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Commander's Inspection Program



Handbook
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TABLE OF CONTENTS

Tab 1 – Executive Summary & Overview

Tab 2 – Wing CC and IG Responsibilities

Tab 3 – 10 Big Rocks for CCIP Success

Tab 4 – CCIP: What Do I Inspect?

Tab 5 – Master Question File (MQF)

Tab 6 – Exercises

Tab 7 – Commander's Inspection Management Board (CIMB)

Tab 8 – Commander's Inspection Report (CCIR)

Tab 9 – Airmen to IG Sessions – Individual (ATIS-I) Guidance

Tab 1: Executive Summary

This Commander's Inspection Program (CCIP) Handbook is written by SAF/IGI and designed to assist Commanders and IGs as they execute the Air Force Inspection System (AFIS) and develop their own Commander's Inspection Program (CCIP).

A validated and trusted CCIP is the cornerstone of AFIS. CCIP gives the Commanders, subordinate commanders, and Airmen accurate information to assess risk, identify areas of improvement, determine root cause, and precisely focus limited resources – all while aligning with Wing Commander's priorities and timeline. With an effective CCIP, commanders can be assured their self-assessment programs report accurately while the "independent assessment" portion of the CCIP captures the effectiveness of subordinate organizations.

All commanders appointed by G-series orders and civilian directors are required by law to inspect and assess their organization IAW Title 10 USC 8583, *Requirement of Exemplary Conduct*. Commanders inspect to improve unit performance, military discipline, readiness, efficiency, effectiveness and quality of life for their Airmen. Inspections are an inherent function of command and allow commanders to hold leaders accountable for readiness, compliance and discipline.

AFIS focuses on daily mission readiness through continuous improvement, where every Airman is a rule-follower, a thinker, an innovator, and a sensor who reports accurately. A commander should value honest reporting via the CCIP. Continual evaluation is validated and verified throughout the UEI cycle that assesses activities or programs based on the fundamental principle of a well-managed organization. **The end goal is that all Airmen can apply the key concepts of smart compliance, critical self-assessment, and continuous improvement in daily operations.**

CCIP is only one component of the Air Force Inspection System, but it is the most critical component of the entire system. The system rewards accurate, honest reporting and long-term commitment to process improvement and discourages inaccurate or limited-benefit reporting and wasted effort on inspection preparation. CCIP is not a compliance inspection of subordinate squadrons. CCIP is a focus on the entire unit using the four Major Graded Areas (MGAs) to assess mission effectiveness, not inspection readiness.

The inspection system continues to be tested, tweaked, and tested again across the Air Force. Commanders continue to see the benefits of ensuring capability and honest reporting.

If commanders don't inspect, don't assess honestly, and don't accurately report findings in the CCIR – THEY WILL FAIL.

Tips to Success:

- Read AFI 1-2; it lays out "Commander's Responsibilities" and the basis of the four MGAs
- Send IGs to the IG Training Course, and empower the IG
- "Reward the Red"; use validated deficiencies as a basis for prioritizing resources
- Don't add layers of bureaucracy to MICT – having supervisors, QA, or commanders "check" assessments before they are saved only cripples the system and inhibits honest reporting of the "red" to Functional Area Managers (FAMs)
- When out of resources & cannot complete all required tasks, pursue mitigating measures and waivers, as required. DOCUMENT ACCEPTED RISK!

How to use this Guide:

1. Read up on CCIP policy in Chapter 5 of AFI 90-201, the “inspection side” of the IG business at the Wing level, and gain familiarity with policy.
2. Read the AFI 1-2 and review Commander and IG responsibilities (Tab 2). The purpose and intent behind each Major Graded Area (MGA) and sub-MGA is laid out.
3. Tab 3 lays out the “Big Rocks” a Wing Commander and Wing IG need to consider.
4. Tab 4 helps the Wing IG assess the effectiveness of the wing utilizing the Self-Assessment Program and determine what to inspect using Risk Based Sampling Strategy.
5. Tab 5 is the Master Question File Level 1 questions.
6. Tab 6 gives a foundation to help the Wing IG office to develop realistic, relevant exercise scenarios, exercise objectives and inspections to test Wing plans.
7. Tab 7 gives an overview of what a CIMB should look like and what it should accomplish.
8. Tab 8 focuses on the message and intent behind the CCIR communication between the Wing/CC and the AF leadership.
9. Success in CCIP can be attributed to honesty and openness; talk to Wing personnel, using Airmen to IG Sessions – Individual (ATIS-Is). Use the benefit of Protected Communication to find the trouble spots in the Wing and fix the issues distracting Airmen at all levels from focusing on the mission.

Tab 2: Wing CC's and IG's Responsibilities

AFI 1-2, *Commander's Responsibilities*, establishes the responsibilities and expectations of commanders in the Air Force. This reference is highlighted throughout to focus in on key definitions and adjectives used to develop the four MGAs and sub-MGAs.

Now the Commander knows what s/he is responsible for...what next?

This is the Wing Commander's inspection program...set the tone! The AFIS is designed to give CCs the ability to focus on mission readiness. CCIP should provide the information needed to improve the unit. Determine the appropriate scope, scale, timing and methodology to most effectively accomplish the objectives of CCIP.

For commanders, these are the “big rocks” to accomplish to effectively manage and direct the inspection program. For more detailed information, refer to AFI 90-201, Chapter 5.

- 1. Ensure the appointed Wing IG is a leader with the correct skill set to lead the IG team and ensure the correct manning requirements/skillsets are assigned from within the Wing for the Wing IG team.** The roles and responsibilities of the IG are inherent and cannot be performed by outside agencies (See AFI 90-201, Figure A5.3, for Notional Wing IG Position Duties and Responsibilities). Commanders certify and swear-in all IG members. See AFI 90-201, Figure 9.4, Inspector General Oath.
2. Provide appropriate training opportunities to military and civilian IG personnel to assure the technical or administrative expertise necessary to assist with CCIP requirements. At a minimum, IG members are required to attend the Inspector General Training Course (IGTC).
- 3. Provide intent to the IG for inspections and identify focus areas.** Use a Risk Based Sampling Strategy (RBSS) with priorities and unique mission requirements as the basis for the wing inspection plan (developed by the Wing IG).
4. Inspect deliberately and continuously, routinely, and without notice. Independently assess through the lens of the four MGAs – Managing Resources, Leading People, Improving the Unit, and Executing the Mission. Inspect vertically (sub-units) and horizontally (plans and programs).
5. Maintain a self-assessment program for the Wing and subordinate organizations (e.g. Group, Squadron) IAW AFI 90-201 and command guidance. **Commanders/supervisors at all levels are responsible for self-assessment, not the IG.** Designate a Wing Self-Assessment Program Manager (SAPM) for the Wing and subordinates and ensure assigned personnel are trained.
6. Chair the Commander's Inspection Management Board (CIMB). Use MICT, IGEMS and other normal empirical sources to show unit performance. **Make it part of the monthly battle rhythm and inspire the IG and leadership team to make the CIMB prescriptive so the entire wing understands where to apply finite, precious resources to improve.**
7. Report CCIP results to the MAJCOM/CC via the Commander's Inspection Report (CCIR). A sample can be found in AFI 90-201, Attachment 10.

The Wing IG is responsible for the overall management and administration of the CCIP, planning and executing the Wing inspection program, validating & verifying the self-assessment program, and providing an independent assessment of Wing programs. AFI 90-201, Chapter 5, has a more detailed description of Wing IG responsibilities.

- 1. Develop a Wing inspection plan (based on Wing/CC guidance, priorities, and Wing plans) to enable a reliable assessment of readiness, compliance and state of discipline.** Determine the inspection interval for Wing programs and processes and ensure CCIP execution continues to meet the intended plan. The schedule needs to include time for report writing, so do not schedule inspections/exercises too closely. Consolidate inspections to avoid redundancy and eliminate non-essential inspections which detract from mission readiness/waste resources.
2. Proper training and certification are key to a successful inspection program. Formal IG training is required to certify inspectors IAW AFI 90-201, Chapter 9. There is no rank restriction for Wing Inspection Team (WIT) members; pick knowledgeable and qualified members. The IG is required to train all WIT. The course can be tailored to meet the mission of the Wing and should include training on how to document and communicate inspection/exercise findings.
3. Ensure the Wing IG staff has Inspector General Evaluation Management System (IGEMS) accounts and completes IGEMS training. Ensure Airmen document non-compliance observations in Management Internal Control Toolset (MICT). Ensure CCIP inspection reports and IG-identified deficiencies are input into IGEMS. Problem-solving and Corrective Action Process responsibility resides at the lowest appropriate command level. Track and report completion of Root-Cause Analysis (RCA) and appropriate actions for deficiencies.
4. Ensures the Wing identifies a Wing MICT Manager to manage permissions and ensure business rules are in place and all applicable Headquarters Air Force (HAF)/MAJCOM Self-Assessment Communicators (SACs) are assigned to appropriate Wing units. Ensure all Commanders, subordinate-unit MICT managers, assessors and WIT members have permissions and complete on-line training.
5. Manage the Wing CIMB and CCIP dashboard for the Wing/CC, using appropriate reporting tools, IGEMS, and MICT to provide real-time data on Wing programs and findings.
6. Incorporate real-world events (AEF rotations, scheduled missions, etc.).
7. Serve as the Wing Gatekeeper and, in coordination with the MAJCOM Gatekeeper, deconflict outside agency inspections/visits from scheduled Wing events (including flying, maintenance, operations schedules, and other Wing activities). Reduce and avoid redundancy.

