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This publication provides the reference for competency modeling and augments Air Force Policy Directive (AFPD) 36-26, *Total Force Development,* and Air Force Instruction (AFI) 36-2670, *Total Force Development.* This publication provides information and instructional material on how and when competency models are planned, built, and executed in support of the United States Air Force mission. This publication applies to all civilian employees and uniformed members of the Regular Air Force, the Air Force Reserve, the Air National Guard, those who are contractually obligated to comply with Department of the Air Force publications. This publication does not apply to the United States Space Force (USSF). This publication was developed in collaboration with the Chief of Air Force Reserve (AF/RE), the Director of the Air National Guard (NGB/CF), and the Deputy Chief of Staff for Manpower, Personnel, and Services (AF/A1).

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of command to the appropriate Tier waiver approval authority, or alternately, to the Publication OPR for non-tiered compliance items.

SUMMARY OF CHANGES

This document has been substantially revised and needs to be completely reviewed. Major changes include removing all references to institutional competency and an expanded explanation of foundational and occupational competency models that include examples, diagrams, and figures supporting the transition to a competency construct. It breaks down each phase of the competency process and speaks briefly about future processes for documenting and tracking credentialing. It also constructs the basic framework and processes the United States Air Force (USAF) uses or needs to plan, build, and execute competency models while allowing commanders, functional authorities, functional managers, and career field managers the flexibility necessary to tailor this tool, and its processes, to their organization. This document contains content addressing when to use competency models in relation to numerous force development (FD) activities, such as writing job descriptions; recruiting, hiring, and retaining personnel; developing curriculum and selecting training materials; creating and evaluating individual development plans; and identifying licensure and certification requirements without limiting their use in other applications. Lastly, it creates a foundation and unprecedented way for the United States Air Force to ascertain the knowledge, skills, abilities, and other characteristics (KSAO) required to develop the Airmen we need…Airmen who can out-think, out-learn and out-innovate!

1. Overview.

1.1. This publication provides information and instructional material on how and when competency models are planned, built, and executed in support of the USAF mission.

Competency models are an organized collection of competencies describing observable and measurable patterns of KSAO required to perform the mission successfully. Competency models provide a framework to effectively assess, maintain, and monitor the competencies required for mission success.

1.1.1. Competency models, used within the context of total FD, enable the USAF to maintain or modify its assignment, classification, learning and development, recruitment, retention, and other talent management policies, strategies, operations, tactics, procedures, and techniques to meet mission requirements.

1.1.2. Competency models, used within the context of learning, enable Airmen to identify competency gaps and determine the education, training, and experiences needed to meet mission requirements.

1.2. A foundational competency model describes a set of accepted and valued competencies applicable to all Airmen (officer, enlisted, and civilian) to achieve success across the wide-array of AF missions, roles, functions, and duties. An occupational competency model describes competencies required by an individual to successfully execute a mission, role, function, job, task, or duty within a designated or specified workforce category or group of functions requiring similar work. Occupational competency models are applicable to all components (Regular Air Force, the Air Force Reserve, and the Air National Guard) within a functional community. When foundational and occupational competencies are used together, these models identify the competencies required to meet the multi-dimensional challenges of a dynamic military environment over a wide range of mission areas.

2. Responsibilities.

2.1. **Assistant Secretary of the Air Force Manpower and Reserve Affairs (SAF/MR):** functions as the Air Force's lead proponent for competency modeling and approving official for Department of the Air Force (DAF)-level competency modeling policy.

2.2. **Deputy Chief of Staff for Manpower, Personnel, and Services (AF/A1):** facilitates the Air Force's ability to identify, develop, measure, and track competencies across the service and serves as certifying authority for departmental-level competency modeling policy.

2.3. **Commander of the Air Education and Training Command (AETC/CC):** develops and executes competency-modeling policies, plans, programs, processes, and other activities necessary to guide, measure, implement, assess, and oversee all aspects of competency modeling for the USAF.

2.4. **Functional authorities, career field managers, and functional managers:** collaborate with Air Education and Training Command Force Development Competencies Division (AETC/A3J) to establish and modify occupational competency models.

3. **Competency-Based Construct.**

3.1. **Competencies.**

3.1.1. Competencies play a key role in performance at both the individual and organizational level, and when combined with an organization's strategy and vision, can set excellent performers apart. Personnel behaviors and attitudes are key elements of a positive culture that promote mission accomplishment, teamwork, and a highly competent force. Through the full implementation of a competency-based system, units can increase operational efficiency and reduce time in training. High-performing organizations recognize that it is not what people do but how they do their jobs that makes the difference in achieving objectives. It is crucial to have systems and practices in place that are geared toward defining, assessing, maintaining, and developing the KSAOs that contribute to a culture of high performance, which can be observed through people's actions and behaviors.

3.1.2. Competency models provide a common language and understanding of the types of behaviors expected in order to ensure successful performance in different types and levels of tasks.

3.1.2.1. Foundational competencies are universally applicable to all Airmen. They are the core of Airmen's development and enable Airmen with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. Foundational competencies prepare Airmen to operate successfully in a constantly changing operational environment, across the widest array of USAF tasks and requirements. They are the underpinning construct of FD.

3.1.2.2. Occupational competencies, supported by foundational competencies, are associated with a particular function or career field. Common guiding principles for education, training, and experience provide a basis for the development of Airmen into leaders and show how competencies are used in the USAF. Occupational competencies are a set of competencies required of all Airmen within a specific workforce category. These competencies provide a framework that describes the KSAOs needed to perform that function's mission successfully. They allow for intentional development providing a method to train and educate an Airman providing the most appropriate method in the areas where they need to focus for the job they will perform.

3.2. **Background for Foundational Competency Development.**

3.2.1. Foundational competencies replaced institutional competencies as competencies applicable to all Airmen. A four-phased scientific approach was used to develop, refine, and validate a revised competency model applicable to all USAF civilians, officers, and enlisted members.

3.2.1.1. Phase I. Representatives from AETC, SAF/MR, AF/A1, United States Air Force Academy (USAFA), and other organizations reviewed competencies and associated behaviors previously validated as relevant to high-performing individuals across a wide variety of job types. The team started with a list of 7 Department of Defense (DoD) civilian competencies, 20 Spencer and Spencer Competencies (Spencer and Spencer, 1993), and 8 AF institutional competencies, and 25 sub-competencies. The team provided an importance/applicability rating for the competencies, which resulted in a final list of 27 competencies.

3.2.1.2. Phase II. AETC conducted behavioral event interviews (BEI) to assess the competency proficiency of superior performers and validate a survey-based approach to further evaluation of competencies previously identified

3.2.1.3. Phase III. Elite individuals across enlisted, officer and civilian communities were surveyed, with results validating the importance of identified competencies based on applicable competency behaviors from the academic research literature. To facilitate a more efficient methodology for gathering importance/applicability rating from a larger pool of respondents, AETC developed a validated psychometric instrument to gather data.

3.2.1.4. Phase IV. A representative sample of USAF members participated in a survey to validate the applicability of the proposed competencies for the larger USAF population. AETC psychometricians were able to reduce the number of competencies through the employment of statistical methodologies.

3.2.2. Foundational competencies may be identified through additional means:

3.2.2.1. The Secretary of the Air Force (SECAF), Chief of Staff of the Air Force (CSAF), and the Chief Master Sergeant of the Air Force (CMSAF) have full authority to make changes to foundational competencies.

3.2.2.2. AF Futures has delegated authority to identify competencies, to be included within foundational competencies based on future needs of the USAF.

3.2.2.3. AETC, through crowdsourcing, may address items to be included within foundational competencies.

3.2.3. Foundational competencies (see **Attachment 2**) are assigned to different categories (e.g., developing self, developing others, developing ideas, and developing organizations). Each competency is identified by label, definition/description, proficiency level and criteria, and observable behaviors.

3.2.3.1. Developing Self. Lists competencies that focus on self-improvement.

3.2.3.2. Developing Others. Lists competencies that inspire your peers and subordinates.

3.2.3.3. Developing Ideas. Lists competencies related to imagining the future today.

3.2.3.4. Developing Organizations. Lists competencies that focus on the pursuit of organizational excellence.

3.2.4. Occupational Competency Model Development:

Figure 1. Competency-Based Construct Diagram.
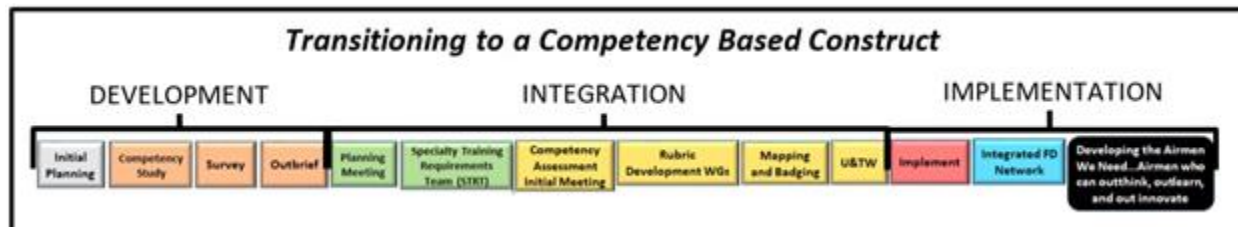
3.2.4.1. Competency models provide a great benefit to the USAF to guide Airmen's development to meet future requirements. Occupational competency modeling follows a distinct process with the continued involvement of the career field subject matter experts (SME). **Figure 1** provides a diagram of the entire competency-based construct. This information can be used by career field leaders, commanders, supervisors, mentors, or even the individual themselves. The model can also be used by decision-makers to ensure they put the right people in the right jobs and/or ensure those around them have the right tools (training, education, and experience) needed to display those successful behaviors.

3.2.4.2. The information within the occupational competency model allows Airmen to see how their task lists, on-the-job training (OJT), formal courses, and other training, education, and experiences are aligned to the career field's strategic objectives. Airmen can also be self-empowered to take hold of their professional development by mastering the behaviors needed for success on the job.

3.2.5. Initial Planning.

3.2.5.1. After a need is determined to develop a competency model, Functional authorities, career field managers, and functional managers will collaborate with AETC/A3J to hold an initial meeting. The intent of the initial planning meeting (see **Figure 2**) is to identify their requirements and define the scope, objectives, and timelines needed to produce a fully functional and validated model.

