

Air Force Depot Logistics Training

(All You Wanted to Know about AFLC FMS Training Programs but Were Afraid to Ask)

By

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and
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IN THE BEGINNING

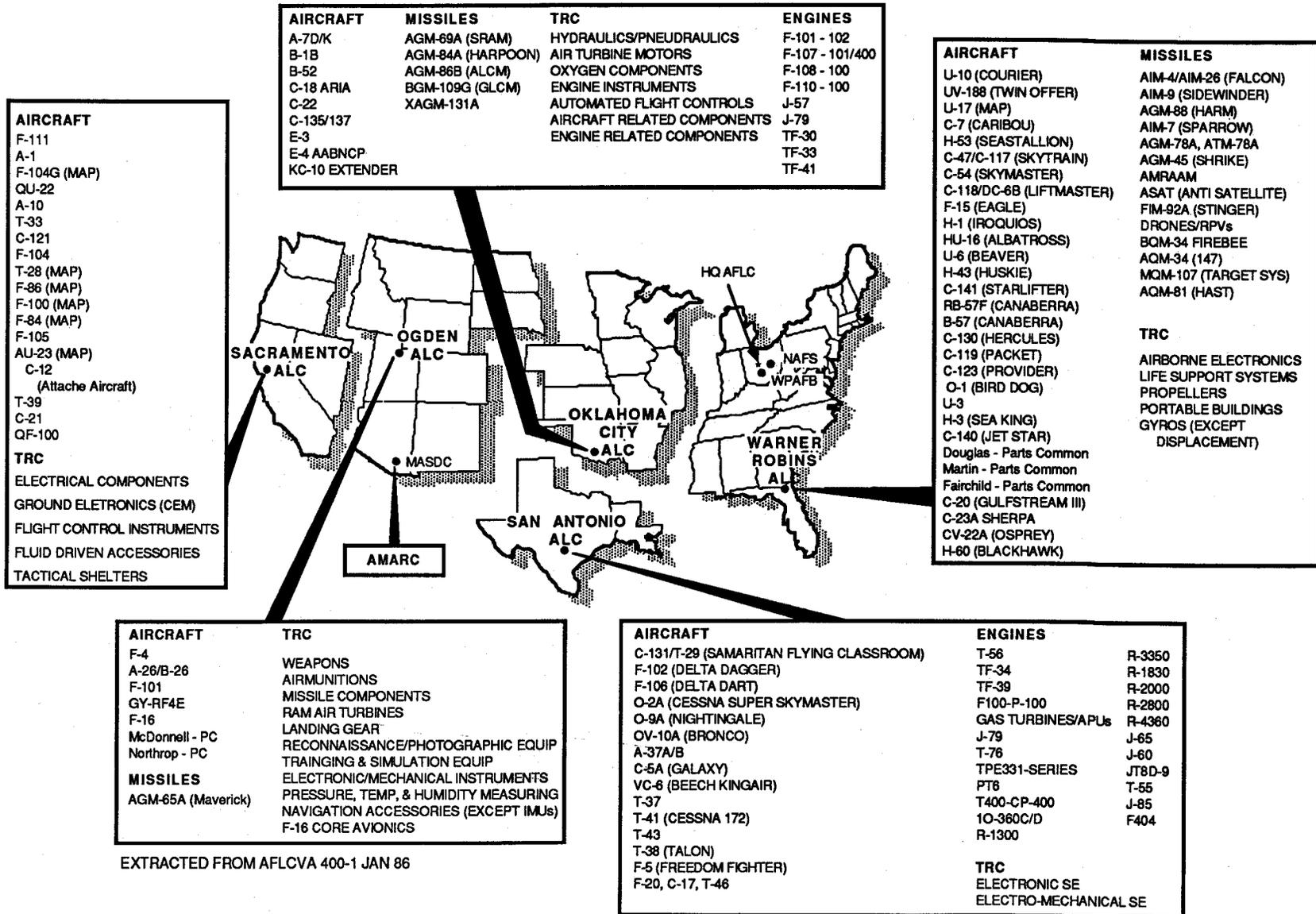
Seeking supply or maintenance training from the United States Air Force (USAF) is a common occurrence for most of our security assistance customers. However, as well known as the foreign military training process is in the USAF, few foreign purchasers realize that "depot" logistics training is available through the Air Force Logistics Command (AFLC), and fewer yet understand how to request such training. This article examines depot level logistics training and focuses on the unique capabilities of AFLC to provide training with its industrial functions and specialized technological repair operations. Topics to be discussed include the roles of major players, types of training, request processing, pricing, development of individual programs, and common problem areas. Once security assistance participants better appreciate the potential of AFLC training capabilities, they may find a new source for satisfying their extraordinary logistics training requirements.

