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DCS/Logistics, Engineering & Force Protection
Directorate of Civil Engineers

CFETP 0028, 0029
0301, 0343

Parts I and II
28 June 2024

For Civil Engineers in Job Series 0028, 0029, 0301, 0343
General Civil Engineer



| **CFETP**

CAREER FIELD EDUCATION AND TRAINING PLAN

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General Civil Engineers in Job Series 0028, 0029, 0301, 0343

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Part I

PREFACE

1. This career field education and training plan (CFETP) is a comprehensive document that identifies lifecycle development opportunities and support resources in accordance with Department of the Air Force Instruction (DAFI) 36-2670, *Total Force Development* ([here](#)) to help Learning Professionals gain the skills and competencies needed in their careers to become innovative leaders. This CFETP introduces a new competency-based force development model to ensure Civil Engineer (CE) professionals are to be successful in their position and help prepare them to reach their career goals, whether that goal is to remain at the installation as a technical expert, or proceed down one of two primary tracks laid out in Department of the Air Force Manual (DAFMAN) 36-142, *Civilian Career Field Management and Centrally Managed Programs* ([here](#)): to become a deep technical expert within their chosen field, and/or aspire into functional-specific leadership roles up to and possibly including Senior Leader, Scientific or Professional leader positions; or seek career progression into leadership roles up to, and possibly including, the Senior Executive Service.

1.1. A primary goal in the Air Force CE Annex for Agile, Innovative, and Ready Airmen Engineers is the need to recruit, develop, and retain individuals that will serve as leaders of our Airmen Engineer team. All career fields supporting the Civil Engineer serve as key players involved with shaping the CE enterprise end state goal of Right-Sized, Resilient Installations. As explained in the Air Force Infrastructure Investment Strategy (I2S [here](#)), our installation leaders have a duty to ensure our infrastructure requirements and investments are consistent with the current version of the National Defense Strategy [here](#).

1.2. This CFETP is intended to serve as a career roadmap for General Civil Engineer professionals in series *Environmental Protection Specialist* (0028), *Environmental Protection Assistant* (0029), or holding *Miscellaneous Administration and Program* (0301), or *Management and Program Analysis* (0343) positions, regardless of where they are in their career and their intended career path. The General CE competencies included here should be used by Civil Engineers of all series and their supervisors/mentors/commanders to evaluate proficiency throughout a career and guide force development efforts. In addition, detailed recommendations are provided for the listed series with specific recommendations for Civil Engineers in those positions. The CFETP will provide personnel pathways to success and creates a foundation and a new way for the Air Force to ascertain the knowledge, skills, abilities, and other characteristics (KSAO) required to develop the Airmen we need.

1.3. Serving as a Department of the Air Force (DAF) CE is an exciting, challenging, and rewarding career. If you start your career at a CE squadron, even early in your career, you will have the opportunity to manage projects and influence senior leaders on your base. DAF bases operate as small cities, and all of the CE staff play a role supporting the DAF equivalent of an Assistant City Manager (Deputy Base Civil Engineer (DBCE)) and City Manager (Base Civil

Engineer (BCE)), who support the equivalent of a municipalities' elected mayor (the Air Force Installation or Wing Commander, or Space Force Space Base Delta or Space Launch Delta) and voting members of the city council (the installation Facilities Board).

2. The CE Functional Advisory Council (FAC) developed professional credentials key to progression within the CE enterprise: depth and breadth of experience, advanced academic degrees, PME, and professional certification. Each of these credentials plays a role in individual career management and competitiveness for select jobs and training opportunities. This document is formatted with these professional credentials in mind and is divided into two parts:

2.1. Part 1 provides information necessary for overall management of the occupational series included in this CFETP. Section A details general information on how everyone will use the plan. Section B identifies occupational series duties and responsibilities, competencies and career progression information, training strategies, and a civilian development path. This section also provides guidance for where individuals in some series can find additional information about career development opportunities based on their experience and education. Section C discusses general civil engineer competencies. Section D discusses Resource Constraints.

2.2. Part 2 includes the following: Section A: identifies the Specialty Training Standard and includes competencies, sub-competencies, and proficiency levels. Section B is a course objective list and is currently reserved for future use. Section C: identifies available support materials.; Section D identifies a training course index a supervisor can use to determine resources available to support development. Included here are both mandatory (new employee/supervisor) and optional courses. Supervisors and trainers use Part 2 to identify, plan, and conduct development commensurate with the overall goals of this plan.