Figure 2. Competency Construct Development Phase.
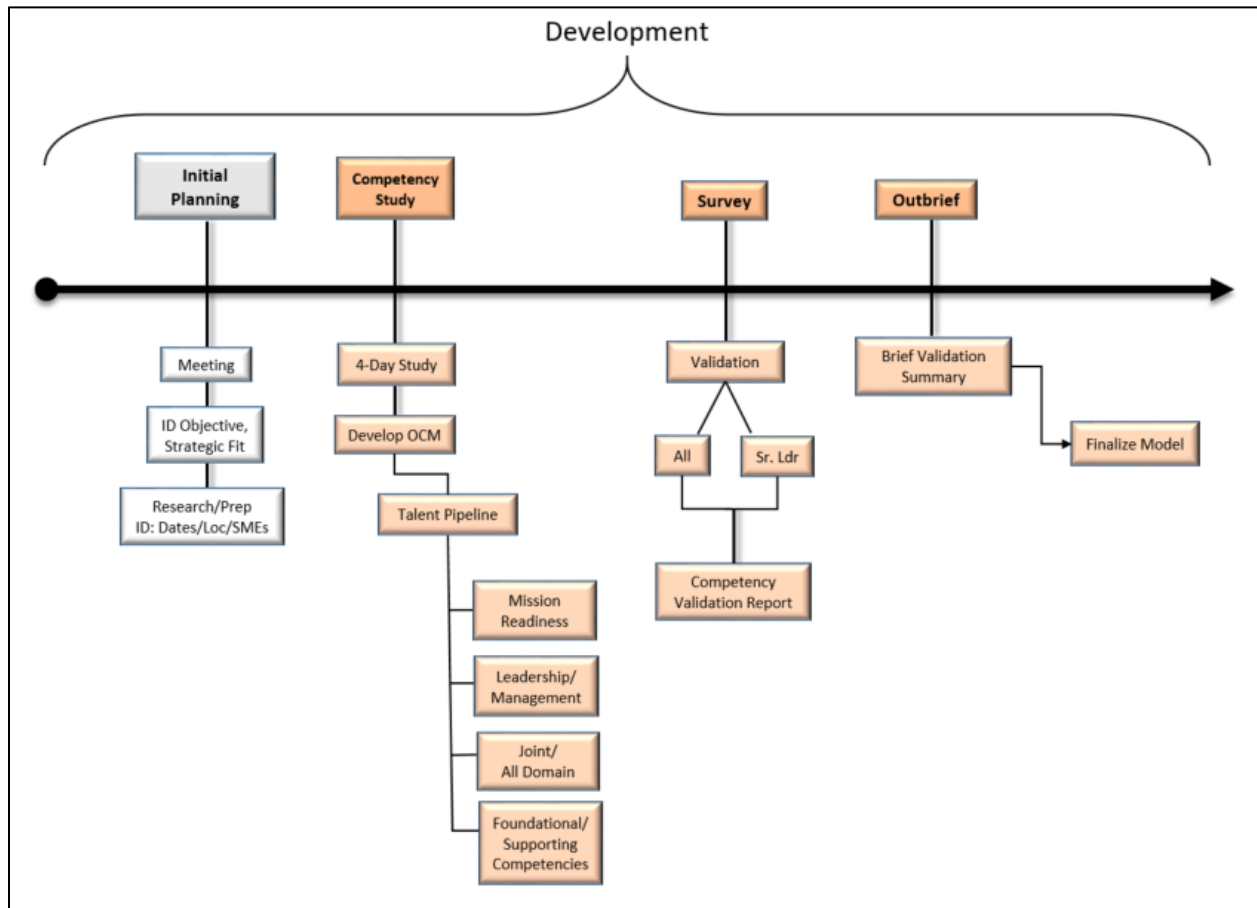
3.2.5.2. Conduct an initial meeting with the career field manager or career field representative. The scope of the project is defined in the initial meeting. Asking the following questions will help define the project and aid in developing the overall objectives.

3.2.5.2.1. What is the purpose of having a competency model? Does it include: accessions, assessments, development, training design, succession planning, etc.?

3.2.5.2.2. What are the expectations/outcomes?

3.2.5.2.3. What are the targeted jobs (e.g., key developmental positions, all positions, etc.)?

3.2.5.2.4. Are there any long-term projects on the horizon (Occupational Analysis (OA), Specialty Training Requirements Team (STRT), etc.)?

3.2.5.3. Prior to the initial meeting, complete preliminary research on the career field. Resources to aid in this endeavor may consist of the AF Officer/Enlisted Classification Directory (AFOCD/AFECD), career field education and training plan (CFETP), operating instructions/guides/regulations, occupational analysis report (OAR), and/or competency dictionaries.

3.2.5.4. Identify those individuals or organizations who may be involved in developing, or will be affected by, the competency model (stakeholders, SMEs, analysts, outside consultants or organizations, etc.). Organizations involved in the process can vary greatly depending on the career field's purpose behind developing competencies.

3.2.5.5. Identify SMEs and high performers within the career field. These SMEs should:

3.2.5.5.1. Have extensive experience and knowledge of the United States Air Force specialty (AFS).

3.2.5.5.2. Have diversity in perspectives, experiences, and familiarity with the different work positions/functions (tactical, operational, and strategic).

3.2.5.5.3. Be highly productive/superior performers who are currently doing the work and/or have been promoted into leadership/managerial positions.

3.2.5.5.4. Be managers/leaders who supervise highly productive/superior performing individuals.

3.2.5.6. The study can be completed in-person or online. If an in-person study is required, determine the location and dates of study depending on the availability of SMEs.

3.2.5.7. Develop a communication plan, which is the culmination of the information gained during the planning meeting. The communication plan should clearly list events, dates, and objectives for everyone to use and understand how success is achieved. The communication plan is a living document, and changes can be made to it after communication updates to the career field, stakeholders, and SMEs have been accomplished.

3.2.6. Competency Study.

3.2.6.1. Develop an occupational competency model led by an AETC-trained competency study facilitator.

3.2.6.1.1. A variety or combination of methods can be used to develop a competency model, for example, interviews, expert panels, surveys, job/task function analysis, and observations. A recommended methodology would be the use of expert panels. This method is typically quicker and helps panel members become more knowledgeable and comfortable with competencies, as well as provide a certain level of support promoting competencies to their career field.

3.2.6.1.2. An initial step in developing a competency model is to collect the data necessary to build the model through a combination of research methodologies. A review of existing data (e.g., behavior and competency catalogs, lists, or models; existing task and mission analyses) should be supplemented by personal interviews, focus groups, and/or surveys/questionnaires of SMEs. If conducting an expert panel, the review and analysis of data can be completed during the study.

3.2.6.1.3. Use a combination of qualitative and quantitative analysis methods to identify categories, patterns, or themes. The goal is to quantify major behavioral categories, patterns, or themes outlining the model.

3.2.6.1.3.1. Team members, label (name) and write definitions for relevant behavioral competency themes. For instance, a major behavioral category, pattern, or theme may emerge involving the interpersonal relationship with crews. If focus groups and/or interviews with SMEs indicate that the relevant interpersonal dynamics and effective behaviors in crews and squads are similar, the competency modeling team may combine crew and squad interpersonal relationship themes into an overarching competency of "teamwork." The team may describe the competency theme based on the SME data collected using a definition like: "Builds cohesive teams within organizations. Shares wins and successes such that each team member feels valued." The next step is to refine or revise competency group names and definitions as necessary to reach a consensus.

3.2.6.1.3.2. After major groups have been named and defined; team members create sub-groups for the data within each major group. Continue this process until the team has named and defined the sub-groups for each major group.

3.2.6.1.3.3. Team members should focus on the large functions performed by the Airmen within the career field. Avoid the tendency to include too much or possibly overstate the importance of various job functions. It is vital to the success of the process to ensure the competency list is manageable for the career field. If the team develops a competency list that is too long, then the management of it can become cumbersome; conversely, if a list is too small, then the career field runs the risk of having a list that is too broad and unusable. A good rule of thumb to keep the number of competencies in check would be to ask the SMEs these questions:

3.2.6.1.3.3.1. Is the competency critical to successful performance on the job?

3.2.6.1.3.3.2. Is it difficult, time-consuming, or costly to develop people who do not have this competency?

3.2.6.1.3.3.3. Is this competency used often enough to be significant?

3.2.6.1.3.3.4. Do job incumbents have some difficulty with this competency? In other words, is this competency often a development priority?

3.2.6.1.3.3.5. Is this competency significantly different from other competencies already identified?

3.2.6.1.3.4. If the answers to these questions are a resounding "yes," then the argument can be made to keep a competency on the finalized draft list. As Rothwell and Graber put it, "pick the 20 percent of competencies with 80 percent of the impact" (Graber and Rothwell, 2010). Most organizations are comfortable with three to nine competencies and six to fifteen sub-competencies.

3.2.6.1.4. Once sub-groups have been named and defined, team members must describe the ideal behaviors associated with each sub-group. These ideal behaviors should be separated into distinct proficiency levels (e.g., basic, intermediate, advanced, and expert). Ideal behaviors are observable, measurable, and learned; they describe what a person can already do at a specified proficiency level. Once the ideal behaviors have been identified, the competency model's basic structure is complete.

3.2.6.1.5. Occupational competency models will be different for each career field. The model focuses on what is needed for their Airmen to be successful, which is done by having models that integrate not only the technical components, but also leadership, management, combat, joint, all domain, and/or social mastery competencies required to succeed in their career field. **Figure 3** provides an example of an occupational competency model.

Figure 3. Example AFSC 21A, Aircraft Maintenance Officer Competency Model.

Competency	Sub-Competency	Sub-Competency Description
Leadership	Leading People	Influencing personnel to meet or exceed mission requirements.
	Process Management	Oversight and integration of process across functions and organizations to execute mission requirements.
	Organizational Improvement	Leading the unit to the next level of success
	Training	Preparing and posturing the current and future maintenance force to meet USAF mission parameters.
Communication	Communication	Clearly and effectively articulates, presents, and promotes ideas/challenges/issues within a wide range audience.
Institutional Structural Organization	Institutional Structural Organization	Support USAF Organization, Total Force Integration, and Joint Functions.
Mission Execution	Mission Generation	Preparing for and executing the unit's primary mission.
	Safety and Risk Management	Appropriately assesses and managers operational risks.
	Combat Support/Combat Service Support	Activities and influences to ensure operations management.
	Scheduling	Organizing time-based activities to achieve the unit's mission.
	Planning	Creating future state standards and expectations for mission execution.
	Quality Assurance	Assess and influence the standard of mission practices.
	Data Analysis	Utilization of data to improve operations and decision-making.
Resource Management	Program	Organizational functions that provide structure, control, and guidance.
	Life Cycle Management	Direct-funded effort that provides new improved, or continuing material weapon or info system or Service capability in response to an approved need.
	Equipment Management	Effective oversight of the unit's physical assets.
	Budget	Allocating resources and funding to build credible/defensible/executable budget contributes to cost-effective mission execution. Effective oversight of the unit's financial assets.
	Human Resource Management	Acquiring, developing, and motivating the workforce to meet mission requirements.

3.2.6.1.6. **Figure 4** provides an example of a sub-competency rubric for General Schedule (GS)-1750, Instructional Systems Specialist job series. Following the development of the competency model, which consists of the competencies, sub-competencies, and definitions, a team of career field SMEs will develop the competency rubrics.

Figure 4. Example GS-1750, Instructional Systems Specialist Sub-Competency Rubric.

Competency	Proficiency Levels	Observable Behaviors
Professional Foundations	*Expert* Able to formulate new strategies; models/ guides/teaches others how to apply the competency	– Advises and mentors internal and external stakeholders on applying innovative theories and concepts to affect learning outcomes – Synthesizes theoretical approaches to meet complex learning situations
Sub-Competency Learning and Educational Practices	*Advanced* Sustained application of the competency in complex situations	– Applies concepts, techniques, and theories from other disciples – Promotes how instructional design research, theory, and practice literature may affect design practice in a given situation
Description Apply current research and theory to the foundational discipline of instructional design	*Intermediate* Sustained application of the competency in a variety of situations	– Applies system approaches to instructional design and performance improvement projects across multiple learning environments – Evaluates theoretical approaches and design instruction to maximize learning
Supporting Competencies Critical Thinking Verbal Communication Problem Solving Written Communication	*Basic* Sustained application of the competency	– Explains key concepts and principles related to instructional designs to others – Employs aspects of instructional design within a learning environment

Note: A typical model includes defined competencies, sub-competencies, and a list of ideal behaviors that should be separated into distinct proficiency levels. Once the competency structure is established, diagram the model by creating a graphic. A graphic helps users quickly grasp the key features and relationships of a model. Breaking down the various components of the model above may better explain the content. Figures 5-7 explain each column of the graphic above.

Figure 5. Sub-Competency Rubric Column 1.