Tab 3: 10 Big Rocks for CCIP Success

The following list is intended to be used as a “big-picture” action plan. It is not an all-inclusive list of AFI 90-201 requirements, but it does provide a quick reference guide for major muscle movements a Wing Commander must execute for a successful CCIP program. Subsequent tabs provide more details on individual items. **With these 10 Big Rocks, the program is on the path for success!**



10 Big Rocks for CCIP Success

- 1** **Learn the new AF Inspection System.**
*Understand the new AFIS is a fundamentally different thing, not a tweak of the old one
Understand the opportunity and responsibility the new system gives a wing CC*
- 2** **Put great Airmen in your IG office and train them.**
*With a minimum of 1, right-size the IG office with some of your best...it will pay off
Ensure the IG completes the new CCIP course & uses the CCIP Implementation Guide*
- 3** **Empower IG duties to your IG.**
*The IG should plan, control & inspect wing exercises
The IG should also lead the wing self-assessment program & be the MICT guru*
- 4** **Build and train your Wing Inspection Team.**
*Tap some of your senior subject-matter experts to help the IG inspect
Ensure they complete WIT formal training & certify them*
- 5** **Create your annual inspection plan from your Risk-Based Sampling Strategy.**
*Build a tailor-made plan based on your wing CC's priorities & wing plans
Plan to inspect vertically (subordinate units) and horizontally (plans and programs)*
- 6** **Inspect.**
*Deliberately. Continuously. Routinely. With & without notice
Validate & verify self-assessments and independently assess the 4 MQAs*
- 7** **Report findings to the Wing CC.**
*Validate deficiencies with SMEs then document your findings
Help your commanders see their units' performance accurately so they can improve*
- 8** **Hold monthly CC's Inspection Management Board.**
Based on your CC's intent: Set the battle rhythm for inspection outbriefs & upcoming inspections, Use MICT, IGEMS and other data sources to show unit performance
- 9** **Track and close deficiencies.**
*Commanders do root-cause analysis & fix deficiencies—IGs track & close
Put IG-validated deficiencies & reports in IGEMS so others can learn*
- 10** **Send CC's Inspection Report to your MAJCOMCC.**
*Help your wing CC report wing performance in the 4 MQAs accurately and concisely
Show the good, the bad, where your highest risk is & where you need the staff's help*

TAB 4: CCIP: What Do I Inspect?

The Commander's Inspection Program, led by the Wing IG, validates and verifies the Self-Assessment Program is accurate and relevant. The IG conducts inspections on behalf of the Wing Commander, focusing on detecting non-compliance and measuring effectiveness and the value of compliance against the mission. The Wing Commander decides the scope and scale.

CCIP has two purposes:

1. Validate/Verify Self-Assessment Program
2. Independently assess effectiveness with:
 - "Horizontal" Inspections
 - "Vertical" Inspections

Before inspecting...Build a PLAN...a Risk Based Sampling Strategy (RBSS)!

Developing a formal/written RBSS is hard work

1. Discussion
 - Some IG teams are still in the discovery phase: "How do we actually do this?"
2. Way Ahead
 - Fight the urge to solve granular detail issues now
 - Focus on developing a meaningful strategy/communicating with Wing leadership for their understanding, buy-in, and confidence
 - Do not worry about inspecting AFI 90-201, Attachment 3, requirements (MAJCOM IG responsibility). **Develop a robust RBSS incorporating all items in AFI 90-201, Chapter 5, in line with the Commander's priorities, guidance, and intent.**

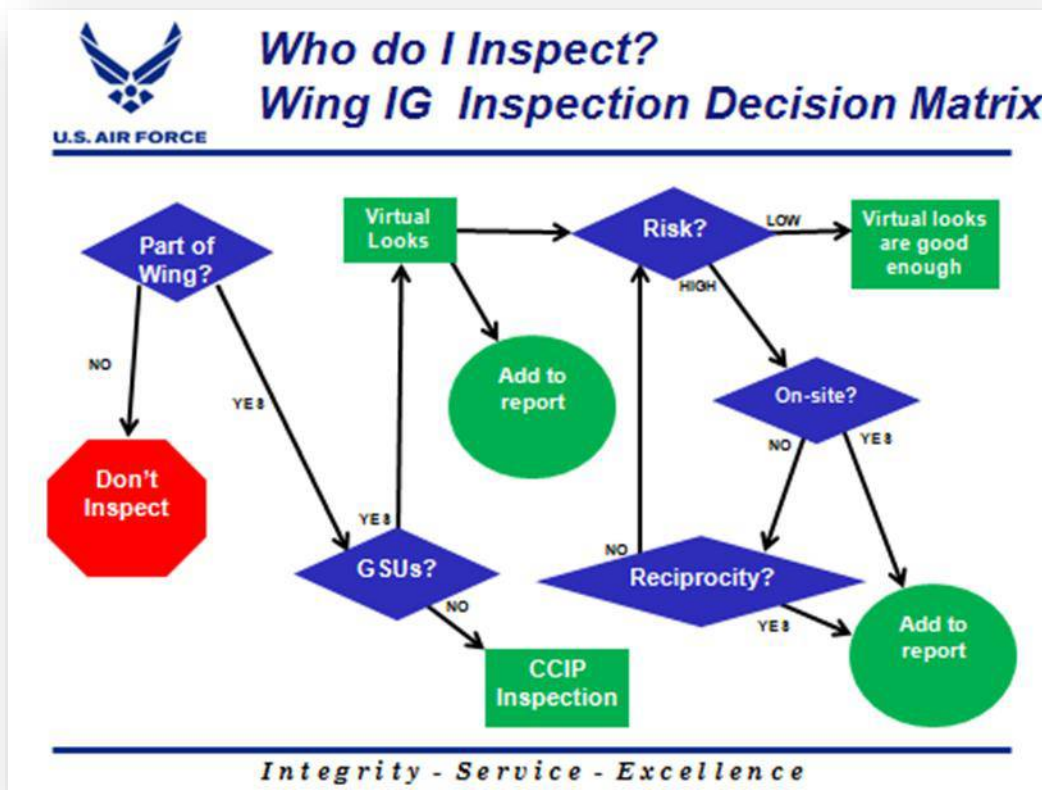
A few of the initial questions to ponder...

1. Where do I start?
2. What do I inspect?
3. How will I inspect it?
4. It's all about MICT right? (Hint: **WRONG!!!**)



RBSS: How do we do it?

1. Start with **CC's Intent** – Identify risks perceived by the CC
2. Use **AFI 90-201** - Understand what *MUST* be done, and what *options* are available
3. **Analyze available data** (CCIRs, previous CIMB results, SORTS, DRRS, MICT, etc.) –Identify high risk areas
4. **Build annual inspection plan** –inspect by prioritized risk areas first
5. **Present the plan to the Wg/CC for Approval**
6. Ensure subordinate units understand the plan via the CIMB
7. **Identify SMEs** required to execute



The data on the previous page and above illustrates the complexity involved with deciding how we inspect in the Wing. Under AFIS, Wing CCs are armed with tools to help make these decisions. Use notes from the IG Training Course (IGTC) to help navigate through this decision flow chart and best serve the Wing.



By-Laws inspection requirements, annotated in AFI 90-201, Chapter 5, are a good starting point to build the RBSS. It is not all about MICT. CCIP is about Commander's intent.

CCIP Sampling Strategy

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...but I'm supposed to inspect EVERYTHING, right? **Wrong!**

I mean, I'm supposed to inspect based on CC priorities, right? **Right!**

...and there's a TON of data already available in your Wing:

- Status reports/SORTS/ART/DRRS
- Wing Quality Assurance (QA) program
- Wing Standardization/Evaluation
- Wing IG reports
- Individual Medical Readiness (IMR) Wing reports
- Personnel Reliability Program (PRP) status meeting minutes
- Personal observations
- Climate surveys
- Self-Assessment programs

Ref: AFI 90-201 para 5.4.5.

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36

Two inspections methods as an IG to inspect the Wing/assess effectiveness:

CCIP Horizontal Inspections

Look at Wing-wide programs or processes: big and small

Small Scale: Specific programs present in many squadrons. Use the applicable AFI as the inspection standard.

Examples: Fitness Program, Evaluations Program, Security Program, Records Management Program, SAPR, OPSEC/COMSEC Programs.

Large Scale: Wing-wide plans or missions requiring many subordinate units to work together.

Examples: deployment exercise, real-world operations, realistic mission-assurance exercises (natural disaster, industrial accident, major accident, etc.)