3. Guidance in the CFETP provides effective and efficient development at the appropriate points in member's careers.

ABBREVIATIONS/TERMS EXPLAINED

AF/A4C. The Directorate of Civil Engineers. In accordance with Air Force Policy Directive (AFPD) 32-10, Installations and Facilities, AFPD 32-20, Fire Emergency Services, 18 HAFMD1-38 21 JUNE 2021 AFPD 32-30, Explosive Ordnance Disposal, AFPD 32-60, Housing, AFPD 32-70, Environmental Considerations in Air Force Programs and Activities, AFPD 32-90, Real Property Asset Management, AFPD 10-2, Readiness, and AFPD 10-25, Emergency Management, the Director of Civil Engineers formulates DAF Civil Engineer strategy, policy and implementation guidance supporting AF and DoD strategic goals and objectives, and manages CE enterprise governance to guide the development and execution of the associated strategy, policy, implementation guidance, and related oversight.

AFCFM. Career Field Manager. The 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 Functional Manager (FM) and hold the grade of colonel/GS-15 (or equivalent).

AFCEC. Air Force Civil Engineer Center. AFCEC provides civil engineering services and enterprise lifecycle leadership to AF and SF installations that enable the warfighter. AFCEC is installation focused and globally linked to provide best-practice solutions to Airmen...anytime and anywhere. AFCEC is the cornerstone of the CE enterprise by managing all centralized CE functions and optimizing key capabilities.

AFIMSC. Air Force Installation and Mission Support Center. One of the centers under AF Materiel Command, the AFIMSC is the single organizational entity in the AF providing intermediate-level installation and mission support capabilities to supported Major Commands (MAJCOMs) and installations across the full range of military operations.

AFIT. Air Force Institute of Technology. Located at Wright-Patterson AFB, OH, AFIT is the Air Force's graduate school of engineering and management as well as its institution for technical professional continuing education. A component of Air University and Air Education and Training Command, AFIT is committed to providing defense-focused graduate and professional continuing education and research to sustain the technological supremacy of America's air, space, and cyber forces. AFIT accomplishes this mission through four schools: the Graduate School of Engineering and Management, the School of Systems and Logistics, The Civil Engineer School, and the School of Strategic Force Studies. Through its Civilian Institution Programs Office, AFIT also manages the educational programs of officers enrolled at 350+ civilian universities, research centers, hospitals, and industrial organizations.

AFPC. Air Force Personnel Center. Headquarters Air Force Personnel Center (HQ AFPC) executes and integrates United States Air Force (USAF) personnel programs to develop Air Force people and meet the field commanders' needs. HQ AFPC is a Field Operating Agency (FOA) of Headquarters United States Air Force.

AFVEC. Air Force Virtual Education Center. The Air Force's "go-to" site for information about your educational benefits. The site offers a wide range of online services that empowers you to actively take part in all parts of your education-including the ability to create and manage

your Tuition Assistance funding requests.

AT&L. Assistant Secretary of the Air Force (Acquisition, Technology, and Logistics). The Office of the Assistant Secretary of the Air Force for Acquisition, Technology and Logistics oversees Air Force research, development, acquisition, and program sustainment activities totaling an annual budget in excess of \$60 billion for more than 550 acquisition programs.

AU. Air University. Located at Maxwell AFB, AL, AU is the Air Force's resident home for Professional Military Education as well as Officer Training School (OTS) and Air Force Reserve Officer Training Corps (AFROTC) Field Training. In-resident PME programs include Squadron Officer School (SOS), Air Command and Staff College (ACSC), and Air War College (AWC).

BCE. Base Civil Engineer. Develops and implements civil engineer force employment, and provides staff supervision and technical advice. Performs and manages Civil Engineer functions and activities to provide facilities and infrastructure supporting the United States and allies. Activities include programming, budgeting, project management, drafting, surveying, planning, feasibility studies, construction management, utilities operations, energy and environmental programs, land management, real property accounting, fire protection, explosive ordnance disposal, disaster preparedness programs, family housing and dorm management, and mobilization programs at base level. Serves on response teams and related installation support services. Advises commanders and government officials on effective use of Civil Engineer resources.

BDE. Basic Developmental Education. BDE programs are tactical level programs that introduce employees to the Air Force and DoD missions and prepare them for future leadership, managerial, and leadership roles. Key BDE programs include Squadron Officer School (SOS), the Defense Civilian Emerging Leader Program (DCELP) and the Developing Team Leader Course. Program eligibility requirements vary. See the Civil Engineer Career Field Team SharePoint for more information.

