18</u> Master Sergeant	<u>3</u> Airman
<u>4</u> Lieutenant	<u>30</u> Technical Sergeant	<u>0</u> Airman Basic

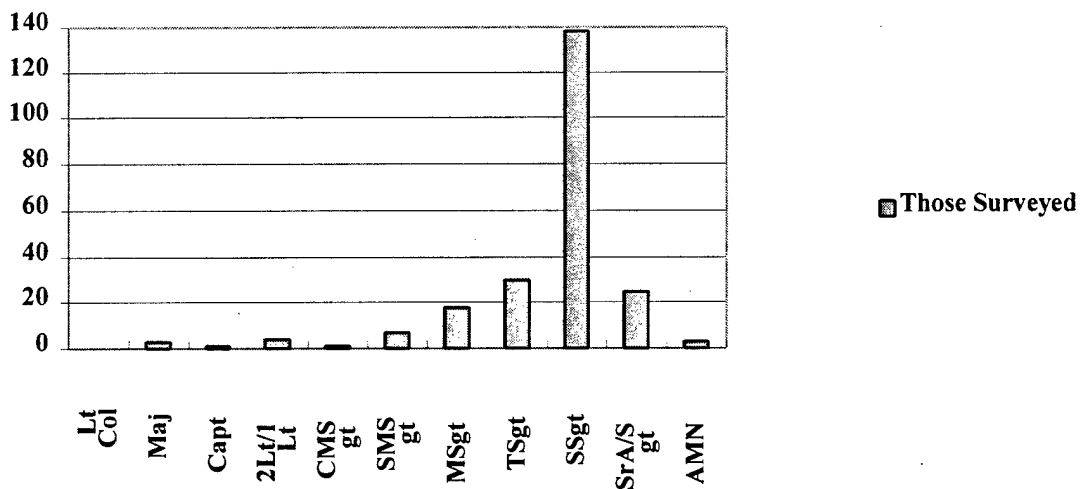


Figure 3. Surveyed Members Rank Structure.

2. *Prior to joining this squadron, were you ever on active duty?*

162 Yes 46 No 22 No Response

If so, what did you do?

What branch were you in?

Army	Navy	Air Force	Marine Corps	Coast Guard
29	10	118	4	1

Army Specialties: Radar, heavy equipment transport, infantry, intelligence, transportation, military police, artillery, supply, vehicle maintenance, medic, and missiles.

Navy Specialties: Postal clerk, aircraft maintenance, storekeeper, maintenance, and machinist.

Air Force Specialties: finance, security police, aerial port, missiles, maintenance, communications, supply, munitions, satellite communications, transportation management, passenger service, civil engineering, photography, telephone communications, medic, accountant, transportation, and administration.

Marine Corps Specialties: Military police, maintenance, and supply.

Coast Guard Specialties: Electrical technician.

3. How long have you been affiliated with this squadron?

<u>12</u> Less than 6 months	<u>13</u> 6 months to 1 year	<u>57</u> More than 1 year but less than 5 years
<u>49</u> More than 5 years but less than 10 years	<u>51</u> More than 10 years but less than 15 years	<u>28</u> More than 15 years but less than 20 years
<u>7</u> More than 20 years but less than 25 years	<u>6</u> More than 25 years but less than 30 years	<u>7</u> No Reply

4. Were you involved in Desert Shield/Storm? 117 Yes 54 No 59 No Reply

--Where did you deploy? For how long?

Germany; 3, 6 or 8 months	Saudi Arabia; 6 months
Spain; 54 days	Charleston AFB; 2 weeks
Pope AFB; 3 months	Dover AFB; 4, 6, 9, 11 or 13 months
England; 41 days	Westover AFB, McGuire AFB,....

--How prepared in your wartime skills do you feel you were when you deployed?

(Please answer on a scale of 1 to 10, with 10 being the highest)

1-- <u>3</u>	3-- <u>1</u>	5-- <u>7</u>	7-- <u>15</u>	9-- <u>18</u>
2-- <u>1</u>	4-- <u>1</u>	6-- <u>4</u>	8-- <u>47</u>	10-- <u>26</u>

No Reply-- 107

--How prepared do you feel you are if you were called upon today? (Please answer on a scale of 1 to 10, with 10 being the highest)

1-- <u>2</u>	3-- <u>0</u>	5-- <u>9</u>	7-- <u>19</u>	9-- <u>17</u>
2-- <u>0</u>	4-- <u>1</u>	6-- <u>11</u>	8-- <u>44</u>	10-- <u>27</u>

No Reply-- 100

5. Following Desert Storm, did you participate in a PAT (Process Action Team) survey that was intended to study, review, and recommend revisions to Reserve Aerial Port Training Programs? _

7 Yes 153 No 70 No Reply

--If so, have you ever seen any follow-up actions as a result of this survey? What were they?