Competency	←	The competency section states the competency group.
Professional Foundations		
Sub-Competency	←	The sub-competency section states the narrower category that forms part of the competency group. **Note:** Some models may only consist of a competency and may not include a sub-competency.
Learning and Educational Practices		
Description	←	The description section provides a statement that gives details about the sub-competency, enabling career field members to understand better how sub-competency relates to the AFS.
Apply current research and theory to the foundational discipline of instructional design		
Supporting Competencies	←	The supporting competencies action are supported-level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes, which may be much harder to define and evaluate. These competencies were included as part of a larger survey that went out to the entire AFS; respondents were asked to rate the top supporting competencies they believe will attribute to higher successful performance within the sub-competency.
Critical Thinking Verbal Communication Problem Solving Written Communication		

Figure 6. Sub-Competency Rubric Column 2.

Proficiency Levels	← The proficiency levels are broken into four parts: expert, advance, intermediate, and basic.
Expert Able to formulate new strategies; models/guides/teaches others how to apply the competency	Under each proficiency level are predetermined criteria selected by a group of SMEs from a career field and validated by the AFS. The criteria were used as the basis to develop the observable behaviors. These criteria provide parameters for the behaviors, which are consistent but progressive in nature as a member moves up the scale from basic to expert.
Advanced Sustained application in the competency in complex situation	Some of the criteria (e.g., depth of knowledge, consistency of application/complexity, and thinking challenge) allows an individual to become an expert through the experience gained in a particular job and over a period of time. For example, the person can quickly or slowly move up the different levels of proficiency in the same position at the flight; they move quickly because they are exposed to an abundance of situations.
Intermediate Sustained application of the competency in a variety of situations	While other criteria, (e.g. scope, impact, and reach of influence) requires more of a hierarchical approach to gain the experience needed to progress through the competency levels. Moving through the proficiency levels may be difficult to do at certain jobs. For example, if scope at the expert level requires job integration with the USAF-level, then the individual may have to be in a position where they can gain that experience (i.e. at HHQ, wing, or an organization with far reaching capabilities).
Basic Sustained application of the competency	

Figure 7. Sub-Competency Rubric Column 3.

Observable Behaviors	
− Advises and mentors internal and external stakeholders on applying innovative theories and concepts to affect learning outcomes − Synthesizes theoretical approaches to meet complex learning situations	The observable behaviors are statements of what can be observed from an individual manifesting the competency at the respective competency level.
− Applies concepts, techniques, and theories from other disciples − Promotes how instructional design research, theory, and practice literature may affect design practice in a given situation	They provide objective evidence that the individual possesses the competency level and show what effective performance looks like.
− Applies system approaches to instructional design and performance improvement projects across multiple learning environments − Evaluates theoretical approaches and design instruction to maximize learning	The behaviors are written to be specific enough so they can be observed and lend themselves to measurement.
− Explains key concepts and principles related to instructional designs to others − Employs aspects of instructional design within a learning environment	

3.2.6.1.7. A member can use the rubric to learn what behaviors are needed for their current job and plan for the future. A young officer, who would like to become a squadron commander, can gain experience or identify learning opportunities to help them attain the behaviors needed to operate at the squadron-level. Another key component within the rubric is the supporting competencies section at the bottom left-hand corner. These are the top four behaviors that can help Airmen excel and be successful in this particular sub-competency. Some of these supporting competencies are foundational competencies, while others may be unique to the career field. Having these supporting competencies identified and linked to a career field's competency model can identify the behaviors needed to succeed on the job. Supervisors, trainers, instructors, or mentors can now set Airmen up for greater success by building these supporting competencies and placing them in situations where they can apply those behaviors. All these elements come together to ensure we can build Airmen who are better prepared, present and future mission-focused, and ready to succeed in any situation.

3.2.7. Survey: Validating the Competency. After the model is diagramed, it should be validated. Validation can consist of conducting interviews with other subject-matter experts, observations, focus groups, and/or surveys. Once the data has been collected and analyzed, the existing competency model may need to be adjusted. To finalize the model, the stakeholder(s), the career field SMEs, and competency division experts should meet to address and approve changes.

3.2.8. Competency Mapping. Competencies may be mapped to duty positions within a career field or a specific key developmental position across an organization. AETC/A3J prepares a second survey, which is sent to senior leaders within the career field to identify what is important to leaders and assist with mapping the competencies. Senior leaders are asked two questions for each sub-competency. First, they are asked to review the rubric and rate its importance. Second, they are asked to map the proficiency levels to various positions within a typical career path. These positions are usually derived from the career field's pyramid. The competency map can show you how career field leaders can develop Airmen by showing them the expected competency behaviors they should display in their current or future position, essentially challenging Airmen to grow and empowering them to optimize opportunities for learning and development. **Figure 8** provides an example of a career field competency map:

**Figure 8. Example 21M Munitions and Missiles Maintenance Competency Map.**

21M Competency Map	Section OIC	AMUOIC	Flight CC	SQCC	MXG/CD	MXG/CC	MAJCOM/ AF	Joint	Ops Officer	DTRA	Safety	MASO	Other Staff Positions
Conventional Maintenance													
Conventional Maintenance	2	2	2	3	3	3	4	2	3	1	2	3	1
Nuclear Maintenance	2	2	2	3	3	3	3	2	3	3	2	3	2
ICBM Maintenance	2	1	2	3	4	4	3	2	3	2	2	2	1
Maintenance Production	2	2	2	3	4	4	3	2	3	2	2	2	2
Planning and Scheduling	2	2	2	3	4	4	3	2	3	2	2	2	2
Accountability	2	1	2	3	3	3	3	2	3	3	2	3	1
Mission Support													
Depot Maintenance	1	1	2	3	3	3	3	2	2	1	1	1	1
Life-Cycle Sustainment	2	1	2	3	3	3	3	2	3	2	1	2	2
Vehicle and Equipment Management	2	1	2	3	3	3	3	1	3	1	1	1	2
Security	2	1	2	3	3	3	3	2	2	2	2	2	2
Safety	2	2	2	3	3	3	3	2	3	2	4	2	2
Organizational Management													
Training and Development	2	1	2	3	3	3	3	2	3	1	1	1	1
Personnel and program Management	2	2	2	3	3	3	3	2	3	1	1	1	2
Financial Management	2	1	1	3	3	4	4	2	2	2	1	1	2
Facility/Infrastructure Management	2	1	2	3	3	3	3	2	2	1	2	1	2
Readiness	2	2	2	3	3	4	4	3	3	1	1	1	2
Inspections	2	2	2	3	3	4	4	2	3	2	2	2	2
Communication	2	2	2	3	3	4	4	3	3	3	2	2	2

Note: Above is an example of a career field competency map. On the left side are the career field competency/competencies and sub-competency/competencies. The labels across the top of the table are positions the career field deemed necessary for development (e.g., these positions can be taken from a career field progression chart/pyramid). The numbers within the table correspond to the proficiency within the competency rubric (i.e., 1 – basic, 2 – intermediate, 3 – advanced, and 4 – expert). The example figure may contain abbreviations/acronyms which are not spelled out or defined. These abbreviations/acronyms are not relevant to the concept being presented.

3.2.9. Out brief. After the surveys have closed out and data has been collected, a validation report is prepared and sent to the career field leadership team and any additional stakeholders. A debrief of the overall survey findings and recommendations should be completed shortly thereafter. The model should then be finalized, and efforts should be made to integrate it into a CFETP.

3.3. **Integration.**

Figure 9. Competency Construct Integration Phase.
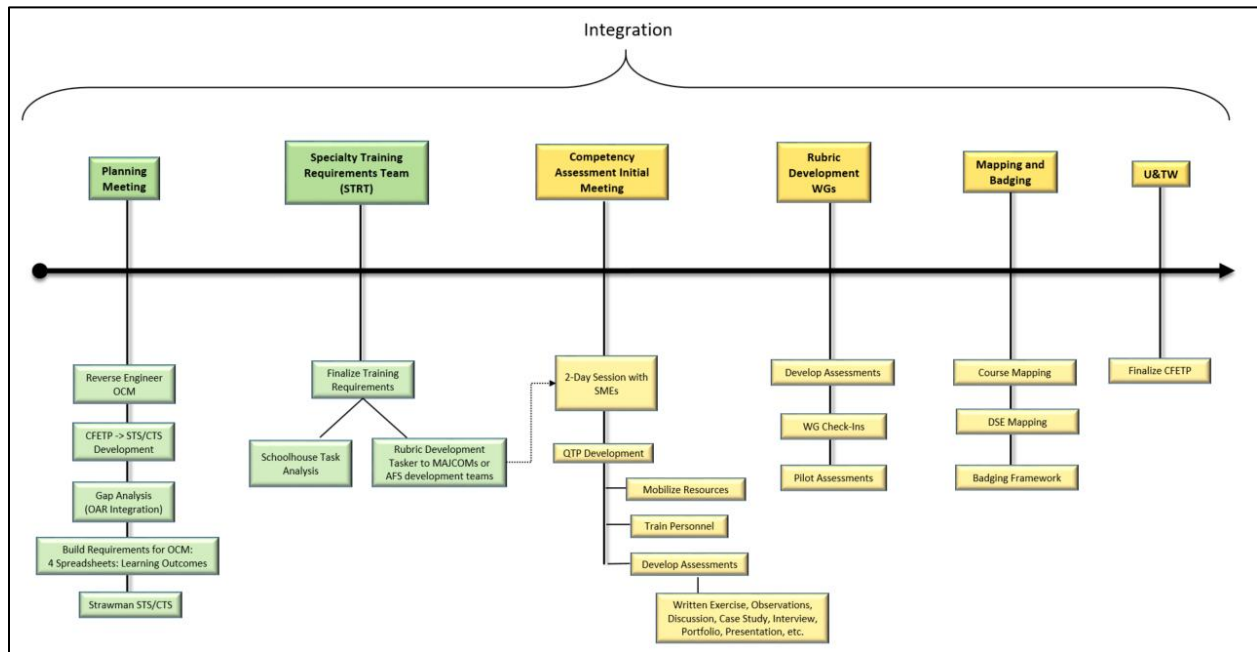
3.3.1. Planning Meeting. Establish a planning meeting to develop the learning outcomes (see **Figure 9**). Every effort should be made to identify the learning outcomes for both formal and informal learning experiences for all Airmen. This can be accomplished by simply reverse-engineering the behaviors found in a competency model and identifying the learning outcomes, which is done by asking what do Airmen need to be able to know and do by the time they complete a (formal or informal) learning experience. Opportunities will exist during this phase of the process to include areas of focus that have been previously ignored. The intent of the learning outcomes is to identify all factors needed to succeed in attaining the behavior. This can include adding outcomes related to the interpersonal or social domains. Additionally, after learning outcomes have been identified, career field leaders should continue to identify core tasks and code formal training requirements in the 3-,5-,7 skill-level columns as prescribed in DAFI 36-2670, *Total Force Development*. During this part of the process, career field leaders can incorporate data from the competency map provided to them from their career field's competency report. Mapping can help them better identify where specific training should occur within an Airmen's development.

3.3.2. Competency models identify which behaviors are key to mission success and, when integrated into the learning process, are designed as a way to allow all Airmen to build a path towards attaining these behaviors. After a model is built, career field leaders should work towards integrating their competency model throughout existing USAF systems and processes that help their Airmen learn and grow within their AFS. This is especially important since a model can incorporate the leadership, managerial, joint, or soft skills-related content that is pertinent to on-the-job success. The greatest impact a model can have for all Airmen is to have it integrated within a CFETP, a comprehensive education and training document that identifies lifecycle education and training requirements, training support resources, and minimum core task requirements. Integrating the competency model into the CFETP can ensure areas uncovered by the model can now be incorporated and deliberately developed for all Airmen.