CD. Civilian Development. The Department of the Air Force CD program is central to the Air Force's Civilian Leadership Development continuum that spans a civilian's professional career (see Part II, Section C for a link to the continuum). The programs included in the CD portfolio prepare civilian students from the Department of the Air Force, its sister services, and allied nations for positions of greater responsibility. Emphasis in these programs includes leadership, military doctrine and aerospace power. More information about available programs is [\(here\)](#).

CECFT. Civil Engineer Career Field Team. Functionally oriented teams that execute Force Development policy and programs for civilians.

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

CFM. Career Field Manager. See Air Force Career Field Manager (AFCFM).

CFT. Career Field Team. The group of career field specialists, personnelists, and/or support personnel at AFPC who are responsible for day-to-day operation of the Career Field Program. They conduct all Force Development processes for the career field, in compliance with DAF personnel policies issued by AF/A1 and career field management policies issued by their functional leaders.

CL. Continuous Learning. The Office of the Under Secretary of Defense (Acquisition, Technology and Logistics) promotes a philosophy of career-long learning by AT&L workforce members to enhance proficiency and currency. See Part II for CL program application guidance and guidelines for crediting CL activities.

CONUS/OCONUS. Continental United States/Outside Continental United States. CONUS refers to United States territory, including the adjacent territorial waters, located within North America between Canada and Mexico. Areas outside the 48 contiguous states are OCONUS. Areas such as Alaska and Hawaii are defined as non-foreign OCONUS.

CSLP. Civilian Strategic Leadership Program. The Air Force civilian enterprise development program designed to provide selected GS-13/14/15 (or equivalent) Air Force employees competencies needed to build a federal corporate culture that drives for results, services customers, and builds successful teams and coalitions within and outside the organization

CTAP. Civilian Tuition Assistance Program. Air Force civilian post-secondary Tuition Assistance (TA) supports civilians in their continued self-development and includes coursework at the associate, bachelor, masters and doctoral levels. TA is for courses that contribute to occupational and institutional competencies, special interest needs and readiness by supporting the current and anticipated needs of the Air Force. This includes courses that will provide employees the breadth of knowledge and problem-solving tools that aid in critical thinking, allowing individuals to address a wide range of problems and weigh alternative solutions. Additional information about TA and CTAP is available in the AFMAN 36-606, Civilian Career Field Management and Development.

Currency. Maintaining proficiency in the community planning occupational series as demonstrated by meeting DoD and Air Force Continuous Learning (CL) standards and performing acquisition duties. See CL.

DCOOL. Defense Civilian Credentialing Opportunities On-Line. DCOOL is a website focused on civilian credentialing opportunities for federal workers. The site provides information about certifications and licenses providing professional growth opportunities in their career areas. At the site, civilians can provide both general information on credentialing as well as specific information on credentials related to their individual federal occupational series. After searching on a federal occupational series by either code or title, users can view a list of credentials related to most or some of their job duties. Clicking on a credential title in the list provides detailed information about that credential, including a description of the credential, its

eligibility requirements, exam topics, and recertification requirements. The site is available [\(here\)](#).

DE. Developmental Education. An array of educational opportunities comprised of professional and specialized education programs, research and doctrinal studies, fellowships, and graduate-level studies. DE spans a member's entire career and provides the knowledge and abilities needed to develop, employ, and command air, space and cyberspace forces.

DAU. Defense Acquisition University. Located at Ft Belvoir, VA, DAU is the Department of Defense's (DoD)'s institutional authority in implementing Defense Acquisition Workforce Improvement Act (DAWIA) and conferring certification levels. DAU offers a variety of acquisition courses in resident and via Distance Learning.

DAWIA. Defense Acquisition Workforce Improvement Act. This is a standard curriculum that requires the DoD to establish and secure education, training, requirements and courses for civilian and military workforce.

(D)BCE. (Deputy) Base Civil Engineer. This position serves as the Deputy to the Base Civil Engineer at a Department of the Air Force or Joint Base installation with responsibilities for all day-to-day support activities provided by the Squadron to the installation and tenant organizations.

Distance Education. Distance education is on the cutting edge of teaching media and takes advantage of delivery methods such as satellite, internet, and computer-based instruction to deliver course information. Many AFIT courses are offered through distance education.

DL. Distance Learning. Includes Video Tele-seminar (VTS), Video Tele-training (VTT), and Computer Based Training (CBT). Formal courses that a training wing or a contractor develops for export to a field location (in place of resident training) for trainees to complete without the on-site support of the formal school instructor. For instance, courses are offered by Air Force Institute of Technology, Air University, and Training Detachment.