0 Yes 15 No 215 No Reply

(This following two questions were asked to determine member awareness.)

6. What is your squadron's wartime tasking?

14 Correct Response, 216 Incorrect Response

7. How many UTCs (Unit Type Codes) does your squadron presently support?
(UTCs are deployment packages you unit is tasked to support)

21 Correct Response, 209 Incorrect Response

8. When was the last time you participated in an ORI?

1992 or earlier	1993	1994	1995	1996	None
11	8	26	30	42	113

--Where did you go?

Dover AFB (47), Savannah GA (30), Pope AFB (11), Grissom AFB (4), Cherry Point MCAS (4), Shaw (1), Charlotte NC (1), Remained at Home Station (5), Other (14).

--What duties did you perform?

Duties varied, but included Joint Inspection, Ramp services, cargo processing, aerial support, ATOC, Passenger services, marshaling yard, load team chief, disaster preparedness, special handling, air base ground defense, safety, administration, mobility, production team, supervision, and support.

9. *What does your squadron do that you feel is unique in preparing you in wartime skills (STS * items)*

26th

- Aircraft loading scenarios
- CARES, Mobility exercises, Recalls
- Changing sections
- Chemical warfare training
- Class room training (i.e. TALCE)
- Joint forces training
- Realistic exercises with teams that act as users (i.e. like the Army) with different cargo to load for a more varied and expansive experience.
- Repetitive training
- Static loads

46th

- Ability to work with active duty
- Attack response training
- Cargo processing (OB/FOB)
- "Haughted house" chemical warfare training
- In-port training
- Out of port training
- Patriot Tiger exercises
- Separate training section for new people in the squadron
- Stay highly motivated and get quality training.
- Training flight

53rd

- Aerial delivery/Recovery
- APTA training
- Field exercises
- Joint training
- Squadron rodeos
- Vehicles, pallet build-up, checkpoint duties

76th

- Train base related personnel how “to get out of Dodge”
- “Can do” attitude prevalent throughout squadron
- Air base defense
- Cross-reference and teach computer programs while maintaining a hard copy
- Deploy to other locations (fly-a-ways)
- Hands-on exercises
- Host Patriot Express/load planning school/ -2 school/ deployed to Cobra Gold exercises.
- Order regulations, publications for deployment kits
- Realistic training scenarios with Army, Navy, Marines, and Coast Guard.
- Security training
- Since the wing has airdrop capability a great deal of training is gained in supporting this function by loading aircraft for airdrops.
- Survival series training
- Training scenarios have been set up on UTAs with Army and Marine participation to practice loading complex equipment like armored personnel carriers and 105 cannons.
- War time scenarios

92nd

- CBT training for technical side
- Communication
- Cross training in different areas (ramp, cargo, special handling, ATOC)
- Dover training
- Hands-on training exercises
- Joint Inspection with the Marines
- “Real” training on equipment here and on tours
- Rodeos
- Table top exercises
- Team competitions
- Team spirit building

10. *What training aids and opportunities does your unit offer you? (equipment, exercises, etc.)*

(Answer the following for each)

26th

- Academic training, ancillary training, computer based training, and hands-on exercises
- 10K Forklift, 25K/40K Loaders, Helicopter loading operations, training with Army, navy, and National Guard units on unusual equipment.
- Annual tours-active bases

- Exercises with static and live aircraft
- Joint exercises with other services
- Live missions
- Terminal training

46th

- 205 missions
- Actual on-hands training
- AMC Affiliation
- Attack response exercises
- Computer based training
- EROs
- Joint inspection
- MHE Training
- Patriot Tiger
- Take advantage of extra days whenever the active duty is working exercises or teaching classes
- TPC training at Dobbins ARB
- Training with active duty counterparts

53rd

- APTA, support vehicles, MHE
- Camp Eagle
- Classroom training
- Interface with 3 APS and 82nd Airborne
- Patriot Tiger
- Processing Army passengers

76th

- CBT and laptop computers
- Fly-a-ways to Dobbins ARB
- Hands-on training at the drop zone
- In-section, on-base, and fly-a-way exercises.
- MHE training
- Mobility exercises at non-fixed locations in field conditions.
- Teletraining Network, PC III

92nd

- Tobyhanna Army Depot
- 10K Forklift/ 25K Loader
- C-130 APTA
- CBT
- Classes

- ECI
- Exercises
- Formal schools
- Highline
- Joint On site exercises with other services
- Proficiency exercises
- Rodeos

--How effective are they?

26th

- Very effective
- Extremely effective--refreshers are most helpful to keep us current; static exercises give us an opportunity to train for actual on/off loads and tie down training; CBT trains areas for items unit has no physical access to.
- Training is effective if it is combined with good appropriate hands-on training. Then the training is VERY effective.
- Very effective, and they keep training interesting.
- Very effective, but need to try and get different equipment for special handling to work with and get experience in shipping.