3.3.3. Tasks vs. Learning Outcomes. When making the transition towards building a competency-based construct, new ways of designing how the USAF develops and trains their Airmen must take hold. The USAF handles most of its training and development through task-based lenses. A task is a unit of work activity or operation that forms a significant part of a duty. These are singular in nature and are usually accomplished in one continuous action, which also can occur independently of other tasks. Conversely, outcomes are learning goals that typically consist of a multitude of tasks. These outcomes are actions and performances that embody and reflect the learner's competence in using content, information, ideas, and tools successfully. Focusing on learning outcomes allow learning organizations, supervisors, and trainers to incorporate soft skills into learning, which can then be used to create Airmen with the competencies needed for future challenges.

3.3.3.1. **Figure 10** is an example of one career field's work to transition from tasks and proficiency codes to learning outcomes and behavioral statements. In the proposed changes to the training requirements, a shift has been made where Airmen are going to be expected to do more hands-on activities, apply their knowledge, and think critically in their learning experiences.

Figure 10. Example Career Field Transition Plan.

COMPETENCY BEHAVIORS FOR FORCE PRESENTATION (BASIC):									
1) Generates and reviews UTA (UTC Availability List) and deliberate planning TPFDDs (Time Phased Force Deployment Data) to identify postured capabilities and discrepancies									
2) Identifies and explains connections between UTA and other Force Presentation systems/products (e.g.,readiness reports, plans, LOGMOD, etc.)									
3) Performs UTC management actions within the Force Presentation construct									

EXISTING STS					PROPOSED CHANGES				
2 ADAPTIVE PLANNING AND EXECUTION TR: AFI 10-244, AFI 10-401, AFI-10-402, AFI 10-403, JP 3-35, JP 5-0, JP 1, AFDD 1, AFDD 2, DODI 1235.12, DTR4500.9R Part I & II	Core/D	3-lvl	5-lvl	7-lvl	**1. Tasks, Knowledge And Technical References**	Core/D	3-lvl	5-lvl	7-lvl
2.1 Joint Planning Overview					Builds Unclass Pseudo PIDs packages in LOGMOD using various planning documents and programs (e.g.,WRM based on tasked plans and potential support operations)				
2.1.3.2 Force Presentation		-	A	B	Utilizes DCAPES to enable access to UTA, TPFDD, and UTC assessments				
2.1.3 Adaptive Planning Process		-	-	-	Identifies and explains connections between UTA, TPFDD, and UTC assessments				
2.1.3.1 Global Force Management Process		-	A	B	Extracts and shares FY UTA w/ UDMs				
2.2 Air and Space Expeditionary Force (AEF)		-	-	-	Compares FY UTA against unit assigned forces to ID UTC discrepancies				
2.2.1 Teaming		A	A	B	Identifies unit tasked OPLANs				
2.2.3 AEF Teaming Construct		A	A	B	Builds plans for worst case scenario (e.g.,reception, predeployments, and tasking prioritizations)				
2.2.4 Tools		-	-	-	Builds predeployment plans for force modules assigned against the installation				
2.2.4.1 Purpose/Capabilities		-	-	-	Identifies and explains force presentation constructs and UTC management				
2.2.4.1.1 AF Reporting Instructions Tool (AFRIT)		A	B	-	Identifies and explains relationships between pilot units and non-pilot units				
2.2.4.2 ART		-	-	-	Validates UTC data within LOGMOD				

2.2.4.2.4 UTC Assessments		A	B	-				
2.2.4.2.5 ART Reports		A	B	-				
2.2.4.2.8 Generate Reports 5		-	-	-				
2.3 War and Mobilization Plan		-	-	-				
2.3.3.2 WMP-3, Part 2, UTA		-	A	-				
2.3.3.3 Review UTA		-	-	-				

Note: The example figure may contain abbreviations/acronyms which are not spelled out or defined. These abbreviations/acronyms are not relevant to the concept being presented.

3.3.3.2. During the planning meeting, members should also perform a gap analysis to assess if the target behaviors in the model have been met and if any gaps exist between previous and future state learning requirements. During this phase of the process, data from an occupational analysis report can be incorporated to close any existing gaps or substantiate decisions to dispense of any particular items.

3.3.3.3. After moving through the competency model and identifying all the required learning outcomes, the results can then be transcribed into a CFETP's specialty training standard or course training standard (STS/CTS). The format and design of the CFETP will continue to adhere to the guidance found in DAFI 36-2670, *Total Force Development*.

3.3.4. Integrating Competencies into the STRT.

3.3.4.1. An STRT (see **Figure 9**) is required, as directed in DAFI 36-2670, *Total Force Development*, to finalize training requirements and identify additional items needing to be completed to fully transition towards building a competency-based construct. During this weeklong event, the schoolhouse will receive their training requirements from the field, conduct a task analysis, and draft a course resource estimate for any possible increase of resources. Conversely, the career field will need to identify a point of contact (POC) to begin the development of competency assessments.

3.3.5. Integrating Competency-Based Learning with Formal Training Courses.

3.3.5.1. After an STRT concludes, schoolhouse personnel can begin completing a task analysis, identifying required resources, and designing their curriculum based on the learning outcomes provided by the career field. The learning outcomes are intended to allow easier and more flexible curriculum development and transition to competency-based learning. It is vital for curriculum development teams to integrate competency-based learning with adult learning principles to maximize the student learning experience in a classroom. In order to meet this need, curriculum development teams should:

3.3.5.1.1. Emphasize the competency, how it relates to achieving job goals, and the role of both the competency and the job goals in achieving organizational goals.

3.3.5.1.1.1. Involve the learner and make the learner responsible for achievement.

3.3.5.1.1.2. Simulate work conditions.

3.3.5.1.1.3. Enable students to see how learning applies to the job.

3.3.5.2. Curriculum development teams will have the flexibility to design a competency-based curriculum that allows them to modularize learning and build a curriculum that focuses on student-centered learning as opposed to instructor-led lessons.

3.3.5.3. Learning outcomes also open the aperture regarding how assessments are accomplished within a formal training course. Since learning outcomes lean more towards application and performance-level training, authentic assessments can be developed. These assessments are more closely aligned to real-world experiences and become more holistic with the integration of skillsets that span across technical, combat, joint, all-domain, and social mastery.

3.3.6. Developing Competency Assessments.

3.3.6.1. The intent of moving towards a competency-based system is to sharpen our Airmen tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of United States Air Force missions. This sharpening not only occurs in a classroom environment but also on the job. As done today, OJT is task-centric and requires our Airmen to merely run through a series of checklists or receive varying degrees of training depending on who is working with them. Competency assessments add a way to measure those behaviors that are critical to successful job performance. Assessments could be designed to balance between the skills and elements needed on the job in conjunction with the underlying characteristics that could allow Airmen to be able to put the technical, leadership, managerial, social, and interpersonal domains together.

3.3.6.2. Competency assessments can be broken into two groups—psychological tests and work samples. Psychological tests are designed to provide information on the general proficiency of an individual on competency criteria rather than proficiency in the competency itself (Society for Industrial and Organizational Psychology Inc., 2003). Examples of psychological tests can be personality tests, situational-judgment tests, or aptitude tests. Conversely, work samples are designed to measure the competency proficiency directly by observing behaviors while simulating or actually doing the job. Together, these two assessment types provide individuals with a complete picture of their competency development; however, since psychological tests require highly qualified developers with a background in psychometrics or organizational psychology when used in this handbook, the term competency assessment will refer solely to work samples.

3.3.6.3. Upon reaching the competency assessment development stage, air force career field managers (AFCFM) and major command functional managers (MFM) will be advised to decide who will be responsible for building the competency assessment tools. In some cases, career fields have embedded SMEs at the schoolhouse who could oversee this project. In others, the MFMs may have to nominate members within their command to lead and participate in the development. Though the training is not

outlined in this document, competency assessment team members will be properly trained on how to build assessments.

3.3.6.4. When developing competency assessments, there are many guidelines to consider:

3.3.6.4.1. Assessments should be based on the competency model, the behaviors, and the learning outcomes.

3.3.6.4.2. Assessments should be user-friendly and easy to administer and apply at the workplace.

3.3.6.4.3. Contents within the assessment tool must include training references and operational definitions along with guidance on how to read a competency rubric and the purpose and use of the assessments.

3.3.6.4.4. Assessment can be written assignments, case studies, portfolios, discussions, interviews, oral presentations, etc.

3.3.6.4.5. Assessment should be as authentic as possible to real-world experiences.

3.3.6.4.6. Assessments should be validated prior to implementation.

3.3.6.4.7. Assessments should be tested for reliability using relevant statistical and qualitative data and then modified or adopted based on the results.

3.3.6.4.8. Assessments could incorporate formal training courses and developmental special experience opportunities where applicable.

3.3.6.5. Ideally, by following these guidelines, a competency assessment tool will be built that acts as a one-stop-shop for Airmen to know where and how to gain the education, training, and experience needed to attain the competency behaviors.

3.4. **Implementation.**

Figure 11. Competency Construct Implementation Phase.
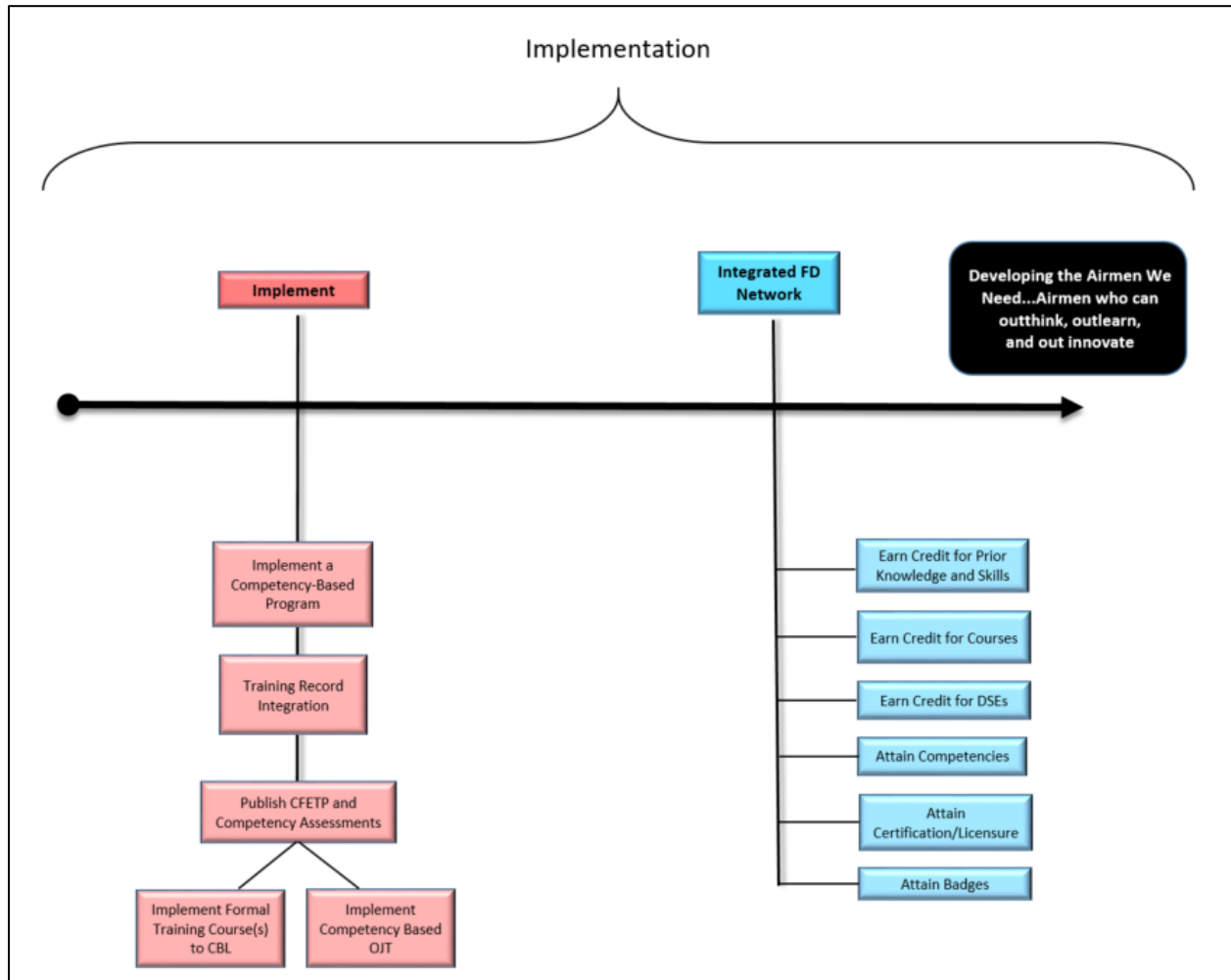
Note: The example figure may contain abbreviations/acronyms which are not spelled out or defined. These abbreviations/acronyms are not relevant to the concept being presented.