The diligent Security Assistance Officer (SAO) understands it is not necessary to know everything as long as he or she knows where to find the answer. Hopefully this sounds familiar to DISAM graduates! So where do you turn when the host country air force Director of Maintenance inquires where he can send two technicians to learn aircraft honeycomb repair? Who can provide the Chief of Supply with two weeks of training in mechanized commodity distribution operations, with emphasis on quality control sampling techniques? How can technicians get to view the procedures used in overhauling precision measuring equipment? Where can you find information on how to establish a centralized engine or material management function?

The answer to acquiring knowledge in all these exotic logistics processes and functions is AFLC, of course. AFLC, with its five Air Logistics Centers (ALCs) and specialized Technological Repair Centers, supports the industrial and wholesale operations of the USAF. It has the unique responsibility for the support of systems, subsystems, equipment, and end items used in performance of the USAF mission. Its logistics responsibilities include repair and modification of components, subassemblies, and end items, as well as procurement, storage, and issue of those items.

AFLC also exercises engineering/technical authority for end items assigned to it for management [1]. It is this specialization that furnishes logistics training opportunities that are outside the purview of either the Air Training Command (ATC) or any of the other major commands. Though supply, maintenance, procurement, and distribution are relatively ordinary functions at any USAF base, the level of the base operation is below the magnitude, complexity, and sophistication assigned to an AFLC depot.

FIGURE 1



AFLC's diversity of logistics responsibilities at its several logistics centers (See Figure 1) lends itself to experiencing and observing a variety of industrial and specialized technological processes. Many of these support operations are not performed elsewhere--either in the USAF or within the commercial world. AFLC provides this logistics support for the USAF and on selected systems/items for its sister services, other federal agencies, and security assistance customers. To appreciate the technical richness of AFLC, one just has to look at the mission of a representative ALC.

An ALC is a designated logistics complex where AFLC has assigned management responsibility and authority for specific and general support of assigned systems and technologies. It embraces those technical capabilities required to accomplish receipt, classification, storage, accounting, issue, maintenance, procurement, manufacture, salvage, and disposal of materials. The depot provides the potential to ensure an uninterrupted flow of supplies to fulfill customers needs, including security assistance (SA) requirements, worldwide.[2]

The International Logistics Center (ILC) directs and manages the SA programs for AFLC. The ILC Commander is "dual-hatted," serving as both the Center Commander and on the HQ AFLC Staff as the Assistant to the AFLC Commander for International Logistics. Part of the overall responsibility of the ILC includes administration of the Security Assistance Training Program (SATP) within AFLC.[3]

The ILC serves as Command Manager for AFLC Security Assistance Training Programs. All requests for SA training within AFLC are first received, reviewed, and distributed to appropriate units by the Center's Resource Management Division (AFLC ILC/XMRR). The Resource Management Division acts as the designated command focal point for all Foreign Military Sales (FMS) training program matters.

WHAT TYPES OF TRAINING ARE ACTUALLY AVAILABLE?

Although there are seven categories of foreign military training normally available to SA customers,[4] AFLC usually offers only four basic types at its ALCs: Observer/Familiarization, On-the-Job (OJT)/Qualification, Orientation Training Tours, and limited formal school training.