46th

- On a scale of 1-10, with 10 being the highest, I give them all a 10.
- Very effective
- Effective but resources not utilized enough.

53rd

- No response

76th

- Very effective, it refreshes my memory of what I know about my job and teaches me new things about other sections.
- Cannot keep software up to date on computers.
- Keeps our personnel current on training, very effective for new personnel.
- Highlight areas that need improvement while allowing for cross functional training.

92nd

- Very effective, some people do not avail themselves of the opportunities
- MHE needs to be updated, breaks down often.

--How often do you use it?

26th

- Constantly
- Every UTA we have a scenario, when available we have joint exercises, live missions.
- Quarterly, semi-annually

46th

- 205 mission, 2-3 a year
- AMC Affiliation, every 2-3 years
- Most items each UTA.
- Patriot Tiger, 1 time, plan on doing it again
- Wing exercises and TPC, annually.

53rd

- At least once every UTA
- Rodeo, once a year.

76th

- Each UTA and on mandays throughout the month
- Frequently.

92nd

- As often as scheduled or as they can be fit.
- At least every UTA.

11. Are you a supervisor? **33 Yes 21 No** If so, what does your unit do to prepare you in your management/supervisory wartime skills? (Please explain in full detail.)

26th

- By allowing supervisors to have full control of their people.
- Senior officers provide mentoring.
- JOLDS is informative for junior officers to attend.

46th

- Send me out to give C/B instruction to the Army. Supervise the Navy on a deployment. Most important at any given time the lowest ranking has the opportunity to be a team chief on a load crew for general experience.
- TQM classes, PME, and OJT
- Management weekends
- ORI participation exposed me to some of the wartime taskings.
- Train in section with active duty counterpart.

53rd

- No response.

76th

- Leadership development, TQM, upgrade training.
- Management flexibility in wartime scenarios
- Moved into ATOC during deployments/exercises to acquire an overview of all contingency operations.
- Fly-a-ways to Dobbins
- Monthly management meetings
- Placed in charge of training/ scenarios

92nd

- Higher level supervisors active in assisting me to get to learn my new position.
- Trained during short tours in supervisory skills
- ATOC Duty Officer

12. If given the opportunity, how would you change your unit's wartime training?

- Add at least one admin/ personnel specialist to each UTC (impact would greatly enhance UTC's mission capabilities).
- At least once or twice per year, the entire base, or part of it, should deploy as part of a realistic training exercise.
- Augment active duty aerial ports on 3 day UTA weekends. We need more hands-on training, 2 weeks out of the year doesn't provide a wide variety of training scenarios.
- Base all training on OPLANS, have dedicated aircraft for servicing each UTA.
- Continuous improvement
- Cut down on meetings and paperwork and emphasize hands-on training.
- Devote less time to paperwork and more to hands-on training.
- Get supervisors and higher management more involved in lower level activities.
- Greater use of fly-a-ways so all are given chance to participate. On a UTA weekend, when the entire squadron is present, there is not enough OJT for everyone to get involved.
- Have less repetitious training and change scenarios. Include simultaneous activities like donning chemical gear during exercises.
- Less "kill time training" more "defined objective training"
- Make training more specific and specialized.
- More ATSO training. Important because of our ever changing tasking.
- More combat simulation on training fly-a-ways.
- More deployments, fly-a-ways, bus-a-ways, joint operations, etc. Smaller units are easier to manage versus a mega- port.
- More "hands-on" training at Dover AFB; more team development training.

- More interaction with other squadrons and other services, more hands-on with aircraft.
- More port take-overs and real world hands-on training.
- More realistic training approaches.
- Participate in more exercises involving active duty troops and live missions.
- Train more with other local reserve units.
- Two-week annual tours should be expanded to three to learn more and gather confidence.
- We need more experts available--the active duty is in such a transition that their experience levels are low. They are training themselves and are stretched for coverage.

13. Have you ever attended the Transportation Proficiency Center training at Dobbins?

33 Yes 17 No 180 No reply

If so, how long ago?

6 mos (2), 11 mos (11), Longer than 1 year (15), No reply (8)

--How did this training prepare you in performing your wartime skills?

- It filled in a couple of blanks for the ORI.
- Made me aware, educated on various training, a closer look at real-world scenario.
- Helped me train on MHE not available at home station
- Better understanding of my duties
- Intensive hands-on training
- Great introduction to mobility type training from very competent instructors.
- Up to date on regulations, manuals, and procedures.
- Lacked training in passenger service, but meets training for ramp and cargo operations.
- Training tailored for the reservist, containing only relevant training.
- Helped a lot, learned more in the class room than I did from my CDCs.