3.4.1. After the competency model has been integrated into formal and informal training and any open items from the STRT have been addressed, career fields may hold a utilization and training workshop to finalize the CFETP and any resourcing requirements (see **Figure 9**). At this point, the competency model and learning outcomes within the specialty training standard or course training standard (STS/CTS) can be integrated within existing United States Air Force training systems of record; after which full implementation of a competency-based construct can occur. Airmen will filter through their accessions sources and enter a student-centric formal training and/or education course prior to arriving at their first duty station. Their initial exposure to USAF initial skills training will be one that is linked directly to those behaviors that are defined as what is

needed most on the job from day one. They will experience learning that places them at the center and allows them to think critically and make deeper connections between the lesson materials and mission success. The transformation with learning does not just stop at initial skills, Airmen will experience moving through on-going competency-based learning that weaves in continuing education, training, and experiences via OJT.

3.4.2. When a career field chooses to develop a CFETP that is competency-based, the United States Air Force approved automated training system of record will be used as a tool to track and manage competencies within a community. Future-state options would allow mapping of Developmental Special Experiences (DSE) and courses in MyVector which can provide a catalog of learning opportunities that have been cross-linked with foundational and occupational competencies. These systems can serve as an integrated FD network where Airmen earn credit for any prior knowledge and skills they may have had, for formal training and education courses, and for experiences they have mastered in the field. Integration of competencies into these systems can provide commanders, functional authorities, and Airmen with the tools they needed to track, manage, and leverage the entire spectrum of learning.

3.4.3. Having a competency model can help career fields provide greater objectivity in Airmen professional development. Efforts can be made to shore up gaps within formal training and provide a clear path towards transforming the way we learn by integrating soft skills into technical training and transitioning to outcomes-based learning in the classroom.

3.4.4. The competency model can also serve as a lynchpin across many existing facets of personnel development. The information within the competency models allows Airmen to see how their training, education, and experiences are aligned to the career field's strategic objectives. Airmen can also be self-empowered to take hold of their professional development by clearly knowing the behaviors needed for success on the job. The model gives Airmen clear, objective behaviors they should be striving for on the job. Airmen can use the model to gain a deeper understanding of what success looks like within their career field or organization and begin to build a path towards attaining those successful behaviors through self-development. Using their career field's competency model, Airmen can create an individual competency profile to display the many different types of competencies the member has/has not attained or is currently working towards. **Figure 12** provides an example of a 21M profile a member can use to view their current competency statuses. Within the graphic, a member can view their attainment and progression of the proficiency levels for each competency.

**Figure 12. Example 21M Individual Competency Profile.**

Competency	Proficiency Levels	Observable Behaviors	Completion Status
Maintenance Management	*Expert* Impact on HHQ	Identifies and implements best practices to develop strategic policy across maintenance enterprise	0%
		Creates Individual Transition Plan (ITP) for use across maintenance enterprise	
Sub-competency Maintenance Production	*Advanced* Impact on Group/Wing	Forecasts and generates maintenance plans based on data and resources	0%
		Establishes strategic maintenance vision and objectives	0%
		Collaborates with external agencies to execute the maintenance plan	0%
Description Apply general maintenance principles and practices to effectively generate combat capability	*Intermediate* Impact on Squadron	Analyses maintenance data to create trend analysis to influence maintenance operations	25%
		Develops and implements courses of actions within scope of authority	25%
		Advises leadership on mission status and constraints	50%
		Evaluates processes and procedures for security compliance	100%
Supporting Competencies	*Basic* Impact on Flight/Work Center	Reviews maintenance data to properly manage daily activities	100%
Critical Thinking		Enforces maintenance practices in accordance with technical orders and instructions (e.g., tool accountability, TO usage, key, and lock, etc.)	100%
Resource Management			
Decision Making		Directs daily maintenance production within the work center	100%
Problem Solving		Recognizes and mitigates security risks	100%

Note: The above figure displays the sub-competency completion status within an individual's competency profile. The supporting competencies section provides results from the United States Air Force foundational competencies self-assessment. The colors within supporting competencies correspond with the progression of each competency (green = strength, yellow = potential area for improvement, red = not accomplished, black = not associated with a foundational competency, therefore no self-assessment available. The colors displayed in the criteria and behavior columns are indicative of the overall proficiency level attainment within the sub-competency (green = accomplished, yellow = work in progress). The example figure may contain abbreviations/acronyms which are not spelled out or defined. These abbreviations/acronyms are not relevant to the concept being presented.

3.4.5. Competency models may also be mapped across a career field or an organization for supervisors, trainers, and leaders, who can use it to identify resources and opportunities for Airmen to close competency gaps. Competency maps articulate competencies and proficiency levels at the job level, bringing greater focus and continuity to the entire career field talent-management lifecycle. See **Figure 8** for an example of a standard competency map.

3.4.6. A competency map can be overlaid against the current proficiency levels an individual has attained to build a personalized competency map. This personalized map will allow Airmen to view their current status, strengths, and shortfalls against the position they currently fill.   **Figure 13** displays the assessed proficiency levels the member has already attained against the competencies; it then overlays the position expectations, as determined by career field leaders. Airmen may also be able to compare their current competency statuses against other positions within their AFS they hope to hold. The personalized competency map can be used as mentorship or individual development tool as members seek to balance between current mission needs and future desires of career development.

Figure 13. Example 21M Personalized Competency Map for a Flight Commander.
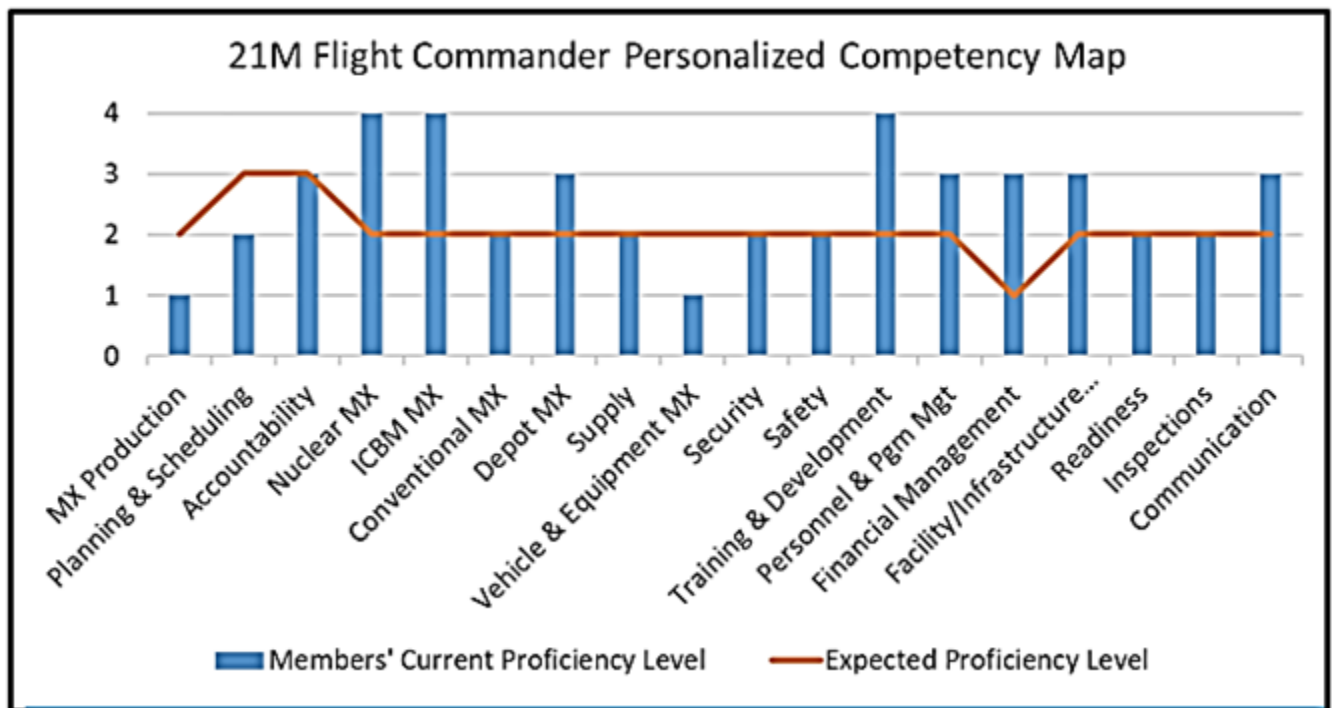
Note: The vertical numbers (1-4) represent the proficiency level within each competency rubric: Basic (1), Intermediate (2), Advanced (3), Expert (4). The example figure may contain abbreviations/acronyms which are not spelled out or defined. These abbreviations/acronyms are not relevant to the concept being presented.

3.4.7. Implementing a competency-based credentialing framework.

3.4.7.1. As competencies are developed, integrated, and implemented across the USAF, an Airman's experience can be captured and documented to highlight what they know and can do. This ensures Airmen with the right mix of occupational and foundational competencies are placed in appropriate jobs that bolster mission readiness.

3.4.7.2. Credentialing supports and enhances FD and a competency-based construct. The appropriate information system (e.g., credentialing system) is in very early stages of development, and once complete, will complement United States Air Force Specialty Code (AFSC) competencies (as they emerge) and individual CFETPs. The system will provide real-time visibility to leadership concerning a member's achievements in a simple and convenient digital manner. Digital credentials provide a competency-based, learner-centric validation process to verify competency attainment, identify skill gaps, and provide value to learners and their leadership. Credentials will be digitally stored in the information systems (e.g., Airman Learning Record). Digital credentials make it easy for learners to share their KSAO between assignments.

3.4.7.3. The United States Air Force will capture an Airman's competencies and credentials attained through education, training, and experiences. In the future, an e-portfolio or an Airman Learning Record will consolidate transcripts, certifications, formal education and training certificates, digital credentials, OJT, and DSEs to provide access to skill and knowledge-gap analysis at the individual, unit, or force-wide level, driving FD investments and decisions.