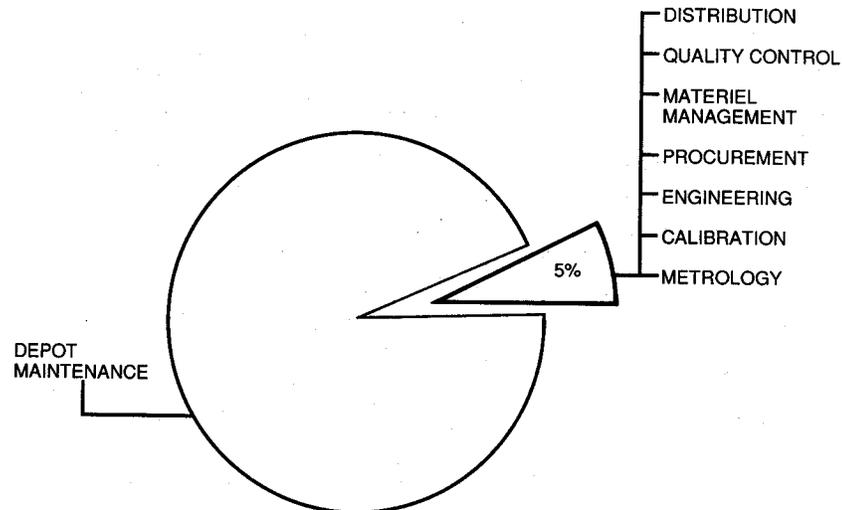
The most prevalent request in the past has been for "observer/familiarization" training. This is the most frequently used method of instruction for the simple reason that the special information desired by foreign trainees is not available in a formal course at the ALC. Approximately 95% of all AFLC training occurs within the depot maintenance function; however, other training has been given (See Figure 2). When there is no pre-existing available course covering the involved tasks, or when formal instruction is unavailable when requested, observation and familiarization become the only practical alternatives.

"On-the-job" (OJT)/qualification training can be arranged to provide the student with hands-on proficiency, if desired by the country and if compatible with the depot schedule. Be forewarned, however, that despite any such suggestion implicit in the name "qualification training", there is no guarantee of skill level upgrading. In its preparations, AFLC exacts as much detail about the nature, duration, objectives, etc., of OJT training to ensure that it serves the needs of the customer country and that it can be provided from ALC resources.

The depot's industrial environment and its modern facilities motivate some countries to request "orientation training tours (OTT)". While less often used, the OTT nonetheless is effective in allowing an immediate appreciation of USAF maintenance or other logistics concepts the foreign country is considering for its own air force. The depot storage and distribution operations and facilities in support of the F-16 have been notable subjects of several recent training tours at the Ogden ALC, Utah. All requests for OTTs should include the following information: fiscal year,

type of tour, objectives, starting date, itinerary, level, scope, planned assignment, individual characteristics, and English Comprehension Level (ECL).[5]

**FIGURE 2
TYPES OF DEPOT TRAINING REQUESTED**



"Formal school" training, as associated with a pre-defined curriculum and an existing schedule of classes, is very infrequently involved in AFLC's SATP. The great majority of foreign requests regard instruction that exceeds the scope of the employee training offered by the depot. In balance we must remember that AFLC's primary purpose is to support worldwide USAF combat capability requirements in peace, contingencies, and war. To meet that primary objective, secondary responsibilities, such as the Security Assistance Training Program, are supported on an "opportune" basis.

The depot training included in the *Military Articles and Services List* (MASL) is by no means inclusive or totally indicative of what could be provided. The MASL reflects either a historical record of instruction once given at the different depots, or generic titles used to label "hard to categorize" training requests. In addition to other USAF training, the MASL provides a list of depot programs routinely available. Whatever training is required should be requested--even if it is not itemized in the MASL. The *Joint Security Assistance Training Regulation* states: "The training items listed in the MASL are not necessarily restrictive. Full consideration will be given to providing other training when required, if requests are accompanied by justification and sufficient detail to identify the requirement when forwarded to the appropriate implementing command (AFLC) conducting the training . . ."[6]

GETTING INTO THE PROGRAM, HOW DO I DO IT?