14. Do you participate in fly-a-ways/bus-a-ways? 38 Yes 15 No

--Where do you go and how often?

26th

- Robert Gray AAF (Ft Hood), Biggs AAF (Ft Bliss), Dobbins ARB.

46th

- Dobbins, Homestead, Fort Eustis

53rd

- Dover AFB, Westover AFB, Charleston AFB, Camp McCall

76th

- Dobbins ARB, annually, Dover AFB, as necessary

92nd

- Tobyhanna Army Depot, Dover AFB (1 to 3 times per year), need more, slow workload on weekends at Dover.

--What types of training do you get?

26th

- Aircraft loading operations, EROs..

46th

- Deployment practice, setting up and working a marshaling yard, EROs, load planning, joint inspection, ATOC functions, vehicle tiedowns, loading and unloading Army vehicles aboard C-5s.

53rd

- Fixed port training, mobility, wartime skills, loading/ unloading, pallet build-up, marshaling yard competition.

76th

- Real world scenarios, on the job training, introduction to various aircraft.
- Aircraft loading/unloading via ERO method and field condition training for load planning and marshaling yard.
- Joint Inspection and hands-on MHE training

92nd

- On the Job training, 4K, 10K, All types, cargo processing
- Special handling, warehouse, and ramp operations
- Pallet build-up, supervisory, ATOC, and load planning.
- Good hands-on training at Tobyhanna.

15. *Are there any other comments you care to add that may assist me in my research?*

- During the port ORI, we worked out of the active duties traffic kit. I didn't feel comfortable with theirs. We have one it is complete but unfortunately its not on our log plan. Our traffic kit is for training purposes now, but can be used for real world.
- Classes on survival should be initiated to enhance wartime survivability.
- Ensure people know their wartime taskings
- For new people, have 1 instructor only and 5 participants training in the various cargo and ramp duties.
- Hands-on is critical, TPC is great!, Unit is too large.
- In order to remain proficient, we must have more fly-a-ways.
- Many aerial ports have radio equipment problems with outdated or insufficient quantity of radios to properly communicate during critical operations.
- More bus-a-ways.
- Need to update current computer equipment to be in line with active duty.
- We need better places for annual tours stateside and overseas.

- We need to condensed, organized, and consistent mobility training. We must focus on mobility training and obtain a bank of experts in the area to enhance our efforts.
- We need to get back to basics again. Need OJT at Dover or where ever we can get it. Use our equipment more often here.
- With the increased amount of responsibility in the reserve, we lack sufficient time to accomplish all required tasks.
- With the transition to computers, initiate a class which trains supervisors on computer programs.

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Vita

Captain David C. Post was born in Berwick, PA, on 29 May 1964. He grew up in Kingston, PA, where he graduated from Wyoming Valley West High School in 1982. In 1986, he graduated from Wilkes College in Wilkes-Barre, PA, where he received a Bachelor of Science degree in Electrical Engineering. He received his commission on 18 May 1986 through the Reserve Officer Training Corps program and entered active duty on 18 Oct 1986 where he served as both an Aircraft Maintenance and Wing Weapons Safety/Nuclear Surety officer until 31 Dec 1992. Joining the Air Force Reserve on 1 Mar 1993 with the 92nd Aerial Port Squadron, he has been at the leading edge of the Quality movement as a key member of both the 512th Airlift Wing and the Air Force Reserve Inspector General. Captain Post was selected as the Air Force Reserve's first representative for Air Mobility Command's and Air Force Institute of Technology's School of Logistics and Acquisition Management rigorous **Advanced Study of Air Mobility (ASAM)** graduate program.

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13. ABSTRACT (Maximum 200 Words) This research paper attempts to present the most effective training approaches for reserve aerial port contingency training based upon the combined analysis of five Air Force Reserve aerial port squadrons. Focus of the analysis centered on how these units prepare their members in learning and maintaining proficiency for carrying out the "Global Reach" mission by utilizing existing resources and the limited amount of time to do so. The 26th, 46th, 53rd, 76th, and 92nd aerial port squadrons were studied. These units were chosen to be representative of the types of units (associate, unit equipped, co-located, and geographically separated) seen throughout the Air Force Reserve. A variety of activities were used to evaluate these units, including squadron commander and unit member surveys, personal interviews, and site visits during unit training assemblies. Information gathered included: unit size, wartime tasking, demographics, physical make-up, and types of training approaches utilized. Particular emphasis was placed upon unit innovation in carrying out this training. As a result, three categories, <i>Joint Training</i> , <i>In-House proficiency exercises</i> , and <i>Modeling</i> , emerged and appear to be the most relevant in best utilizing the limited unit training time available and to provide proficiency in contingency tasks.			
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