CCIP Vertical Inspections

Review data collected from various sources (previous inspections, SAVs, QA, real world ops, etc.)

Interview leadership as well as Airmen via Airmen to IG Sessions-Individual (ATIS-Is; see Tab 9).

Conduct on-site Audits, Evaluations, and Observations

Risk-based, centered on command priorities. Base upon conclusions drawn from the data collected prior to the actual inspection

The IG team should conduct only first-level root cause analysis (RCA) required to appropriately bin deficiencies in their respective MGAs. Experience shows **without some minimum RCA by the IG (i.e. 1 – 2 “whys”), deficiencies are binned in the “compliance” sub-MGA and may result in not adequately painting the appropriate picture for CCs.** While performing initial analysis, **IGs DO NOT fix deficiencies for the Wing. Corrective action is reserved for CCs and supervisors who understand nuance of profesional, personal issues, circumstances, and mission impact within their commands or organizations.**



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Inspect functional areas, report 4 MGAs

So, you have a sample strategy composed of functional areas and programs...

But you don't know where to "bin" deficiencies...

Function Area	Sub Area	POC	Product	Frequency (Approved)	Frequency (Assigned)
AET Support	Maintenance	M. Dunn	CAAS/COE Index	Monthly	4 year
		M. Dunn	CAF status email	Semiannual	All
Tech Order	Items Office	BMG/Ch	Database	Online - Anytime	2 year
		BMG/Brown	Page Count (Sample)	1 time (at 30d)	1 time
Tools/Equip Management	Brown	BMG	COE report	Online - Anytime	4 year
		BMG	COE Overview report	Online - Anytime	2 year
		BMG/White	Tool Crib Log	Warehouse	1 year
Training Programs	White	BMG	TSA review	Online - Anytime	4 year
		Capt Parker	Warner requests	Email - anytime	All 5-yr



DON'T

- Think a particular function will always go into MGA X

DO

- THINK and apply JUDGMENT
- Read AFI 1-2: your "lens"

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52

Management Internal Control Toolset (MICT)

MICT is an AF program of record used as a two-way communication tool between policy writers and shop-level Airman. It can be used to facilitate self-assessments and communicate compliance, risk, and program health. MICT provides the supervisor and command chain, from SQ/CC to the SECAF, tiered visibility into user-selected compliance reports and program status. MICT also allows FAMs the ability to monitor unit performance/status near real-time. Additionally, MICT can assist IGs with formulating specific inspection methodology and IG team composition for the CCIP and on-site Unit Effectiveness Inspection. As a reminder, **MICT is not an inspection checklist.**

Compliance with a SAC does not relieve individual Airmen from complying with all requirements in directive publications. SACs are merely the policy and compliance items that are most important to FAMs and need constant communication. If MICT SACs are treated like inspection checklists, Wing Airmen may only do those items, leaving many programs at risk. Don't hit the "MICT Easy Button" ...**inspect to the AFI standard!**

Tab 5: MQF

SUB-MGA	Level 1 Questions	Example Objective Indicators: Not all inclusive
MGA 1: Managing Resources		
1.1 Adequacy		
1.1.1 Manpower		
	1.1.1.1 Does the unit have the manpower the Air Force says it should have?	UMD, UPMR
	1.1.1.2 Does the assignment process meet the unit's needs?	ARMS, ADLS, TBA, Training Records,
	1.1.1.3 Is the unit's actual manning adequate to successfully accomplish the unit's mission(s)?	Waivers, ART, SORTS, DRRS, Doc Statement, Unit Metrics
1.1.2 Funds		
	1.1.2.1 Does the unit have the funding the Air Force says it should have?	Spend Plan, Financial Docs
	1.1.2.2 Is the unit's actual funding adequate to successfully accomplish the unit's mission(s)?	DOC Statement, SORTS, DRRS, Unit UFR List, Annual Integrated Priority List (IPL)
1.1.3 Equipment		
	1.1.3.1 Does the unit have the equipment the Air Force says it should have?	MNCS, CA/CRL, SORTS, DRRS,
	1.1.3.2 Is the unit's actual equipment adequate to successfully accomplish its mission(s)?	METL, DOC Statement, SORTS, DRRS
1.1.4 Facilities		
	1.1.4.1 Does the unit have the facilities that the Air Force says it should have?	
	1.1.4.2 Are the unit's actual facilities adequate to successfully accomplish the unit's mission(s)?	Waivers, ORM assessment
1.1.5 Guidance		
	1.1.5.1 Does the unit have the guidance that the Air Force says it should have?	DOC Statement or Mission Directive, MESL (Mission Essential Equip List), GATI, OPLANS

SUB-MGA	Level 1 Questions	Example Objective Indicators: Not all inclusive
	1.1.5.2 Does the unit have all necessary Self-Assessment Communicators?	MICT, ePubs
	1.1.5.3 Is the actual guidance from HHQ adequate to successfully accomplish the unit's mission(s)?	Doc Statement, SORTS, DRRS, OPLANS
1.2 Stewardship		
1.2.1 Manpower		
	1.2.1.1 Is available manning utilized effectively toward mission accomplishment?	ART, SORTS, DRRS, UMD, UPMR
	1.2.1.2 Has the unit taken necessary actions to reduce or eliminate manpower risks?	Communication with AFPC
1.2.2 Funds		
	1.2.2.1 Has the unit taken necessary actions to reduce or eliminate funding risks?	Communication to higher HQ
	1.2.2.2 Does the organization properly program spending to meet mission requirements?	Spend Plan, Financial Docs
1.2.3 Equipment		
	1.2.3.1 Has the unit taken necessary action to reduce or eliminate equipment-related risks?	CAMS, IMDS, Remedy, Equipment AUTH Audits
1.2.4 Facilities and Environment		
	1.2.4.1 Has the unit taken necessary action to reduce or eliminate facility-related risks?	eDash, ESOHCAMP report, accident reports, posted signs
	1.2.4.2 Are unit members good stewards of the environment within their control?	eDash
	1.2.4.3 Does the unit take steps to reduce their energy footprint?	ICEMAP VOL 1,2,3, Fuel Doc Logs, Fuel Use Data
1.2.5 Guidance		
	1.2.5.1 Has the unit taken necessary action to reduce or eliminate guidance-related risks?	AFTO 22, CRM, AF Form 847
1.2.6 Airmen's Time		
	1.2.6.1 Are the unit's leaders good stewards of Airmen's time?	Duty Schedule predictability, Use or Lose Leave, Climate Surveys

SUB-MGA	Level 1 Questions	Example Objective Indicators: Not all inclusive
MGA 2: Leading People		
2.1 Communication		
2.1.1 System		
	2.1.1.1 Does the unit have an effective communication process/system?	MFR, SharePoint
	2.1.1.2 Does the unit's comm system allow effective and efficient comm up, laterally and down?	Facebook, Websites, etc.
2.1.2. Feedback		
	2.1.2.1 Is there a process for Airmen to provide feedback back to leadership (suggestions, grievances, etc.)?	Comments Box, Idea Program, OI (Open door policy), Commander's Feedback Forms
	2.1.2.2 Is there a process for Leadership to provide feedback to Airmen? (performance, awards program, stratification, etc.)	CC, CEM, Shirt (i.e., UIF & PIF), Airmen Comprehensive Assessments, EMS
2.1.3. Intent		
	2.1.3.1 Does the Commander provide Commander's Intent?	Message Board, Policy, Mission Statement, Vision Statement
2.1.4 Comm-induced Waste		
	2.1.4.1 Does the unit's comm prevent waste (i.e., rework, off-vector work)?	
2.1.5 Messaging		
	2.1.5.1 Is there an effective messaging process?	
2.1.6 Agility		
	2.1.6.1 Is the unit's communication process/system agile enough to respond to changes in the operating environment in a timely manner?	Current OPLAN

SUB-MGA	Level 1 Questions	Example Objective Indicators: Not all inclusive
2.2 Discipline		
2.2.1 Compliance		
	2.2.1.1 Is there a system in place to identify non-compliance?	MICT, WG SAP
2.2.2 Pride		
	2.2.2.1 Is there a feeling of pride in the unit?	Climate assessment survey, Observation
	2.2.2.2 Does the unit's physical work space reflect professional pride and a commitment to excellence?	
	2.2.2.3 Are unit members proud of their accomplishments?	Building Displays
2.2.3 Accountability		
	2.2.3.1 Are members of all ranks and grades held to the same standards?	SOD, MilPDS
	2.2.3.2 Do members of the unit feel there is a difference between a mistake and a crime?	
	2.2.3.3 Are mistakes and their root causes publicized throughout the organization?	
2.2.4 Customs, courtesies and uniform wear		
	2.2.4.1 Are uniforms sharp and worn correctly?	
	2.2.4.2 Are normal customs and courtesies followed?	
2.2.5 Attention to Detail		
	2.2.5.1 Do personnel in the unit display a high level of attention to detail?	
2.3. Training		
2.3.1 Individual		
	2.3.1.1 Does the unit have an effective individual training program?	MilPDS, TBA, CFETP, MTP
2.3.2 Team		