How does the customer request AFLC specialized training? The steps involved are similar to a request for "normal" training that the country might have made in the past. (Note: Although this article uses the FMS defined order process as an example of the steps to follow, it should be recognized that a training requirement may be fulfilled through the International Military Education and Training (IMET) program or an FMS Blanket Order Case. It is also recognized that the preferred method of providing FMS training is through the use of an FMS Blanket Order Case.[7] Training requirements being initiated from an approved IMET program or an FMS Blanket Order Case may be addressed directly to the Foreign Military Training Advisory Group (FMTAG) which is the Air Force executive agent for managing all CONUS foreign training.)

Once the purchaser decides that the type of training needed might be met by using AFLC depot resources, it must submit a letter through the SA channels normally used to request other FMS services. Eligible countries may initiate their requests through the SAO, U.S. Embassy in country, U.S. Embassy Air Attache, purchasing mission, or other designated representatives in the U.S. or overseas.[8] All requests are forwarded to HQ USAF/PRI for further action.

Requests should contain as much descriptive information as possible on the type of training required. Figure 3 lists the details required for OJT, Observation, or Familiarization training requests. Expanded data is highly encouraged. The purchaser can also use an AF Form 797, Job Qualification Standard Continuation Sheet (Figure 4) to provide supplementary information as well as to create a record of the training.

FIGURE 3
FORMAT FOR AN OJT, OBSERVATION, OR FAMILIARIZATION
TRAINING REQUEST

[Source AF 50-29, page 4-26]

- | | |
|-------------------------------|--------------------------|
| A. Requesting Country: _____ | B. Service Branch: _____ |
| C. FMS Case or IMET FY: _____ | D. WCN: _____ |
| E. MASL Number: _____ | F. Duration(Wks): _____ |
- G. Course Description:
1. MASL title of short narrative of desired course (if no MASL number).
 2. Specific objective to be accomplished by training.
 3. Specific individual task or skills expected to be accomplished by trainee, knowledge to be acquired.
 4. Specific items of equipment on which training emphasis is to be placed.
- H. Time Frame desired (if stand-alone request), or list of preceding formal training courses.
- I. Latest acceptable graduation date (if established by country).
- J. Student Information:
1. Full name (if known) and current duty position.
 2. Rank/rate and U.S. equivalent grade.
 3. Background/experience by weapon system and skill level.
 4. Prior CONUS training (or other known formal training).
 5. Expected duty assignment following training.
 6. Required level of security clearance of individual.
- K. Additional comments or amplifying information.

Notes:

1. This format will be used in submitting all requests for OJT/observation/familiarization training, both at the country program presentation at the unified command workshops and for out-of-cycle requests. The more detail presented in this format, the better the training can be programmed to meet the need.
2. For requests directed to the USAF, requested training durations in excess of 4 weeks require supplemental detail information on tasks, skills, and knowledge. AF Form 797 (Job Qualification Standard Continuation Sheet) will be used.

**FIGURE 4
SAMPLE OF COMPLETED AF FORM 797**

JOB QUALIFICATION STANDARD CONTINUATION SHEET						
PARA- GRAPH NO.	TASKS, KNOWLEDGES, AND STUDY REFERENCES	PROFI- CIENCY LEVEL	DATE OJT STARTED	DATE OJT COMPLETED	TRAINEE INITIALS	SUPER- VISOR INITIALS
1	Familiarization of maintenance officer duties and responsibilities	G				
		G				
		G				
2	Observance of the maintenance supervisor (M/O) monitoring each branch	G				
		G				
		G				
2a	Field maintenance (all branches)	G				
		G				
		G				
2b	Organization maintenance (periodic maintenance, T-37 flights, T-38 flights)	G				
		G				
		G				
2c	425th TAC Fighter Tng Sq (Flight line weapons shops)	G				
		G				
		G				
3	Observance of chief of maintenance staff functions and responsibilities	G				
		G				
		G				
3a	Observance of quality control functions and responsibilities (inspection, deficiency, analysis and functional check flight)	G				
		G				
		G				
3b	Observance of maintenance control branch functions and responsibilities (job control, plans and scheduling, materiel control)	G				
		G				
		G				
4	Proper usage of technical orders and related publications	G				
		G				
		G				
5	Ground safety policies and procedures	G				
		G				
		G				
		G				
		G				
		G				
DATE	TRAINEE NAME AND SSAN				PAGE NUMBER	
1 Jan 85	Jorge Martins, WSCN 0040, XX-D-TTA/TAB				1	