JOHN A. FEDRIGO
Acting Assistant Secretary
(Manpower & Reserve Affairs)

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

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Graber, Jim M., & Rothwell, William J., *Competency-Based Training Basics*, September 2010

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Prescribed Forms

None

Adopted Forms

AF Form 847, *Recommendation for Change of Publication*

Abbreviations and Acronyms

AETC—Air Education and Training Command

AETC/A3J—AETC Force Development Competencies Division

AETC/CC—Commander of the Air Education and Training Command

AF/A1—Deputy Chief of Staff for Manpower, Personnel, and Services

AFCFM—Air Force Career Field Manager

AFECD—Air Force Enlisted Classification Directory

AFH—Air Force Handbook

AFI—Air Force Instruction

AFOCD—Air Force Officer Classification Directory

AFPD—Air Force Policy Directive

AF/RE—Chief of Air Force Reserve

AFS—Air Force Specialty

AFSC—Air Force Specialty Code

BEI—Behavioral Event Interviews

CBL—Computer Based Learning

CFETP—Career Field Education and Training Plan

CMSAF—Chief Master Sergeant of the Air Force

CSAF—Chief of Staff of the Air Force

CTS—Course Training Standard

DAF—Department of the Air Force

DoD—Department of Defense

DSE—Developmental Special Experiences

FD—Force Development

GS—General Schedule

HAF—Headquarters Air Force

HHQ—Higher Headquarters

ITP—Individual Transition Plan

KSAO—Knowledge, Skills, Abilities, and Other Characteristics

MAJCOM—Major Command

MFM—MAJCOM Functional Manager

MX—Maintenance

NGB/CF—Director, Air National Guard

OA—Occupational Analysis

OAR—Occupational Analysis Report

OJT—On-The-Job Training

OPR—Office of Primary Responsibility

POC—Point Of Contact

SECAF—Secretary of the Air Force

SAF—Assistant Secretary of the Air Force

SAF/MR—Assistant Secretary of the Air Force for Manpower and Reserve Affairs

SME—Subject Matter Expert

STRT—Specialty Training Requirements Team

STS—Specialty Training Standard

TO—Technical Order

USAF—US Air Force

USAFA—United States Air Force Academy

Terms

Ability—a present competence to perform an act, either innate or the result of learning and practice.

Assess—a systematic method of gathering, documenting, analyzing, and interpreting empirical data to refine plans, programs, and processes to improve effectiveness or efficiency.

Behavior—an activity performed to achieve objectives of the job. Involves observable (physical) components and unobservable (mental) components. Behaviors consist of the performance of one or more tasks.

Behavioral Event Interviews—a technique that asks the candidate to describe a situation or an experience they had in a previous job. Responses may not be as polished as the traditional type of question because they cannot be rehearsed ahead of time. BEI questions solicit real-life experiential responses that provide a way to evaluate skills, knowledge, and behaviors versus philosophical views. The candidate's responses are a true indication of how the candidate will behave and perform in future work-related situations.

Career Field Education and Training Plan (CFETP)—A CFETP is a comprehensive core training document that identifies: life-cycle education and training requirements; training support resources; and minimum core task requirements for a specialty. The CFETP aims to give personnel a clear path and instill a sense of industry in career field training.

Career Field Manager (CFM)—The AF focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy and guidance. Must be appointed by the FM and hold the grade of Colonel/GS-15/PB-03 (or equivalent) for officer and DAF civilian specialties, and the grade of CMSgt for enlisted Airmen.

Competencies—Observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform institutional or occupational functions successfully.

Competency Model—a collection of competencies that together defines successful performance in a particular work setting. Competency models are the foundation for important human resource functions such as recruitment and hiring, training and development, and retention. Competency models can be developed for specific jobs, job groups, organizations, occupations, or missions. Some competency models include information about the levels of competence, mastery, or proficiency required at different occupational levels.

Credentials—represent competency-based skills and achievements earned by an individual through specific projects, programs, training, on-the-job experiences, or other activities.

Developmental Special Experiences—learning activities outside the scope of formal training that have been validated as a potential means to obtain specific foundational, occupational, or joint competencies.

Education—Process of imparting general bodies of knowledge and habits of mind applicable to a broad spectrum of endeavors to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment. Education programs prepare Airmen to anticipate and successfully meet challenges across the range of military operations and build a professional corps. Further, they positively impact both recruitment and retention efforts. Education can be further defined as developing a civilian's

general knowledge, capabilities and character through exposure to and learning of theories, concepts, and information. Education is traditionally delivered by an accredited institution and must relate to a current or future mission-related assignment.

Experiential Learning—formal and informal experiences (e.g., field exercises, internships, or simulations), which enhance and expand an individual's competencies. This type of learning activity provides challenging environments, broadens perspectives, encourages reflective thinking, introduces new or enhances existing competencies, and allows for the observation of a learner's real-time actions.

Force Development—A deliberate process of preparing Airmen through the continuum of learning with the required competencies to meet the challenges of current and future operating environments. Institutional and joint development generally results in leadership, management, and warrior ethos proficiency. Occupational development generally results in technical skill proficiency.

Foundational Competencies—a set of accepted and valued competencies (e.g., Airman's Foundational Competencies), which enable success across a wide-array of DAF missions, roles, functions, and duties.

Functional Manager—senior leaders, designated by the appropriate functional authority who provide day-to-day management responsibility over specific functional communities at the MAJCOM, FOA, DRU, or ARC level. While they should maintain an institutional focus in regards to resource development and distribution, Functional Managers are responsible for ensuring their specialties are equipped, developed, and sustained to meet the functional community's mission as well as encourage force development opportunities in order to meet future needs of the total AF mission.

Gap Analysis—the process of comparing your current state to your desired future state, then creating a series of actions that will bridge the identified gap.

Knowledge—specific information required of an individual to develop the skills and attitudes for effective accomplishment of the jobs, duties, and tasks.

Learning—Cognitive, affective, and/or physical process where a person assimilates information, and temporarily or permanently acquires or improves skills, knowledge, behaviors, and attitudes.

Methodology—a system of practices, procedures, and rules used by those who work in a discipline or engage in a particular area of study, inquiry, or activity.

Modeling—the process of creating or expressing a simplified or idealized understanding of a process or system, which maintains general relationships between its fundamental aspects in order to make improvements using general concepts, structures, or rules.

MyVector—an enterprise solution that supports the Air Force's goal to provide a standardized process available to all Airmen for career development and mentoring. Airmen can be proactive about their career development and mentoring relationships. Available via the Air Force Portal or by the following link: **https://myvector.us.af.mil/myvector/Home**.

Occupation—a principal activity, duty, function, job, or task to which someone is assigned, devoted, engaged, or employed.

Occupational Analysis—is a process that systematically analyzes a job.

Occupational Competencies—a set of competencies required of all Airmen within a specific workforce category (a group of functions requiring similar work, i.e., Engineering). They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to perform that function's mission successfully.

Other Characteristics—things, such as attitudes, values, and traits, which often have an emotional or personality component. These "enabling behaviors" include work habits, ways of interacting with others, or manners of conducting oneself that contribute to effective work performance.

Proficiency Training—Additional training, either in-residence or exportable advanced training courses, or on-the-job training, provided to personnel to increase their skills and knowledge beyond the minimum required for upgrade.

Psychometrics—a field of study concerned with the theory and techniques for objective measurement of psychological constructs (e.g., aptitudes, skills, personality characteristics).

Qualitative Analysis—a scientific method of analysis for non-numerical data. Examples of qualitative analysis may include case studies or identification of common themes from personal observations, interview transcripts, written narratives, or other non-numerical data sources. A common goal of qualitative analysis is to generate preliminary findings to be further evaluated through quantitative studies.

Rubric—an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards in the classroom or to measure their attainment against a consistent set of criteria.

Skill—a present, observable, and measurable capability to perform related tasks. For example, in the domain of work, example skills may include time management, typing, or physical lifting.

Soft Skills—are character traits and interpersonal skills that characterize a person's relationships with other people. In the workplace, soft skills are considered to be a complement to hard skills, which refer to a person's knowledge and occupational skills.

Specialty Training Requirements Team (STRT)—Air Force career field managers use this forum and quality control tool to determine and manage career field education and training requirements.

Standard—an exact value, a physical entity, or an abstract concept, the appropriate authority, custom, or common consent sets up and defines to serve as a reference, model, or rule in measuring quantities or qualities, developing practices or procedures, or evaluating results. A fixed quantity or quality.

Statistical—a branch of mathematics dealing with data collection, organization, analysis, interpretation, and presentation.

Total Force—organizations, units, and individuals that comprise the Air Forces' resources for meeting its mission. This includes RegAF, Air National Guard, and Air Force Reserve military personnel, and civilian personnel.

Training—a set of events or activities presented in a structured or planned manner through one or more media for the attainment and retention of skills, knowledge, and attitudes required to meet job performance requirements. This involves the coaching and mentoring of Airmen, resulting in proficiency development. **Note:** Functional authorities in conjunction with Air Education and Training Command and 2nd Air Force shall develop frameworks for technical skill development. These frameworks shall be consistent with overarching Air Force guidance. Additionally, training can be defined as the process of providing for and making available to an civilian, and placing or enrolling the civilian in, a planned, prepared and coordinated program, course, curriculum, subject, system, or routine of instruction or education, in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields which will improve individual and organizational performance and assist in achieving the AF mission and performance goals.

Utilization and Training Workshop—career field managers use the utilization and training workshop process to develop and review training programs within an Air Force specialty or civilian occupational series. The goal of the utilization and training workshop process is to develop the architecture for effective life-cycle training to be provided at appropriate points throughout a career path and to ensure that personnel within the specialty or series are properly employed.

Validation—the process of determining if a model's or program's implementation actions accurately reflects the conceptual description and specifications and used to determine reliability, suitability, and usefulness, whereby all the data and associated records are confirmed error-free and accurately reflect the planned attributes and parameters as identified in planning documents.

Attachment 2

AIRMAN'S FOUNDATIONAL COMPETENCIES DEFINITIONS

Table A2.1. Airman's foundational compentencies Definitions.

	Competency	Definition
Developing Self	Accountability	Demonstrates reliability and honesty; takes responsibility for the actions and behaviors of self and team
	Perseverance	Displays grit in accomplishment of difficult long-term goals. Works strenuously toward challenges; maintains effort and interest over years despite failure, adversity, and plateaus in progress.
	Communication	Effectively presents, promotes, and prioritizes varied ideas and issues both verbally and non-verbally through active listening, clear messaging, and by tailoring information to the appropriate audience
	Decision Making	Makes well-informed, effective, and timely decisions that weigh situational constraints, risks, and benefits
	Information Seeking	Demonstrates an underlying curiosity; desires to know more about things, people, oneself, the mission or issues; an eager, aggressive learner
	Flexibility	Adapts to and works with a variety of situations, individuals, or groups effectively
	Resilience	Negotiates, manages, and adapts to significant sources of stress or trauma
	Initiative	Does more than is required or expected to improve job results; takes action appropriately without prompting
	Self-Control	Keeps emotions under control and restrains negative actions when under stress
Developing Others	Teamwork	Collaborates effectively with others to achieve a common goal or complete a mission task
	Develops People	Invests in others to maximize their contributions to the mission by inspiring and providing an environment of continual feedback and learning opportunities
	Service Mindset	Desires to help or serve others to meet their needs; makes and focuses efforts to discover and meet others' needs
	Leadership	Inspires builds, and sustains others' motivation and morale to accomplish the mission; organizes people and actions
	Fosters Inclusion	Creates a culture where all members of an organization are free to make their fullest contributions to the success of the group and where there are no unnecessary barriers to success
Developing Ideas	Analytical Thinking	Identifies problems, evaluates alternative perspectives / solutions, makes effective recommendations, and identifies courses of action
	Digital Literacy	Uses technology to identify, critically evaluate and synthesize data and information; explore, create and manage digital content; and appropriately interact in a virtual environment
	Creative Thinking	Develops new insights into new situations; questions conventional approaches
	Fostering Innovation	Builds a culture of behaviors and business practices that encourages, champions, and rewards creativity and informed risk-taking; is open to change
	Influence	Intends to persuade, convince, or impress others to elicit their support to make specific impacts or achieve particular effects on others
Developing	Resource Management	Carefully and responsibly administrates resources placed under a member's control with the intent to maximize readiness and lethality and improve organizational performance
	Results Focused	Demonstrates concern for working well or for competing against a standard of excellence
	Change Management	Adapts, helps others adapt, or implements change with the goal of ensuring unit goals are properly aligned to the desired end state
	Strategic Thinking	Considers and organizes activities and resources to achieve a desired goal; thinks on a large and small scale, long- and short-term
	Precision	A concern for order, quality, and accuracy with an underlying drive to reduce uncertainty in the environment

Attachment 3

AIRMAN'S FOUNDATIONAL COMPETENCIES

Table A3.1. Airman's Foundational Competencies.