SUB-MGA	Level 1 Questions	Example Objective Indicators: Not all inclusive
	2.3.2.1 Does the unit have an effective team training program?	Exercise Observation
2.3.3 Unit		
	2.3.3.1 Does the unit have an effective unit-level training program?	
	2.3.3.2 Is the unit able to train effectively with joint/combined partners?	Exercise Scenarios, MOA/MOU, IDP, Exercise AARs, WG Strategic Calendar, Trip Reports
2.4 Development		
2.4.1. Professional		
2.4.1.1 PME		
	2.4.1.1.1 Does the unit place appropriate emphasis on PME?	TIP submissions, PME completion rates
	2.4.1.1.2 Does the unit place appropriate emphasis on pursuing advanced academic degrees?	CCAF completion rates
2.4.1.2 Mentorship		
	2.4.1.2.1 Does the unit have a mentorship program for military members?	
	2.4.1.2.2 Does the unit have a mentorship program for civilian employees?	
	2.4.1.2.3 Does the unit encourage members to participate in development opportunities outside the unit?	
	2.4.1.1.4 Does the unit have a process to identify potential future leaders?	
2.4.2 Personal		
2.4.2.1 Physical		
	2.4.2.1.1 Does the unit have a process to promote the physical well-being of assigned personnel?	
2.4.2.2 Mental		

SUB-MGA	Level 1 Questions	Example Objective Indicators: Not all inclusive
	2.4.2.2.1 Does the unit have a process to promote the mental well-being of assigned personnel?	Airmen Comprehensive Assessments
2.4.2.3 Spiritual		
	2.4.2.3.1 Does the unit have a process to promote the spiritual well-being of assigned personnel?	Air Force Chaplain Corps Automated Reporting System (AFCCARS)
2.4.2.4 Social		
	2.4.2.4.1 Does the unit have a process to promote the social well-being of assigned personnel?	UDM deployment tracker
2.5 Quality of Life Engagement		
2.5.1 On-duty Climate & Morale		
	2.5.1.1 Does the unit have a process to monitor the quality of work life?	Active & archived work schedules/calendars,
	2.5.1.2 Do members feel that commanders and supervisors treat subordinates with dignity, trust, and respect?	
	2.5.1.3 Does the unit have a process to gauge unit morale?	
	2.5.1.4 Does the unit have a process in place to schedule morale events?	social media; Duty Officer Program
2.5.2 Off-duty Climate & Morale		
	2.5.2.1 Does the unit have programs in place for family support?	Key Spouse Program
	2.5.2.2 Is there a process in place for Leave Management for both Military and Civilians?	
2.5.3 Basic Services		
	2.5.3.1 Are unit personnel satisfied with availability of basic services? (Housing, Medical, MPF, Finance)	FHMP and ACES-PM
	2.5.3.2 Are unit personnel satisfied with the level of customer service provided by basic services?	Archived Customer Service Surveys (locally produced), Customer Service wait times, Hours of Operations

SUB-MGA	Level 1 Questions	Example Objective Indicators: Not all inclusive
	2.5.3.3 Is there a process in place to ensure that adequate primary schools (K-12) are available for unit population?	MOA, School Liaison Office
	2.5.3.4 Is there a process in place to ensure that the child care needs of the unit population are met?	
MGA 3: Improving the Unit		
3.1 Strategic Alignment		
3.1.1. Authorities		
	3.1.1.1 Does the unit have the required authorities to execute its mission(s)?	OPORDS, mission directives, DOC statements, FRAGOs, GATI
3.1.2 Strategic Planning		
	3.1.2.1 Does the unit have a strategic planning process?	EMP
	3.1.2.2 Does the unit have a strategic plan?	UTC Availability (UTA)
	3.1.2.3 Is the unit's strategic plan aligned with both higher headquarters and subordinate organizations?	Posted mission/vision statements
	3.1.2.4 Does the unit have a Mission statement?	
	3.1.2.5 Does the unit have a Vision statement?	
3.1.3 Performance Metrics		
	3.1.3.1 Does the unit have a process to identify and update performance metrics?	
	3.1.3.2 Does the unit have performance metrics?	
3.2 Process Operations		
3.2.1. Key Work Processes		
	3.2.1.1 Does the organization understand its key work processes and the outputs and outcomes?	

SUB-MGA	Level 1 Questions	Example Objective Indicators: Not all inclusive
	3.2.1.2 Are internal controls utilized during mission execution? (accounting, inventory, safety restrictions, quality control, etc.)	
3.2.2. Risk Management		
	3.2.2.1 Does the unit have a risk management process?	
	3.2.2.2 Does the unit's risk management process ensure risk mitigation decisions are made at the correct level?	
3.2.3 Commitment to Continuous Improvement		
	3.2.3.1 Does the unit have a formal continuous process improvement (CPI) process?	Unit debrief focal points, LLs, RCAs
	3.2.3.2 Do leaders instill a culture of continuous improvement?	
	3.2.3.3. Are all appropriate personnel and organizations involved in the CPI process?	
	3.2.3.7 Does the unit have processes to identify waste or performance gaps?	
	3.2.3.8 Does the unit have processes in place to determine root causes and develop countermeasures?	
	3.2.3.9 Does the organization have a process in place to sustain changes and measure results over the long term?	
3.3 Commander's Inspection Program (CCIP)		
3.3.1 Management		
3.3.1.1 Self-Assessment Program	3.3.1.1.1 Does the unit have an effective self-assessment program?	
	3.3.1.1.2 Do subordinate units feel free to self-report discovered issues and implement solutions?	
3.3.1.2 Wing IG Inspections	3.3.1.2.1 Is the Wing IG Inspection Program managed effectively?	

SUB-MGA	Level 1 Questions	Example Objective Indicators: Not all inclusive
	3.3.1.2.2 Is the IG team resourced appropriately for CCIP to be successful?	
	3.3.1.2.3 Does the unit have an effective inspection planning process?	
	3.3.1.2.4 Does the unit have effective "white cell" and scenario-development processes?	
	3.3.1.2.5 Does the unit have an effective CIMB process?	
	3.3.1.2.6 Are IG teams inspecting subordinate units on a regular basis?	
3.3.2 Effectiveness		
3.3.2.1 Accurate	3.3.2.1.1 Is the MAJCOM IG's assessment congruent with the wing CC's assessment of compliance?	
3.3.2.2 Adequacy	3.3.2.2.1 Does CCIP adequately detect and report deficiencies?	
	3.3.2.2.2 Does CCIP adequately detect and report (By-Law) requirements?	
3.3.2.3 Relevance	3.3.2.3.1 Are issues relevant to the commander tracked on a continuous basis?	
	3.3.2.3.2 Is inspection data used to make improvements?	
3.4 Data Driven Decisions		
3.4.1 Data Collection		
	3.4.1.1 Does the unit have an effective data collection process?	
	3.4.1.2 Does the unit actively collect performance metrics developed in the strategic planning process?	WG Dashboard, Metrics
3.4.2 Decision Processes		
	3.4.2.1 Does the unit have an effective data-review process (error-checking)?	WG Dashboard, Metrics
	3.4.2.2 Does the organization analyze data?	
	3.4.2.3 Are critical performance measurements analyzed for trends?	

MGA 4: Executing the Mission

4.1 Primary Mission(s)		
4.1.1 Warfighter of USAF CC satisfaction		
	4.1.1.1 Is the warfighter or USAF commander satisfied with the unit's primary mission(s) execution?	WG Safety Reports, After Action Reports
4.1.2 Right Quality		
	4.1.2.1 Does the unit's primary mission(s) execution produce the right quality of output?	TOs to work logs, Remedy, IMDS, AARs\
4.1.3 Right Quantity		
	4.1.3.1 Does the unit's primary mission execution produce the right quantity of output?	Training Review Board Minutes, Stan-Eval Board Minutes
4.1.4 Right Time		
	4.1.4.1 Does the unit's primary mission execution meet appropriate time constraints?	TOs, IMDS, Rolling Schedule, Maintenance Priority System
4.2 AEF Readiness		
4.2.1 Warfighter of USAF CC satisfaction		
	4.2.1.1 Is the war fighter or USAF commander satisfied with the AEF personnel from this unit?	
4.2.2 Right Quality		
	4.2.2.1 Does the unit's AEF mission execution produce the right quality of output?	Battle Staff Directives
4.2.3 Right Quantity		
	4.2.3.1 Are all AEF UTCs appropriately postured?	ART Report, DRRS
	4.2.3.2 Does the unit's AEF mission execution produce the right quantity of output?	UTC Availability (UTA)
4.2.4 Right Time		
	4.2.4.1 Does the unit's AEF mission execution meet appropriate time constraints?	UTC Availability (UTA)