When the training requires use of CONUS USAF organic facilities, HQ USAF/PRI forwards the request to FMTAG. (Note: USAF overseas component commands execute approved and funded overseas SATP, i.e., United States Air Forces Europe (USAFE) for European Command (EUCOM) and Central Command (CENTCOM) regions, Pacific Air Forces (PACAF) for Pacific Command (PACOM), and USAFSO (United States Air Force South) for Southern Command (SOUTHCOM) and Atlantic Command (LANTCOM).)[9] FMTAG reviews the request and, if it determines that the request pertains to depot level training, forwards the request to the ILC as the AFLC SATP Manager. As noted earlier, CONUS SA training is implemented through FMTAG.

At the ILC the Resource Management Division reviews the request to confirm that it contains adequate information. The request is then submitted to the appropriate functional representative on the HQ AFLC staff for decision and assignment to a selected ALC. If the identified training involves depot level maintenance on a particular weapon system, e.g., the C-130 aircraft, selection of the ALC is automatically to the center which maintains the system or component. In this example the request would be sent to Warner-Robins ALC at Robins AFB, Georgia, for information about the price and availability (P&A) of the C-130 instruction.

After the request reaches the ALC, the appropriate depot division must determine if the training is possible and if it can be phased into the depot maintenance work schedule. Two *BIG IFs*.

The major obstacle is the availability of equipment. The particular weapon system or sub-assembly for which the customer seeks repair training must be available "on the line." In most cases an asset owned by the customer is used. This is done for several reasons, the foremost being the configuration differences that exist. Maybe we do not have similarly configured equipment. Another is the non-availability of U.S. owned systems. Technology transfer implications must also be considered. Scheduling is a problem if another country's system is in work. We do not allow one country to observe or perform maintenance on another country's assets. One way of circumventing these limitations is to schedule the training in conjunction with the programmed depot maintenance of the country's own assets.

WHAT DOES IT COST?

Once the request has been evaluated by the ALC staff and the training is determined to be available, it must then be priced. Not an easy job. There are several ways that the training can be priced, depending upon the circumstances surrounding the type of training.

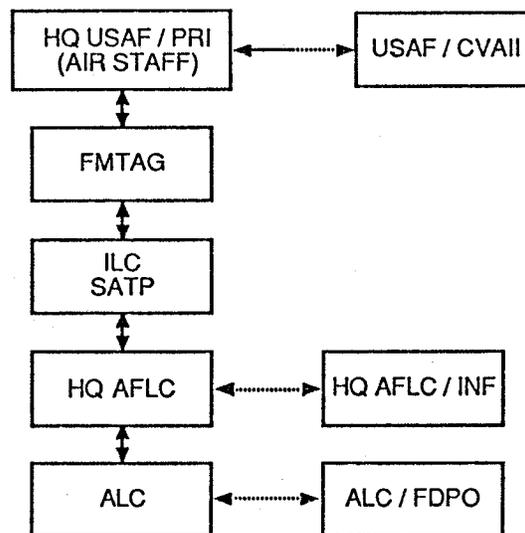
AFLC depot training is costed on a case-by-case basis and is generally programmed under FMS funding.[10] The depot calculates an estimate of the actual costs. Depot level training that occurs within the Directorate of Maintenance complex involves use of AFLC Depot Maintenance Industrial Fund (DMIF) resources. As an Air Force industrially funded activity the depot's maintenance cost accounting rates include overhead associated with each applicable resource center/cost center supporting the training. Other Directorates use Operations and Maintenance (O&M) funds.[11] The cost differences between DMIF and O&M are usually significant with the former exceeding the latter. These estimated figures are provided to FMTAG which in turn submits them to the country for acceptance. Notwithstanding the estimated costs, the actual costs will always be billed to the country.