Airman's Foundational Competencies			
Developing Self	*Developing Others*	*Developing Ideas*	*Developing Organizations*
Accountability Perseverance Communication Decision Making Information Seeking **Flexibility** Resilience Initiative Self-Control	Teamwork Develops People Service Mindset Leadership **Fosters Inclusion**	Analytical Thinking **Digital Literacy** Creative Thinking **Fostering Innovation** Influence	Resource Management Results Focused **Change Management** **Strategic Thinking** Precision
What is a competency?			
The combination of: <u>Knowledge</u>, <u>Skills</u>, <u>Abilities</u>, and <u>Other Characteristics</u> that manifest in an observable, measureable pattern of <u>Behaviors</u>			
What is a foundational competency?			
Competency universally applicable to all Airmen (Officer, Enlisted, Civilian). Competencies in **bold** in the list above are particularly important for the future.			

Attachment 4

DEVELOPING SELF

Table A4.1. Accountability.

ACCOUNTABILITY		
Definition: Demonstrates reliability and honesty; takes responsibility for the actions and behaviors of self and team		
	Competency Levels	**Example Observable Behaviors**
Developing Self	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations - Demonstrates influence beyond the organization	- Leads by example - Models professionalism and excellence in every endeavor - Take personal responsibility for unit performance
	Advanced - Sustains application of competency over time in complex situations - Demonstrates influence across units	- Does the right thing even when it is unpopular or difficult - Admits shortcomings and mistakes
	Intermediate - Sustains application of competency over time in a variety of situations - Demonstrates influence across work center	- Follows through on promises and commitments - Embodies the Air Force Core Values of Integrity, Service Before Self and Excellence In All We Do
	Basic - Sustains application of competency over time - Demonstrates influence across individuals	- Adheres to Air Force standards - Looks after fellow Airmen and the families

Table A4.2. Perseverance.

PERSEVERANCE		
Definition: Displays grit in accomplishment of difficult long-term goals. Works strenuously toward challenges; maintains effort and interest over years despite failure, adversity, and plateaus in progress.		
	Competency Levels	**Example Observable Behaviors**
Developing Self	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Helps others regain motivation and commitment to long-term goals after major setbacks - Overcomes initial objections of others; persuades others to provide needed resources or other tangible support for a long-term goal - Sustains passion and commitment over a long period of time
	Advanced - Sustains application of competency over time in complex situations	- Models perseverance and effort in pursuit of challenging, long-term goals - Maintains focus on long-term projects
	Intermediate - Sustains application of competency over time in a variety of situations	- Displays commitment to achieving difficult work goals in challenging environments - Overcomes setbacks in order to achieve goals
	Basic - Sustains application of competency over time -	- Persists after criticism - Keeps at it when trying to learn something challenging

Table A4.3. Communication.

COMMUNICATION	
Definition: Effectively presents, promotes and prioritizes varies ideas and issues both verbally and non-verbally through active listening, clear messaging and by tailoring information to the appropriate audience	
Competency Levels	**Example Observable Behaviors**
Expert - Models, guides or teaches - Sustains application of competency on exceptionally complex situations - Demonstrates influence beyond the organization	- Mentors others on strategies for improving communication and messaging - Presents complex information articulately to persuade others about a contentious issue - Voices differing opinions without triggering a defensive response
Advanced - Sustains application of competency over time in complex situations - Demonstrates influence across units	- Recognizes non-verbal reactions of audience, anticipates audience concerns, and adjusts presentations accordingly - Clearly conveys complex information in a concise manner
Intermediate - Sustains application of competency over time in a variety of situations - Demonstrates influence across work center	- Communicates with sensitivity to others' needs of the moment - Tailors messaging and briefings to address identified concerns of the audience
Basic - Sustains application of competency over time - Demonstrates influence across individuals	- Conveys information clearly and concisely to team members - Uses pictures to communicate what words can't clearly convey

Developing Self (row label spanning left side)

Table A4.4. Decision Making.

DECISION MAKING	
Definition: Makes well-informed, effective and timely decisions that weigh situational constraints, risks, and benefits	
Competency Levels	**Example Observable Behaviors**
Expert - Models, guides or teaches - Sustains application of competency on exceptionally complex situations - Demonstrates influence beyond the organization	- Coaches others as they solve problems - Makes well-thought-out decisions under time pressure - Identifies known and unknown variables before making decisions
Advanced - Sustains application of competency over time in complex situations - Demonstrates influence across units	- Leverages appropriate decision-making techniques (identifies root causes, involves others, gathers information, etc.) - Rationally weighs all the information when uncertain
Intermediate - Sustains application of competency over time in a variety of situations - Demonstrates influence across work center	- Takes time to consider the risks and benefits of a situation before making a decision - Identifies key decisions within an area of responsibility
Basic - Sustains application of competency over time - Demonstrates influence across individuals	- Investigates the facts as part of the decision-making process - Allows sufficient time to gain others' input before making a decision

Developing Self (row label spanning left side)

Table A4.5. Information Seeking.

INFORMATION SEEKING

Definition: Demonstrates an underlying curiosity; desires to know more about things, people, oneself, the mission or issues; an eager, aggressive learner

	Competency Levels	Example Observable Behaviors
Developing Self	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Coaches and guides others to appreciate the importance of continuous learning - Personally establishes ongoing systems or habits for various kinds of information gathering - Identifies own areas of deficit; plans and sets own goals and strategies for learning
	Advanced - Sustains application of competency over time in complex situations	- Pursues opportunities for additional information that may be useful in the future - Asks important questions that others are reluctant to ask or answer
	Intermediate - Sustains application of competency over time in a variety of situations	- Calls on others, who are not personally involved, to get their perspective, background information, or experience - Asks probing questions to get to the root of a situation or problem
	Basic - Sustains application of competency over time -	- Asks direct questions and consults available resources - Asks questions to clarify information, when needed

Table A4.6. Flexibility.

FLEXIBILITY

Definition: Adapts to and works with a variety of situations, individuals, or groups effectively

	Competency Levels	Example Observable Behaviors
Developing Self	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Challenges others to treat new situations or risks as opportunities for learning or growth - Proactively anticipates major changes to the context and environment and effectively adapts in advance of the changes - Makes large or long-term adaptations in own or partnering organization in response to the needs of the situation
	Advanced - Sustains application of competency over time in complex situations	- Responds proactively to unexpected or ambiguous situations, opportunities, or risks - In static environments, finds and implements constructive methods to exercise flexibility
	Intermediate - Sustains application of competency over time in a variety of situations	- Prioritizes, considers alternatives, and responds quickly and effectively to unexpected and rapidly changing conditions - Changes own behavior or approach to suit the situation
	Basic - Sustains application of competency over time -	- Changes approach when current approach is not working - Modifies approach based on feedback from others

Table A4.7. Resilience.

RESILIENCE		
Definition: Negotiates, manages, and adapts to significant sources of stress or trauma		
	Competency Levels	**Example Observable Behaviors**
Developing Self	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Models a positive approach to overcome significant of stress or trauma - Recovers quickly when traumatic or highly stressful events occur in rapid succession - Adapts to address subsequent stressful events increasingly well; experiences with stress have a demonstrable positive effect on self-development
	Advanced - Sustains application of competency over time in complex situations	- Uses innovative techniques to overcome complex traumatic or stressful events - Recovers quickly from ongoing stressful events
	Intermediate - Sustains application of competency over time in a variety of situations	- Comes through difficult times with little trouble - Recovers quickly from a singular stressful event
	Basic - Sustains application of competency over time -	- Deals with stressful situations one step at a time. - Maintains an evident work/life balance

Table A4.8. Initiative.

INITIATIVE		
Definition: Does more than is required or expected to improve job results; takes action appropriately without prompting		
	Competency Levels	**Example Observable Behaviors**
Developing Self	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Inspires others to contribute more than the job requires - Exceeds mission requirements to achieve higher-level mission goals - Puts in extraordinary effort by working outside the norm to get the job done
	Advanced - Sustains application of competency over time in complex situations	- Puts in extra effort to complete work when not required - Acts quickly and decisively when the norm is to hope a problem will resolve itself
	Intermediate - Sustains application of competency over time in a variety of situations	- Recognizes and acts on present opportunities or addresses present problems - Takes action to create opportunities or avoid problems
	Basic - Sustains application of competency over time -	- Completes assignments without close supervision - Displays good effort in performance of assigned tasks

Table A4.9. Self-Control.

	SELF-CONTROL	
	Definition: Keeps emotions under control and restrains negative actions when under stress	
	Competency Levels	**Example Observable Behaviors**
Developing Self	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Uses stress management techniques to control responses, prevent burnout, and deal with ongoing stresses effectively - Remains visibly calm in very stressful situations, while calming others
	Advanced - Sustains application of competency over time in complex situations	- Remains visibly calm in stressful situations when others are not remaining calm - Controls strong emotions or other stress and takes action to respond constructively to the source of the problems
	Intermediate - Sustains application of competency over time in a variety of situations	- Waits until an appropriate time to present ideas - Re-engages discussions or other processes calmly after initial conflict
	Basic - Sustains application of competency over time	- Resists the temptation to engage in inappropriate involvement or impulsive behavior - Communicates concern without raising one's voice

Attachment 5

DEVELOPING OTHERS

Table A5.1. Teamwork.

TEAMWORK	
Definition: Collaborates effectively with others to achieve a common goal or complete a mission task	
Competency Levels	**Example Observable Behaviors**
Expert - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Models collaborative excellence and guides others to improve collaboration - Develops strategies to ensure team members remain focused on goals despite major obstacles - Anticipates conflict and works to resolve situations that could affect team goals
Advanced - Sustains application of competency over time in complex situations	- Acknowledges conflict and works to resolve issues - Ensures teams work together toward a common goal
Intermediate - Sustains application of competency over time in a variety of situations	- Helps other team members work toward team goals - Freely shares information with others on the team
Basic - Sustains application of competency over time -	- Acknowledges contributions made by others on the team - Participates during team activities while working toward a goal

(Developing Others)

Table A5.2. Develops People.

DEVELOPS PEOPLE	
Definition: Invests in others to maximize their contributions to the mission by inspiring and providing an environment of continual feedback and learning opportunities	
Competency Levels	**Example Observable Behaviors**
Expert - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Mentors others on how to provide developmental feedback and identify opportunities for learning - Identifies new methods to structure learning to better meet developmental needs - Effectively develops employees who are actively resistant to learning
Advanced - Sustains application of competency over time in complex situations	- Identifies tasks that will give others opportunities to develop and strengthen skills - Arranges appropriate learning opportunities to foster long-term development of others
Intermediate - Sustains application of competency over time in a variety of situations	- Assesses competency of others; provides tools to improve that competency - Provides helpful advice about improving an individual's performance
Basic - Sustains application of competency over time -	- Explains how to do a task; makes specific helpful suggestions - Gives detailed instructions and/or on-the-job demonstrations

(Developing Others)

Table A5.3. Service Mindset.

SERVICE MINDSET

Definition: Desires to help or serve others to meet their needs; makes and focuses efforts to discover and meet others' needs

	Competency Levels	Example Observable Behaviors
Developing Others	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations - Impact on strategic level	- Acts as a trusted advisor to help others identify new or different approaches to address their needs - Provides advice and counsel to serve and support higher-level strategies or goals, even when one disagrees with those strategies or goals - Acts to support higher-level organizational goals, even when such goals may negatively affect one's own career or personal goals
	Advanced - Sustains application of competency over time in complex situations - Impact on operational level	- Continues to provide a high level of support to others even when they are rude, mean, or fail to appreciate efforts to meet their needs - Attempts to identify win/win solutions that meet the needs of others
	Intermediate - Sustains application of competency over time in a variety of situations - Impact on tactical level	- Makes self fully available when others are going through a critical period - Expresses positive expectations about others.
	Basic - Sustains application of competency over time - Impact on peers	- Expresses genuine concern for the welfare of others - Lends a helping hand to team members when needed

Table A5.4. Leadership.