4.3 Mission Assurance Command and Control		
4.3.1 Warfighter or USAF CC satisfaction		
	4.3.1.1 Is leadership confident in their Mission Assurance C2 capability?	EM Plan, COOP
4.3.2 Right Quality		
	4.3.2.1 Are there plans and procedures in place to continue operations during relevant <u>local</u> (in-garrison) threats and hazards (contingences)?	Emergency Management (EM) Plan, Integrated Defense Plan (IDP), WG LCP, FPCOM, MAJCOM OMNIBUS
	4.3.2.2 Are there plans and procedures in place to continue operations at <u>deployed</u> locations during relevant threats and hazards (contingences)?	EM Plan, EOC Activation, Daily Logs
4.3.3 Right Quantity		
	4.3.3.1 Are plans and procedures in place for all relevant local threats and hazards (contingences)?	Documents - Disease Containment Plan (DCP), EM Plans, Integrated Defense Plan (IDP), Antiterrorism Plan (AT Plan), Integrated Defense Risk Management Process (IDRMP), Installation Emergency Management Plan (IEMP) 10-2, COOP
	4.3.3.2 Does the unit have appropriate plans and procedures for alternate C3 (command, control, communication) capabilities in place?	Comm Plan, Aircrew comm out procedures
4.3.4 Right Time		
	4.3.4.1 Does the unit implement appropriate contingency plans/procedures in a timely manner after an event has occurred?	BSD, Emergency Communications Center (ECC), Primary Crash Net, Secondary Crash Net
	4.3.4.2 Does the unit have a process to account for all personnel during a local contingency?	EOC, Recall, AFPAAS

Tab 6: Exercises

The Wing IG office will develop realistic, relevant exercise scenarios, objectives, and inspections to test Wing plans. WIT are the main execution resource for Wing exercises based on Commander's intent. This section is intended to help the Wing IG and WIT personnel (as the SMEs) design and evaluate installation exercises.

Success in a real emergency is measured by proficiency. Exercise provide a means of developing understanding and knowledge of guidance, roles and responsibilities to prepare for, prevent, respond to, recover from and mitigate accidents, disasters, contingencies and threats to the installation. The IG and WIT are critical in identifying to a Commander whether or not an installation is capable of responding to and recovering from a real disaster.

An exercise is a focused event that places participants in a simulated situation, requiring them to function in the capacity expected in a real event. The purpose is to promote preparedness by testing policies, plans, and training. Exercises should employ the "train the way we fight" concept, emphasizing participation and minimum simulation to demonstrate actual capabilities. Exercises focus on performance and root causes for variances from expected outcomes so leaders can target limited resources on improving preparedness.

Exercises are a practical, efficient and cost-effective way to prepare for emergency response and recovery. A solid exercise program must have an organized process in order to succeed. This section will help ensure a successful program.

Appropriate timing should be considered during schedule development. Some exercises facilitate a known event, so the entire installation is focused on the same requirements and overall installation awareness increases. Smaller exercises facilitate no-notice events to verify and validate specific actions or training requirements. Installations in areas subject to hurricanes or tornados should develop schedules that exercise weather preparedness prior to respective risk seasons. Installations planning an airshow should exercise an aircraft accident prior to the event. The exercise schedule should include min-notice and no-notice exercises in order to evaluate mission readiness. Use real-world events and scheduled missions to exercise Wing assets.

Finally, a good schedule includes the exercise requirement/name, the directive (Wing plans, command directed, AFI, DoD, etc.) outlining requirements to be evaluated, installation SME or OPR, required frequency, outside agency participation, proposed exercise dates, and type (table-top/full-scale). Several exercises are directed from FOUO AFIs or classified requirements, so remember to annotate documents and discussions appropriately.

Keep in mind Table 5.2 is not all-encompassing and installation experts should know or be able to research exercise requirements unique to each wing's specific mission.

Every compliance item or requirement an installation or commander is responsible for does not necessarily require a full-blown exercise. A tabletop exercise may be a suitable method for the purposes of ensuring readiness. For a tabletop exercise, use a plan off the shelf and allocate evaluation tasks to personnel participating in the tabletop. Inspect in accordance with the plan. Capture inconsistencies, errors, and resource gaps. Provide findings to the commander and staff through XP. This technique can suffice as the annual review update while providing relevant findings to the command team.

Purpose Statement

Once the type of exercise is determined, accomplish and review considerations based on commander's intent and develop a purpose statement. The purpose statement is an easily-constructed broad statement of the exercise goal. One approach is simply to incorporate the scope decisions (type of emergency, location, functions, organizations, and exercise type) into single sentences. The purpose statement should identify what the exercise is intended to accomplish, who is affected, when best to conduct the exercise, and where best to stage the exercise to maximize value and minimize adverse impact to non-participants.

Objectives

Every exercise should start with a well-defined set of objective criteria. Well-defined objectives provide a framework for scenario development, inform evaluation criteria, synchronize efforts towards common goals, and focus resource support towards exercise priorities. Defining objectives and building a means to evaluate against them are paramount to success. An objective is a description of the performance of tasks (within a set of parameters or standards) expected by participants in order to demonstrate competence. Objectives support the purpose statement and are more specific and performance based. Objectives should state who should do what under what conditions according to what standards and be tied to AFSC core competencies as outlined by the governing directive for the activity or activities. The exercise should also include objectives not met during previous exercises or evaluations, if applicable.

All objectives should be **Specific, Measurable, Achievable, Realistic, and Task-oriented (SMART)**

Specific. Objectives should be straightforward and not vaguely-defined. Focus on a particular action versus a broad set of requirements/processes.

Measurable. Objectives should be compared to a set of criteria in order to define success or failure.

Achievable. Players must reasonably be able to accomplish all objectives within the constraints of the exercise. If not achievable, discuss why not, as a deficiency may exist with the requirement or resourcing.

Realistic. Objectives should reflect outcomes and use constraints experienced in real-world situations, in order to best-evaluate programs and processes in terms of time, resources, and personnel.

Task-Oriented. Objectives should focus on specific tasks and operations.

Exercise Design

Many factors influence exercise design. Most guidance which mandates exercise requirements or evaluations do not mandate specific guidance as to how to accomplish the requirements. Vague wordings exist, such as “provide medical response” or “provide legal assistance”, often without parameters. Use this flexibility to encourage the commander to develop exercises that meet requirements and training objectives based on intent and desired capability.

Considerations should include:

- Exercise type (the requirement, tabletop or installation wide, etc.)
- Grouping of exercise requirements (often a way to maximize accomplishment of mandatory events, but can result in unrealistic story lines or diluting the desired outcome of multiple requirements)
- Expense (impact to mission/manpower, personnel costs/overtime, funds for props/training aids, etc.)
- Timing (date, length, holidays, DV visits, CC schedule, real-world events, etc.)
- Participants (small in size, entire installation, role players, tenants, outside agencies, etc.)
- Location (may be the most-realistic alternative, but there may be second-order effects)
- Proficiency/experience/skill-level of personnel
- Consideration of known issues (validation through exercise/application)
- Highest-priority threats to the installation/organization/mission/personnel
- Recurring deficiencies
- High-interest items (SII, CII, real-world focus areas, etc.)

Script

Composing the script is also an important step in exercise design. Usually, a script has two parts: a narrative or description of events up to the exercise start (usually simulation, such as “Road to War” briefings); and the exercise scenario, a framework designed to ensure the organization has an opportunity to meet the objectives. This script may be called a Master Scenario Events List (MSEL) or Sequence of Events (SOE).

A good script is specific and concise. It may also develop the situation chronologically or emphasize an emergency environment. For an emergency with a long lead warning time (e.g., a hurricane) the script often outlines the developing situation chronologically. Consider key organizations which may feed into the process of advising leadership of the developing scenario and providing injects in lieu of a script in order to evaluate leadership notification, if desired.

For an unexpected event (e.g., a chemical spill, aircraft accident, terrorist act, etc.), the script may be shorter. The script may devote more detail to the environment of the emergency (e.g., nearby populated buildings, other chemicals stored, end of duty day) to create intensity of feeling or urgency. Ensure special instructions (SPINs) or guidelines designed to communicate procedures and rules of engagement applicable for the exercise exist and are in line with the commander’s intent. The IG is responsible for development and dissemination of this information.

Guidelines or SPINs can include, but are not limited to:

- Standard exercise terminology and definitions (PAUSEX, ENDEX, etc.)
- Approval authorities (simulations and deviations)
- Standard simulations (use caution, as simulations can often mask resource deficiencies)
- WIT identification/interaction
- Off-limit facilities/processes
- Recall procedures
- Use of resources
- Safety ROE
- Real-world considerations
- Termination criteria

Consider organizing a WIT meeting to develop the initial script and MSEL/SOE. The WIT can verbally walk through events for the script prior to execution, with the goal of developing exercise unity and structure to link the simulated events to the desired actions or processes to be evaluated.

Some events will be determined by the type of exercise. They should be likely events, based on case studies, real-world events, etc., that call for realistic action. Usually, the best way to arrive at a list of major events is to take it in two stages.