Once the price and availability study has been completed, the P&A is sent back through the same channels by which it was received. The HQ AFLC functional representative coordinates the data and also assures that a training commitment will not interfere with any newly projected depot workload that might have been unknown to the ALC staff at the time the P&A study was completed.

Also, releasability is considered at all levels before information is disclosed to the foreign trainees. Either HQ USAF/CVAII (Vice Chief of Staff for Intelligence), AFLC Intelligence (INF) or one of the ALC's Foreign Policy Disclosure Offices (FPDOs) reviews the request for suitability.

The request is then returned to the ILC which performs a quality review of either the proposed training agenda or the justification for denial of training. It then releases the Command's formal acceptance or rejection of the request with the supporting data to FMTAG. The country training managers at FMTAG examine the proposed outline, begin tentative planning for the training, and close the loop by sending the completed case to HQ USAF/PRI. The whole approval process is outlined in Figure 5.

FIGURE 5
LOA FLOW FOR AFLC DEPOT TRAINING REQUESTS



PREPARATION OF TRAINING PROGRAMS

The depot, as part of its acceptance, must prepare a training guide, outline, or agenda. It does not follow a standard format. Certain information is, of course, required of each plan. However, overall content does not involve any fixed format. The *Joint Security Assistance Training (JSAT) Regulation* illustrates the considerations essential for a good plan on its "Training Plan Checklist for New Equipment--Total Package Approach." [12] These elements can be incorporated into the depot's plan only if they are first addressed by the country and/or SAO using the Total Package Approach (TPA). The TPA ensures that the depot has sufficient information about the trainees, their mission, and work environment to formulate a well-defined training plan that is focused on the correct objectives. The TPA represents a "holistic logistics" perspective toward self sufficiency. It incorporates training into the country's logistics concept and provides for a truly integrated logistics support plan. [13] Approximately one-fourth of all depot training requests require additional information from the country to clarify the training being requested in order to better determine if the capability exists at an AFLC depot to support it. Figures 6, 7, and 8 depict extracts of training plans which were developed to support three different training requirements. They range from the very simple to the very complex. Figure 6 is an example of a very informal agenda prepared by one of the ALCs. Figure 7 resulted from a specific request for repair of damaged aircraft. Figure 8 is an outline of a formal course. These samples are all extracted from actual training cases.

**FIGURE 6
EXAMPLE OF DEPOT TRAINING AGENDA**

FROM: XMR
SUBJ: Bandaria Request for Training on Depot Overhaul Procedures
TO: FMTAG/FAP

19 June 198X

1. OO-ALC has prepared an agenda to use for the subject training. Please note that this instruction will be in the form of On-the-Job/observation training. The Bandaria Air Force (BAF) engineer will accompany and observe USAF engineers as they work on items of interest to the BAF. The BAF engineer will have an opportunity to observe, ask questions, and experience "hands-on" hardware operation.
2. A two-week program has been proposed. Below is the schedule:

	<u>TRAINING AREA/SUBJECT</u>
<u>FIRST WEEK</u>	
Monday and Tuesday	Landing Gear Overhaul Shop
Wednesday	Wheel and Brake Overhaul Shop
Thursday	Hydraulic Valve Overhaul Shop
Friday	Electrical Controls Overhaul Shop
<u>SECOND WEEK</u>	
Monday	Heat Treat, Welding, Shot Peening
Tuesday	Other Landing Gear Processing
Wednesday and Thursday	Landing Gear Analysis
Friday	Tech Order Controls