LEADERSHIP

Definition: Inspires, builds, and sustains others' motivation and morale to accomplish the mission; organizes people and actions

	Competency Levels	Example Observable Behaviors
Developing Others	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations - Demonstrates influence beyond the organization	- Creates opportunities to shepherd others into and through leadership opportunities - Uses complex strategies to promote team morale and productivity (e.g., team assignments, cross-training) - Communicates a compelling vision that generates excitement, enthusiasm, and commitment to the group mission
	Advanced - Sustains application of competency over time in complex situations - Demonstrates influence across units	- Motivates/inspires the team toward mission success - Ensures that others buy into leader's mission, goals, agenda, climate, tone, and policies
	Intermediate - Sustains application of competency over time in a variety of situations - Demonstrates influence across work center	- Takes steps to address mediocre work or below-average effort from others - Protects the organization and its reputation in the larger organization or the community at large
	Basic - Sustains application of competency over time - Demonstrates influence across individuals	- Ensures that organizational tasks are completed - Makes sure the practical needs of the organization are met

Table A5.5. Fosters Inclusion.

		FOSTERS INCLUSION
		Definition: Creates a culture where all members of an organization are free to make their fullest contributions to the success of the group, and where there are no unnecessary barriers to success

	Competency Levels	Example Observable Behaviors
Developing Others	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Creates a diverse and inclusive environment in new work settings which brings together different cultures, ideas, and experiences - Identifies creative approaches to recruit and develop a representative workforce that benefits from diverse strengths
	Advanced - Sustains application of competency over time in complex situations	- Builds a diverse staff of people with a variety of skills who function effectively to accomplish the organizational mission - Develops new initiatives to recognize the various dimensions of diversity and encourage inclusiveness in the workforce
	Intermediate - Sustains application of competency over time in a variety of situations	- Recognizes and utilizes skills of staff with diverse backgrounds - Addresses and corrects the use of inappropriate language or actions which deride diversity - Uses appropriate intervention to ensure a member's experiences are not negatively impacted by his or her personal characteristics
	Basic - Sustains application of competency over time	- Participates in meetings about diversity issues within work center - Adheres to equal employment opportunity policies and objectives in everyday duties

Attachment 6

DEVELOPING IDEAS

Table A6.1. Analytical Thinking.

ANALYTICAL THINKING

Definition: Identifies problems; evaluates alternative perspectives / solutions; makes effective recommendations; and identifies courses of action

Competency Levels	Example Observable Behaviors
Expert - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Teaches techniques and tools to help others analyze complex problems - Develops new analytical techniques and tools to analyze complex problems - Uses several analytical techniques to identify several solutions and weighs the value of each
Advanced - Sustains application of competency over time in complex situations	- Identifies interrelated issues and trends to address multiple facets of a problem - Anticipates risks and thinks ahead to next steps
Intermediate - Sustains application of competency over time in a variety of situations	- Breaks down a complex task into manageable parts in a systematic way - Recognizes several likely causes of events or several consequences of actions
Basic - Sustains application of competency over time -	- Breaks problems into simple tasks or activities - Sets priorities for tasks in order of importance

Table A6.2. Digital Literacy.

DIGITAL LITERACY

Definition: Uses technology to identify, critically evaluate, and synthesize data and information; explore, create, and manage digital content; and appropriately interact in a virtual environment

Competency Levels	Example Observable Behaviors
Expert - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Provides others with advice on new digital technologies - Figures out new high-tech digital products and services without help from others - Synthesizes newly gathered digital information with previous information
Advanced - Sustains application of competency over time in complex situations	- Uses many digital resources at the same time to conduct research - Selects digital communication medium based on situational needs (need for nonverbal cues, record of communication, simultaneous conversations, etc.)
Intermediate - Sustains application of competency over time in a variety of situations	- Uses the Internet to learn on their own - Uses common shortcut keys, such as copy, paste, bold, undo, search, etc., to minimize typing - Protects personal information shared on social networking sites or other online forums
Basic - Sustains application of competency over time	- Follows organizational protocols for use of electronic devices - Gets help for computer system problems, as needed - Participates in online training

Table A6.3. Creative Thinking.

CREATIVE THINKING

Definition: Develops new insights into new situations; questions conventional approaches

	Competency Levels	Example Observable Behaviors
Developing Ideas	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Teaches others how to question assumptions and conceptualize problems in new ways - Reconciles conflicting data to gain new insight into a complex problem - Identifies connections between concepts that are not readily apparent to others
	Advanced - Sustains application of competency over time in complex situations	- Reframes issues to evaluate them from different perspectives - Identifies useful relationships among complex data from unrelated areas
	Intermediate - Sustains application of competency over time in a variety of situations	- Applies and modifies complex learned concepts or methods appropriately - Questions existing methods or processes and identifies novel alternatives
	Basic - Sustains application of competency over time -	- Applies learned concepts or methods to new situations - Considers previous solutions to generate new ideas

Table A6.4. Fostering Innovation.

FOSTERING INNOVATION

Definition: Builds a culture of behaviors and business practices that encourages, champions, and rewards creativity and informed risk taking; is open to change

	Competency Levels	Example Observable Behaviors
Developing Ideas	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations - Demonstrates influence beyond the organization	- Mentors others on how to encourage open dialogue, innovation, and informed risk-taking - Promotes out-of-the-box thinking - Champions new methods, procedures, and approaches
	Advanced - Sustains application of competency over time in complex situations - Demonstrates influence across units	- Encourages others to identify new ways to approach a task or project - Creates a flexible and forgiving culture that allows sharing of ideas
	Intermediate - Sustains application of competency over time in a variety of situations - Demonstrates influence across work center	- Encourages diverse perspectives and differing points of view - Welcomes the implementation of new ideas
	Basic - Sustains application of competency over time - Demonstrates influence across individuals	- Demonstrates openness to and support of different and innovative change ideas - Considers innovative ideas generated by others

Table A6.5. Influence.

INFLUENCE	
Definition: Intends to persuade, convince, or impress others to elicit their support to make specific impacts or achieve particular effects on others	
Competency Levels	**Example Observable Behaviors**
Expert - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Teaches influence tactics and strategies to others - Uses complex influence strategies tailored to individual situations (e.g., chains of indirect influence – "get A to show B so that B will tell C") - Models behavior desired in others in order to have a specific impact
Advanced - Sustains application of competency over time in complex situations	- Creates a sense of urgency to overcome inaction - Takes steps to develop trust among the various parties involved
Intermediate - Sustains application of competency over time in a variety of situations	- Uses experts and other influence tactics to build support for ideas - Appeals to ideals or values to overcome resistance and sway opinions of others
Basic - Sustains application of competency over time	- Gains buy-in by seeking input from others - Uses facts to support own point of view when meeting with team members

Developing Ideas

Attachment 7

DEVELOPING ORGANIZATIONS

Table A7.1. Resource Management.

RESOURCE MANAGEMENT	
Definition: Carefully and responsibly administrates resources placed under an Airman's control with the intent to maximize readiness and lethality and improve organizational performance	
Competency Levels	**Example Observable Behaviors**
Expert - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Teaches best-practice techniques for resource management, formally or informally - Develops or improves existing best-practice resource management techniques - Sets and redefines priorities, provides guidance, and reorganizes resources to increase capacity to better support strategy, mission, or goals
Advanced - Sustains application of competency over time in complex situations	- Identifies and implements best-practice resource management techniques - Integrates, allocates, and controls resources across offices, consistent with goals and priorities
Intermediate - Sustains application of competency over time in a variety of situations	- Manages the allocation of resources in relation to organizational needs - Uses available resources wisely
Basic - Sustains application of competency over time -	- Organizes resources to execute the mission - Follows Air Force resourcing processes

Developing Organizations

Table A7.2. Results Focused.

RESULTS FOCUSED	
Definition: Demonstrates concern for working well or for competing against a standard of excellence	
Competency Levels	**Example Observable Behaviors**
Expert - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Sets challenging goals for team to increase organizational excellence - Formulates innovative strategies to achieve self-set goals and improve performance in all facets of work - Sets challenging goals to continually increase personal standards of excellence
Advanced - Sustains application of competency over time in complex situations	- Continually works toward a defined standard of excellence - Monitors and evaluates plans; focuses on results and measuring attainment of outcomes
Intermediate - Sustains application of competency over time in a variety of situations	- Accomplishes work projects diligently - Actively strives to make a positive contribution through one's efforts
Basic - Sustains application of competency over time	- Ensures projects within areas of specific responsibility are completed in a timely manner - Meets established suspenses

Developing Organizations

Table A7.3. Change Management.

CHANGE MANAGEMENT		
Definition: Adapts, helps others adapt, or implements change with the goal of ensuring unit goals are properly aligned to the desired end state		
	Competency Levels	**Example Observable Behaviors**
Developing Organizations	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Acts as a valuable change resource / trusted advisor - Identifies deeply cherished motives to unite people in making a desired change - Helps others understand the vision behind proposed changes
	Advanced - Sustains application of competency over time in complex situations	- Manages complex transitions to successfully bring about desired change results - Synthesizes requirements for and implements and assesses change effort
	Intermediate - Sustains application of competency over time in a variety of situations	- Involves others and shares information to build understanding and support for change - Demonstrates willingness to make significant contributions to change
	Basic - Sustains application of competency over time -	- Recognizes the long-term benefits of organizational change - Supports and adapts to changes initiated by others

Table A7.4. Strategic Thinking.

STRATEGIC THINKING		
Definition: Considers and organizes activities and resources to achieve a desired goal; thinks on a large and small scale, long- and short-term		
	Competency Levels	**Example Observable Behaviors**
Developing Organizations	*Expert* - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Teaches others to reframe problems and actively seek out discussions with critics when making key decisions - Continually reviews and adopts new strategies to meet long-term goals - Recognizes long-term trends to anticipate future challenges not readily apparent to others
	Advanced - Sustains application of competency over time in complex situations	- Anticipates and manages secondary effects of proposed policies, actions, or adjustments - Develops plans that support long-term goals and objectives
	Intermediate - Sustains application of competency over time in a variety of situations	- Considers issues from the perspective of more senior leadership - Plans for the future rather than leaving things to chance
	Basic - Sustains application of competency over time	- Considers how hierarchies, roles, and relationships influence specific problems - Articulates both short-term and long-term goals

Table A7.5. Precision.

	PRECISION	
	Definition: A concern for order, quality, and accuracy with an underlying drive to reduce uncertainty in the environment	
Developing Organizations	**Competency Levels**	**Example Observable Behaviors**
	Expert - Models, guides or teaches - Sustains application of competency on exceptionally complex situations	- Teaches others how to develop systems to organize and track data, increase order, and improve quality - Proactively identifies and acts on opportunities to improve order, quality, and accuracy when others are resistant to proposed changes - Develops new systems to organize and track data, increase order, and improve quality
	Advanced - Sustains application of competency over time in complex situations	- Displays broad concern for increasing order and accuracy in existing systems - Monitors quality of others' work; checks to ensure that procedures are followed
	Intermediate - Sustains application of competency over time in a variety of situations	- Double-checks accuracy of information and own work - Carefully follows directions
	Basic - Sustains application of competency over time	- Follows logical order for completing tasks to meet short-term goals - Maintains organized files or materials