MSEL

The MSEL/SOE consists of scripted exercise events, listed (ideally) in chronological order, developed by the WIT and the IG. It should be a list of events linked with expected actions participants need to perform in order to meet exercise objectives. Expected actions are actions or decisions participants perform as a result of the scenario. Tenants and outside participating agencies may also suggest events for inclusion into the MSEL in order to evaluate MOAs/MOUs or available resources and constraints.

The MSEL is the core document used to monitor the progress of the exercise and to keep it on schedule/track. It can make or break an exercise if not followed. It needs to be descriptive enough to keep everyone on the same sheet of music, but not so cumbersome it becomes difficult to read and understand.

A good MSEL or SOE contains:

- A list of every event, objective, and inject
- Rules with each objective (e.g. recall does not include personnel on crew rest)
- Planned time of each occurrence and space to note the actual time of occurrence
- Personnel responsibilities, defining who initiates and/or introduce injects
- The recipient of the inject(s) and methodology (verbally, paper, phone, etc.)
- The expected actions by each organization and space to write the actual actions by the organization
- Identify an action or capability players should perform or demonstrate.
- Key names and phones numbers for WIT members/exercise controllers/White Cell
- Key exercise terminologies and rules (“Knock it off”, “Exercise, exercise, exercise”)

- Emergency information and exercise termination criteria

Inject Messages

Use inject messages to communicate detailed events to exercise participants. This may be accomplished through the white cell. One inject message may represent an event or several messages may be needed to notify the participants of the event, to evoke a response or cause exercise participants to make decisions and take actions to meet the exercise objectives.

Inject messages can be transmitted in various ways, including landline or cellular telephone, radio, in-person, written note, etc. No matter how messages are delivered, they must come from credible sources and channels.

Messages have four main variables. Not all variables will be explicitly stated in every message, but they should be kept in mind when writing them because these variables form the classic definition of communication:

- Message source, or who sends the message
- Transmission method
- Message content
- Recipient

Enhancements: Sometimes creativity is the difference between an adequate exercise design and one that really gets the participants excited and involved. Exercises should employ the “train the way we fight” concept, emphasizing participation and minimum simulation to demonstrate actual capabilities.

Evaluators need to keep simulations to a minimum and stress maximum realism consistent with safety, mission accomplishment, security, and financial constraints. The point of an exercise is to simulate an emergency as realistically as the type of exercise warrants. The more realistic the scenario, the setting, the atmosphere, and the equipment and materials made available to the participants, the better. Simulations may mask adequacy deficiencies, a key component of exercise findings.

There are many low-cost creative approaches to realism:

- Mouflage
- Props (actual aircraft parts, mannequins, smokes, sounds, crashed vehicles, etc.)
- Roll players who are actors (local colleges/schools have drama clubs)
- Graphics
- Videos, news broadcasts, etc.
- Maps
- Products that depict odors
- Video recording actions for confirmation of deficiencies/education

Exercise Reports

Exercise reports are an opportunity to identify ways to build on strengths and improve capabilities. Exercise reports are documented in IGEMS.

An easy way to bin deficiencies is to evaluate based on:

Task-Level Performance. Evaluation at this level answers the question: “Did the individual or team carry out the task as anticipated and in a way which achieved the goal or the function?” Evaluating the performance of individual tasks can help determine whether personnel, training, and equipment are sufficient for the Airmen to do their jobs.

Agency/Functional-Level Performance. Evaluation at this level answers the question the question: “Did the team/group perform the duties correctly in accordance with approved plans, policies, procedures, and agreements?” Analysis at this level is useful for assessing advanced planning and preparation, how members work together at the organizational level, and how well leadership communicates across boundaries.

Installation-Level Performance. Evaluation at this level is used to assess whether the installation as a whole achieved the expected mission outcomes responding to a simulated event. Evaluation at this level answers the question: “How prepared is the installation to prevent, respond to, and recover from a major accident/incident, terrorist attack, or contingency?”

Collecting Data. WIT members must keep an accurate written record of observations. To be reliable, document as actions and decisions occur. Notes should identify the following:

- Who (by name or position) performed the action/made the decision?
- What occurred (the observed action)?
- Why did the decision/action take place (the trigger)?
- Where (the location) did the action or decision take place?
- When (the time) did the action take place?
- How did the action/decision occur (the process)?

WIT members should not interrupt scenarios to ask questions, but should wait until a break in activity. Analyze how well the exercise met expectations later.

Immediately following the exercise, WIT should review notes and fill in any gaps by obtaining supplemental data.

Hot Wash. Immediately after the exercise, conduct a Hot Wash. A Hot Wash provides assessment of the exercise and provides participants the opportunity to clarify points and assign responsibility for correcting known issues. A Hot Wash will be most effective if it is led by an experienced facilitator or senior leader who can ensure discussions stay relevant.

The Hot Wash should document:

- Roll call
- Missed MSELs events
- Review of all objectives to determine status
 - o What happened?
 - o What was supposed to happen?
 - o If there was a difference, why?
 - o What is the effect of that difference?
 - o What should be learned from this?
 - o What improvement should be made or exemplary practices adopted?
- Objectives that were not accomplished and why
- Corrective actions and OPR if known
- Known deficiencies
- Objectives that went very well
- Rough outline of grades
- Lessons learned

Exercise Deficiencies. Deficiencies should be quantifiable in some fashion. Follow the guidance in AFI 90-201. Reference deficiencies to AFI guidance. When there is no AFI reference, reference a quantifiable impact to capabilities associated with the issue.

Exercise Tips

When developing the exercise schedule, commanders/directors should be tasked for exercise objectives. Commanders/directors and staffs are SMEs on what capabilities need to be exercised and what there may be potential issues than may be gained solely through WIT inputs.

When designing an exercise, use the SMART criteria outlined earlier in this section. Remember, although SAF and HAF FAMs place exercise compliance requirements in AFIs, all requirements are waiverable and mandate neither the parameters of what has to be accomplished to meet exercise requirements nor the parameters of what is considered successful. Gauge success of an exercise with mission impact and commander's intent.

Six Steps of Exercise Control

Step 1: Establish objectives

- What aspect of response are we evaluating?
- Does the exercise provide the opportunity to observe & evaluate specific actions?
- Include OPFOR objectives

Step 2: Develop scenario

- Develop Injects; keep simulations to a minimum
- Evaluate approved SIMs/DEVs impact on scenario
- Define exercise starting and ending criteria

Step 3: Expected unit actions

- Base expectations on unit plans/SOP

- Determine key points of activity for observation
- Determine criteria for controller intervention

Step 4: Coordinate logistics (RECON)

- Deconflict STARTEX time
- Evaluate exercise impact on concurrent inspection or real-world events
- Backwards plan controller/OPFOR transportation to exercise area
- Preposition exercise props
- Coordinate/enable controller communications

Step 5: Exercise briefs

- Controllers/OPFOR
- Review/finalize objectives, scenario, logistics

Step 6: Self-assessment (inspector/controller)/Debrief

- Were the exercise objectives clear?
- Did the scenario drive the unit to complete the desired actions?
- Did the scenario meet intended criteria (minimize simulation/imitate local threats)?
- Loss of control of the exercise?
- Induced (through lack of control, confusing inputs to the unit, or artificiality) any deficient conditions?
- Real-world safety or security issues?
- Intervention required, or refrained from intervening appropriately?
- Were all applicable deficiencies related to the exercise and the appropriate inspected agencies?
- Were objective(s) met?

Exercise Controller 101 Basics

1. Minimize and be cognizant of alerting the unit
2. Ensure controller communications check
3. Provide planned injects to WIT; avoid ad-hoc inputs without coordination
4. Position controllers effectively
5. Comply with real-world safety requirements...intervene as needed
6. Observe/record timelines
7. Minimize controller interaction that may impede exercise
8. Be aware if exercise objectives were met
9. Ensure exercise scenario is terminated by EX Boss
10. Standard TTPs for controllers:
 - Complete time hack before exercise
 - Wear IG vests/proper gear (per ROE)
 - Be sure to understand role(s) and objectives(s)
 - Don't deviate from exercise brief
 - Control OPFOR/responding forces (KIA – talking)
 - Don't gaggle right before an exercise
 - Translate injects into host nation language (if applicable)
 - IG guides the scenario to ensure objectives are met

Common Errors

1. Not identifying the real objective(s)
2. Not understanding CC's intent
3. Reluctance to seek CC guidance
4. Trying to fit too much into one inspection
5. Poor awareness of SIMs & DEVs...by the unit & inspectors
6. Not enough planning time or considerations
7. Injects are not readable or clearly understood
8. Insufficient debrief
9. Loss of SA between events; unintentional effects on the overall inspection

Exercise Team Development Training

1. Localized training as mandated by Wing IG.
2. The following FEMA course are not mandatory but are good sources of baseline training for WIT and IG members for the purposes of exercise team development.
 - Federal Emergency Management Agency (FEMA), Dept of Homeland Security (DHS), Community Emergency Response Team Training:
<http://www.fema.gov/community-emergency-response-teams>
 - FEMA Introduction to Exercises IS-120:
<https://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-120.a>

- Homeland Security Exercise and Evaluation Program (HSEEP) IS-130, Exercise Evaluation and Improvement Planning:
<https://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-130>

Additionally, many states have online emergency management training programs.