**FIGURE 7
EXAMPLE OF DEPOT TRAINING FOR A SPECIFIC PURPOSE**

**MATERIALS AND PROCESSES
AIRCRAFT PART REFURBISHMENT DEPOT TRAINING**

1. Engineering considerations for material removal of damaged aircraft parts.
 2. The salvaging facilities and techniques required for localized preheating and tempering of parts of an irregular and asymmetric shape.
 3. Salvaging aircraft parts by shot-peening.
 - 3.1 The process, calculations of its parameters, and inspection technique.
 - 3.2 The increase in fatigue life of high strength steel parts.
 - 3.3 The stress corrosion resistance of shot-peened aluminum parts.
 4. Salvaging of magnesium parts.
 - 4.1 Strength considerations for corrosion and mechanical damage removal.
 - 4.2 Finishes for inner and outer surfaces of magnesium parts.
 - 4.3 Welding technique for salvaging parts exhibiting corrosion and mechanical damage.
 5. Salvaging by TIG welding.
 - 5.1 Salvaging of cracked parts and worn surfaces by welding.
 - 5.2 Selection of welding materials and process parameters.
 - 5.3 Facilities and techniques required for localized heating.
- * * * * *
11. Evaluation of fire damage of aluminum steels and titanium alloys.
 12. Analysis of corrosion damage and methods of prevention.
 13. Composite materials.
 - 13.1 Engineering evaluation of damaged composite aircraft parts.
 - 13.2 Selection of matrix and enforcement for structural repair.
 - 13.3 Bonding processes for parts not removed from aircraft and for parts removed from aircraft.
 - 13.4 Quality control of composites.

**FIGURE 8
EXAMPLE OF "FORMAL" TRAINING PROGRAM**

COURSE CHART		
1. COURSE NUMBER SM-ALC-00-475	2. DATE 2 May 198X	3. AFLC APPROVAL DATE
4. COURSE TITLE ADVANCED COMPOSITE AEROSPACE STRUCTURES REPAIR TRAINING		5. COURSE LENGTH 80 Hrs
6. TARGET POPULATION AIRCRAFT SHEETMETAL MECHANIC/FIBERGLASS REPAIRERS		7. APPLICABLE CTS NO. AND DATE
8. LOCATION(S) OF TRAINING SM-ALC McCLELLAN AFB, CA 95652		9. SUPERSEDES COURSE NUMBER AND DATE NONE
10. SECURITY CLASSIFICATION UNCLASSIFIED		
11. COURSE DESCRIPTION (If additional space is required, use reverse side of form) <p>DESCRIPTION: Provides the student with the basic theory of advanced composite application and with instruction in understanding the techniques used in lay-up or Graphite and Kevlar honeycomb sandwich construction from mold form tools, hand tools, pre-bagging removal of parts and trim, drill, etc. In addition it will introduce the students to the methods of various types of advanced composite repairs and will provide them with hands-on training in the manufacture/repair of advanced composite structures, proper handling of materials, environmental hygiene and safety are thoroughly covered.</p> <p>PREREQUISITE: Good background in sheetmetal and fiberglass repairs. Through knowledge in shop and hand tools. Ability to read and interpret engineering drawings and blue prints. Personnel fully qualified in the repair of bonded honeycomb sandwich construction may be exempt from some of the course instructions concerning concepts and techniques applicable to bonded honeycomb construction.</p> <p>OBJECTIVE: To produce a certified Advanced Composite Aerospace Structures Repairer capable of performing any type of composite repair per aircraft technical order or any other applicable official document at organizational, intermediate or depot level.</p> <p>NOTE: AFLC FORM 97 (Course Outline) will be used to expand this chart. The Form 97 includes details on Instruction Units and Instruction Aids. Quite detailed.</p>		
12. SEGMENT NUMBER, TITLE AND TIME ALLOCATIONS (If additional space is required, use reverse side of form)		
<u>SEG NUMBER</u>	<u>TITLE</u>	<u>HOURS</u>
01	Course Orientation and Overview	1.0
02	General Information	1.0
03	An Introduction to Advanced Composites	2.0
04	Damage Assessment	1.0
05	Repair Method Selection	1.0
06	Materials and Processes	2.0
07	Facilities, Tools, and Equipment	2.0
08	Repair Operations	3.0
09	Repair Procedures for Laminates	2.0
10	Repair Procedures for Sandwich Components	2.0
11	Nondestructive Inspection Methods	1.0
12	Repair of Kevlar/Epocyc Composites	2.0
13	Overall Course Review/Questions/Answers	1.0
14	Discuss Construction of Certification Panel	1.0
15	Administer Written Test	2.0
16	Hands-On Student Training (In Adv. Comp. Demo. Training Room)	56.0

MURPHY'S LAWS APPLY TO FMS TOO!