Emergency Management ADLS Emergency Management Courses are also available.

TAB 7: **Commander's** Inspection Management Board (CIMB)

The intent of the CIMB is to synthesize CCIP data and results. **Wing IGs should attempt to migrate from a historical, descriptive performance dataset to predictive data, with the goal of eventually graduating the board discussion to prescriptive action.** In other words, instead of focusing on historical performance (“here’s what we did”), the CIMB should eventually evolve to prescribing what actions the Wing should take (“here’s what we should do”) in order to improve wing performance in all four MGAs IAW the Wing Commander’s vision and priorities. **While the Wing IG presents the synthesized data to support discussion, the action plan to achieve those affects should be driven by Group Commanders and Wing Staff Agency Chiefs to make the largest impact with available resources.**

The board is chaired by the WG/CC (or WG/CV). Attendance criteria can be found in AFI 90-201, Chapter 5.

The Wing IG facilitates the CIMB. Preparations for the CIMB includes pulling applicable reports from MICT and IGEMS, sorting open deficiencies, identify trends and deficiencies requiring external coordination (Joint-Base support, FAM, etc.). A thorough review of internal and external inspections will provide background for discussion. **The intent should not be a nose count of all deficiencies, but a review of high-risk areas of non-compliance and proposed closure actions.**

Close deficiencies when corrective action plans are in place and have the desired effect IAW AFI 90-

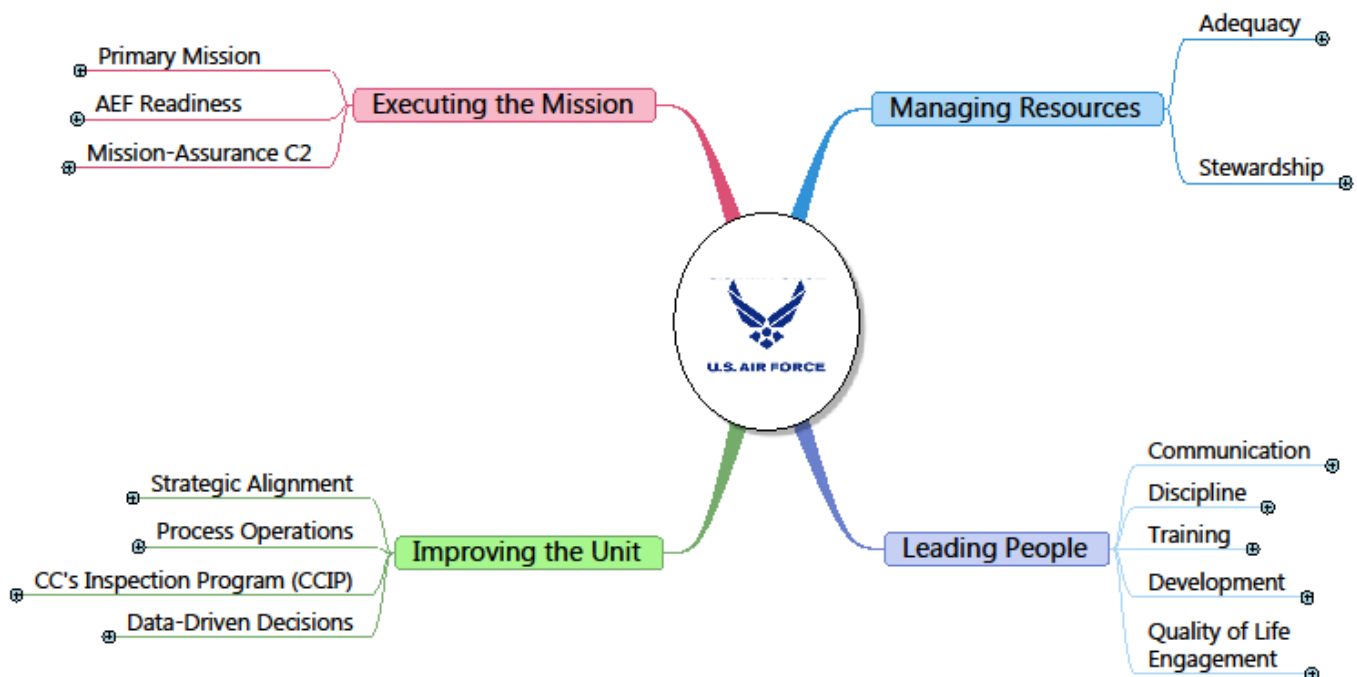
The CIMB should include the following:

1. CCIP dashboard (tailored report of the key metrics the Wing CC values and synthesized prescriptive inspection data, SAC review, questions, deficiencies/criticality, and/or observations/trends)
2. Key open deficiency review
3. Self-assessment deficiencies review (broken out by unit, prioritized, and not limited to MICT)
4. Upcoming events (UEI on-sites, inspection calendar, and Gatekeeper events)
5. Group/CC objectives and feedback
6. Wing/CC objectives and feedback

Using the lessons learned from IGTC’s CIMB seminar, remember to be cautious of the potential pitfalls facilitating CIMBs. Refer to AFI 90-201 Chapter 5 and the MAJCOM Supplements for more specific guidance, and ask the MAJCOM/IG, AFRC/IG, or ANG/IG respectively for any questions or MAJCOM-centric business rules.

TAB 8: **COMMANDER'S INSPECTION REPORT (CCIR)**

The inspection system is structured to inspect and report in accordance with the four key areas - Managing Resources, Leading People, Improving the Unit, and Executing the Mission (see figure below). Periodically report assessment of these four MGAs to the MAJCOM/CC (gaining MAJCOM/CC for ANG). Reports will be sent to the MAJCOM/CC within 90 days (180 days for ARC) of assuming command, at the 1-year point in command and after 2 years of taking command, using the template in AFI 90-201, Attachment 10. At a minimum, the CCIR will include an assessment of the four MGAs over the reporting period.



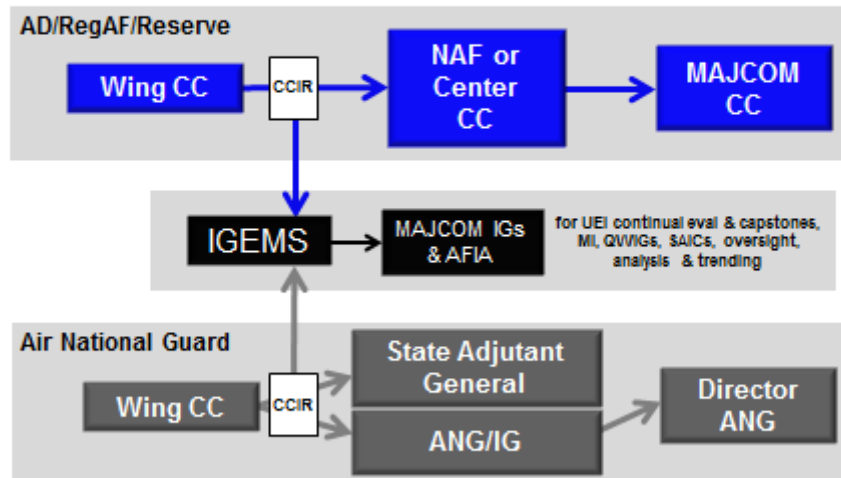
After each inspection, the Wing IG will produce an inspection report. **The IG will review discrepancies, synthesize data, and present findings in the CIMB. The command chain is responsible for correcting and fixing deficiencies, not the IG.** Build a short and concise CCIR to reflect CIMB results/trends and an assessment of Wing performance in the 4 MGAs, noting where the highest risk(s) exist, and where a need for staff assistance or resources exists. Think of the CCIR as a pointed, accurate assessment of the Wing framed through the four major graded areas.

Consider courtesy copies to the NAF and State ANG reps, if applicable. After the report is sent to the MAJCOM CC, the final product will be loaded into IGEMS. **The CCIR will be validated and verified by the MAJCOM IG during the UEI Capstone. The goal is for the CCIR and UEI report to match. If they do, this indicates a successful CCIP. If they don't, then serious shortfalls exist and the MAJCOM IG will dig deeper to identify the risk(s) for the Wing and MAJCOM CCs.**



U.S. AIR FORCE

CCIR Flow



Integrity - Service - Excellence

2



U.S. AIR FORCE

CCIR Gotchas

- “Too long to be wrong”
- What happens when a Wg/CC finds something wrong?
- What happens when a Wg/CC finds something *really* wrong?
- What happens when a Wg/CC declares his unit unfit?
- Delicate balance between “for CCs” & “for everybody else”
- What happens when the CCIR and UEI match?
- What happens when the CCIR and UEI do not match?

TIG: “the only way a WG/CC will get in trouble with AFIS is if he/she is lying, cheating, or not looking.”

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15

Refer to AFI 90-201 Chapter 5 and MAJCOM Supplements for more specific guidance. Ask the MAJCOM/IG any questions or MAJCOM-centric business rules.

Tab 9: Airmen-to-IG Sessions
(ATIS) Guidance

“Items in bold-quotes with a red border will be read verbatim by the facilitator”

An Airmen-to-IG Session (ATIS) is an individual being interviewed by the IG staff (ATIS-I). An ATIS-I gathers an individual’s perspective on issues the IG might need to further inspect. The ATIS-I has three parts: Introduction, Discussion, and Conclusion.

This Tab is organized into two sections:

- Essential Definitions
- ATIS-I Guidance

Essential Definitions

A. Protected Communication (from AFI 90-301)

1. Any lawful communication not conveying an admission of misconduct, violation of the UCMJ, or violation of other applicable statutes, to a Member of Congress or an IG.
2. A communication in which a member of the Armed Forces communicates information that the member reasonably believes evidences a violation of law or regulation, including a law or regulation prohibiting sexual harassment or unlawful discrimination, gross mismanagement, a gross waste of funds or other resources, an abuse of authority, or a substantial and specific danger to public health or safety, when such communication is made to any of the following (this list is not all inclusive):
 - a. Member of Congress or a member of their staff.
 - b. An inspector general or a member of the inspector general’s investigative staff.
 - c. Personnel assigned to DoD audit, inspection, investigation, law enforcement, equal opportunity, safety, or family advocacy organizations.
 - d. Any person in the member’s chain of command.
 - e. The Chief Master Sergeant of the Air Force, Command Chiefs, Group/Squadron Superintendents, and First Sergeants.

B. Confidentiality - The protection of individual privacy. The IG has a responsibility to safeguard the personal identity of individuals seeking assistance or participating in an IG process (such as an

investigation) and to honor the legal agreements between parties concerning confidentiality provisions in settlement agreements.

C. Reprisal - Taking or threatening to take an unfavorable personnel action or withholding or threatening to withhold a favorable personnel action on a military member for making or preparing to make a protected communication.

D. Restriction - Preventing or attempting to prevent members of the Armed Forces from making or preparing lawful communications to Members of Congress and/or an IG.

ATIS-I Purpose

The purpose of an ATIS-I is to gather facts or opinions from individuals. These interviews fall into one of two categories: leadership sessions, and follow-on/thread-pulling sessions.

The leadership sessions allow the IG to ask pointed questions of key leaders (Wing Commander, Group Commanders, and Command Chiefs) to build a picture of Wing performance from their perspective. Any trends or data identified during these sessions should be validated and verified with follow-on ATIS-I sessions with members further down the chain of command or through inspection touch-points.

The follow-on or thread-pulling sessions are individual interviews with any member of the Wing, and they are intended to help validate or verify a data point or trend. For example, if a particular funds-management program is identified as a trend, an ATIS-I session could be scheduled with the program manager to take a closer look at the facts.

ATIS-I Guidance

A. Facilitator requirements:

- “One-on-one” interview (plus an optional note taker)
- 1 Facilitator (SNCO/Officer; close to interviewee’s rank, whenever possible)

B. Recommended duration:

- One hour (May be longer for leadership sessions)

C. Where should interview take place:

- At an area designated by the interviewee, taking into consideration their time and schedule
- In some instances, the interviewee may feel more comfortable conducting the interview away from their office
- IGs should consider conducting some ATIS interviews after 1700L to accommodate shift workers access to the IG (as required)
- Focus Groups and Individual Interviews should not take place at the same location

D. Participants

- Chosen at-random by the IG team (not the unit) to the max extent possible; some key leadership positions will be established/known
- When identified as an ATIS participant, commanders/supervisors will ensure their availability
- Will not take notes
- Will show up in uniform of the day (unless coordinated otherwise)
- Will not disclose specifics of their participation in the ATIS interview outside of IG channels; supervisors will not pressure participants to discuss any aspects of the ATIS discussions
- Leadership ATIS-I Sessions:
 - Wing CC
 - Wing CCC
 - Group CCs
 - Group CCCs
 - Select Squadron CCs
- Follow-up ATIS-I Sessions:
 - Any Military member, or DoD Civilian employee
 - Additional restrictions apply if an ATIS-I is desired with a spouse, contractor, or bargaining unit employee (union member)

ATIS-I Format

Prior to Interviewee Arriving

Arrive early to ensure that the interview room is ready. Here are some recommended items to go over:

- Ensure the room is set up to allow eye-to eye contact between interview and facilitator.
- Ensure you have your question bank and any special emphasis items ready for discussion.
- Ensure personal cell phones are left outside the room. Turn off or disconnect telephones in the room. Ask the interviewee to forward their phone to voicemail or to have somebody pick up the line for them and take a message, if able.
- Place a “Do Not Disturb - Interview in Progress” sign on the door.
- Have pens, pencils, and notepaper available and handy.
- Have IG contact information available for the ATIS facilitator, IG, or inspection Team Chief.
- Introduce yourself and all members of the ATIS interview (note taker/observers) in the room.
- Do not allow interviewee to take notes.

The ATIS is conducted in three parts: Introduction, discussions, and conclusion. The following are suggested topics to cover for each part of the interview during the pre-interview discussion.

Part I - Introduction

The Introduction is an opportunity for the IG to relay to the interviewee what they can expect during the interview. It is intended to relax the interviewee and ease some of the apprehension s/he might feel.

A. The first step for the facilitator is to relax the interviewee and build rapport. Remember that the interviewee may not be sure why s/he is talking to the IG, so it's a good time to assure them that s/he is an important part of the inspection, here to give honest answers to allow the IG to observe, identify, and report inspection deficiencies and/or best practices.

B. If required, ask for identification of those not in uniform to verify the interviewee is who you are expecting. At the same time, if asked, show him or her your ID card and IG credentials (EAL, appointment letter, etc.). Explain how you will be going into more detail as you start the interview.

C. Explain your role as the IG and ATIS facilitator. Below are some suggested areas to cover:

- Impartial representative of the commander and IG
- Unbiased and impartial fact finder
- Gather documents and perform follow-up inspections as a result of this interview (if required)

- Inspection findings will be documented in an official report to the commander for further reporting (as necessary)
- Note-takers are there to ensure accuracy of notes and to assist the facilitator in any capacity that may be required
- When interviewing a key member of the Wing leadership team, be considerate of his/her position/duties within the Wing and availability; allow him/her to designate a place of their choosing, such as an office or conference room
 - o Some ATIS-I participants may prefer to conduct the interview away from his/her office

D. Explain the role s/he plays in the inspection:

- Interviewee statements are valuable and the circumstances surrounding the topics discussed and are instrumental to ensure all facts are uncovered
- Statements and/or discussions (or any witness testimony), will be used within the Department of Defense for official purposes only
- Department of the Air Force policy is to keep such information and reports closely held. Nonetheless, in some instances, there may be public disclosure of IG materials, as required by the Freedom of Information Act, Privacy Act, or as otherwise provided for by law and regulations. In most cases, identities will be redacted, but there is a chance they could be released. Any release outside the Department of the Air Force requires the approval of SAF/IG, and in such cases, release (when unavoidable) is kept to the minimum necessary to satisfy legal or Department of the Air Force requirements.

E. MANDATORY “Read – In” (**IG Facilitator will read verbatim; items in *italics* are tailored for the audience/inspection conducted**)

“My name is _____ and I am with the (MAJCOM/AFIA/Wing) Inspector General team performing this (*Unit Effectiveness/Management/CCIP*) Inspection. As part of this inspection, we are conducting individual interviews to assess various areas within your (*Wing/FOA/DRU, etc.*) and I would appreciate your honest answers and opinions during this session. This interview is a protected communication. Anything you say to a member of the IG staff will also be protected from reprisal by federal law. It is illegal for anyone to take any adverse personnel action against you as a reprisal for what you say to the IG. In addition, your answers will be treated with confidentiality and nothing that you share with me will be attributed to you. When people ask you what you said or what was discussed, your response should be: “I was just talking to the IG.” You need not talk about our discussion. If you are pressed by anyone in your chain of command about the details of this interview, please notify a member of the IG team.”

Part II - Discussions:

A. Discussions will focus on many areas, to include concerns gathered during continual evaluation or other ATIS-I sessions. During team meetings, inspectors should note questions to ask during ATIS-I sessions.

B. Remind the interviewee that if at any time during the open discussion s/he reveals possible criminal activity or wants to report Fraud, Waste or Abuse (FW&A), s/he will be asked to step out of the interview and speak personally to an IG Complaints Resolution specialist and/or member of the OSI/Security Police.

Part III - Conclusion:

A. During the conclusion, tell the interviewee that if s/he would like to speak to a member of the IG team or the IG Team Chief privately, to please do so after the note taker departs (if applicable) or to use the contact information provided.

B. Remind the interviewee what was said or discussed in the ATIS interview is not to be discussed outside the room. Again, if pressed by anyone to talk about the session, contact the IG.

C. Debrief with your note taker (if applicable) immediately after the interview to clarify statements.