Even the best laid plans go wrong. What are some of the pitfalls that have been encountered in the past? We can always learn from mistakes.

- **Problem:** The most prevalent problem is that the trainees are not well informed about the curriculum approved by their country. Many foreign military trainees arrive at the ALC without a clear understanding of the instruction they will receive. Consequently, when the course of study begins, they attempt to revise the curriculum to their own perceptions by requesting the ALC staff to make changes in the course duration, subject areas, or operations to be demonstrated. The students are then advised that revisions can only be approved as if they were initial requests for P&A. Understandably, the students become frustrated with their situation. Similarly, the depot personnel become discouraged when the students criticize the instruction as inappropriate.

Solution: This situation is entirely preventable by familiarizing the student with all the particulars of the country training request and the approved course outline prior to their departure for the CONUS. The SAO can assist the host country with this orientation process.

- **Problem:** Depot training expenses consist primarily of labor and overhead costs for the involved work unit. As with most industrially funded activities, the quoted price estimates for maintenance-based training will normally escalate over time. When the country delays its acceptance of the offer, prices can--and do--change significantly. If the fiscal year changes since the price was last calculated, it is almost inevitable that the price will be greater because of inflation-driven cost factors.

Solution: SAOs should help their countries resolve any questions over depot training quickly to enable the customer country to take advantage of the current estimated price levels.

- **Problem:** Language comprehension and skills are standard concerns within the SATP. In the depot environment, the English Comprehension Level (ECL) takes on added significance. The minimum ECL score for most depot level training is 70. Nonetheless, communication difficulties still arise because the support personnel who perform the orientation are functional experts and not professional instructors. While these experts are motivated to convey their knowledge to the students, they are not--nor are they required to be--fully qualified instructors who can assess the learning process and modify their instruction to compensate for the trainees inability to grasp any particular phase of training.

Solution: Additional emphasis on ECL scores will assure that the country and the trainee derive the fullest benefit from the training program. The SAO should recommend that the trainees take advantage of any Specialized English Terminology (SET) instruction in the subject functional area prior to training. SET training will help the trainees better absorb the technical terminology and compensate to a degree for inadequate language training in-country.[14]

WRAPPING IT ALL UP

The goal of this paper was to help the SAO to understand the AFLC SATP and better deal with requests for specialized depot level training. Depot training with AFLC covers a wide spectrum of disciplines and skills that are beyond the capabilities of other USAF activities and schools. The ALC specialized mission, its extensive industrial physical plant, and concentration of diverse technological skills enable it to provide training not available elsewhere--either within DOD or industry.

This wealth of logistics resources can be readily accessed by a country for its benefit if it thoroughly documents the request. The more complete the the statement of need, the more clearly

stated the student's technical background and the occupational context in which the trainee will serve following the instruction, the better AFLC will be able to determine whether the depot will be able to practically support the request. In essence, depot training is a cooperative process between AFLC and the country. The more exact the request is, the more successful the learning process will be.

As our military allies become more sophisticated and increase their technical capability and industrial capacity, they invariably seek more depot level logistics training. Depot level capability is the ultimate goal of self-sufficiency in the supply and maintenance of end items and spare parts. AFLC's responsibility is to meet the needs of the allied country within the constraints of its primary logistics support mission and national technology disclosure restrictions. AFLC has generously shared its wealth of resources in the past--and remains equally committed to do so for the future.

ABOUT THE AUTHORS

Captain Forrest E. Smith, USAF, is currently an Instructor at DISAM and holds a Bachelor of Business Administration Degree in Financial Management from the University of Massachusetts (Amherst) and a Master of Science Degree in Logistics Management from the Air Force Institute of Technology. He has served as a Base Supply Officer and Base Logistics Plans Officer in the CONUS and Korea. Previous security assistance related assignments include ILC Program Manager for the Korean F-5 Co-Production Program and as AFLC Security Assistance Liaison Officer to PACOM where he traveled extensively in the Far East working with his counterparts in the foreign air forces at the base level.

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