DT. Development Team. The Civil Engineering career field DT is comprised of civil engineer senior leaders and is led by the Deputy Director of Engineers (AF/A4C-2). The DT meets bi-annually and provides guidance on civilian development plans, provides advice/feedback on policy issues affecting the workforce, provides vectors to workforce members, and endorses candidates for CDE. The DT's mission is to prepare future Air Force Civil Engineering leaders to meet the challenges of shaping the Air Force through appropriate training, education, and experience.

EOC. Emergency Operations Center. The protected site center where coordination and management decisions are facilitated in the event of an emergency incident. (UFC 4-141-04).

FA. Functional Authority. FAs are designated general officers or members of the Senior Executive Service (SES) serving as deputy chiefs of staff or assistant secretaries appointed by the Secretary of the Air Force to provide oversight and functional advisory services related to functional communities. The Assistant Deputy Chief of Staff for Logistics, Engineering and Force Protection (AF/A4-2) is the FA for DAF Civil Engineering.

FM. Functional Manager. Senior leaders, designated by the appropriate functional authority (FA), who provide day-to-day management responsibility over specific functional communities at the MAJCOM, field operating agency (FOA), direct reporting unit (DRU), primary supporting unit (PSU), or air reserve component (ARC) level. While they should maintain an institutional focus regarding resource development and distribution, FMs are responsible for ensuring their teams 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 Air Force mission. The FM for Air Force Civil Engineering is the Deputy Director of Engineers (AF/A4C-2).

FY. Fiscal Year. For the U.S. Government, the 12 month period covering 1 October to 30 September.

GS. General Schedule. The General Schedule (GS) classification and pay system covers the majority of civilian white-collar Federal employees (about 1.5 million worldwide) in professional, technical, administrative, and clerical positions. GS classification standards, qualifications, pay structure, and related human resources policies (e.g., general staffing and pay administration policies) are administered by the U.S. Office of Personnel Management (OPM) on a government wide basis. Each agency classifies its GS positions and appoints and pays its GS employees filling those positions following statutory and OPM guidelines.

IDE. Intermediate Development Education. IDE programs are operational level programs that continue the development and education of mid-career civilians and continue to prepare them to take on increased leadership, managerial, and leadership roles. IDE programs include Air Command and Staff College (ACSC), Executive Leadership Development Program (ELDP), Air Force Legislative Fellows Program (LEGIS), and others. Program eligibility requirements vary. Also see CDE and Part II, Section C for a link to CDE programs.

IDP. Individual Development Plan. A document used to record short- and long-range career goals, the specific competencies, knowledge, skills, and abilities necessary to meet current objectives, and training, education, and other professional development strategies used to develop the desired competencies. In conjunction with a performance assistance plan, the individual development plan assists in making civilian performance more effective in present and future positions and is used for civilians below the executive level. A template is available [\(here\)](#).

KCP. Key Career Positions. Stepping-stones for individuals to gain expertise that may qualify them to move from functional experts to functional leaders.

MAJCOM. Major Command. The level of command below Headquarters Air Force (HAF) and directly above Numbered Air Forces (NAF). The Air Force is organized on a functional basis in the U.S. and a geographical basis overseas. The functional MAJCOMs are Air Combat

Command (ACC), Air Education and Training Command (AETC), Air Force Global Strike Command (AFGSC), Air Force Materiel Command (AFMC), Air Force Reserve Command (AFRC), Air Force Special Operations Command (AFSOC), Air Mobility Command (AMC), and Air National Guard (ANG). The geographic MAJCOMs are U.S. Air Forces in Europe and Air Forces Africa (USAFE) and Pacific Air Forces (PACAF).

MDP. Master Development Plan. A comprehensive list of desired education, self-development, training, and typical assignments for each level of the career path.

OC. Occupational Competencies. A set of competencies required of all personnel within a specific workforce category (a group of functions requiring similar work, i.e., contracting). They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to successfully perform that function's mission. A competency identifies behaviors and other attributes and the knowledge, skills, and abilities that define successful job performance. Competencies are important because they are the stepping-stones for civilian development and for the achievement of personnel success and the mission of the Air Force.

OPM. Office of Personnel Management. The U.S. Office of Personnel Management (OPM) serves as the chief human resources agency and personnel policy manager for the Federal Government. OPM provides human resources leadership and support to Federal agencies and helps the Federal workforce achieve their aspirations as they serve the American people. OPM directs human resources and employee management services, administers retirement benefits, manages healthcare and insurance programs, oversees merit-based and inclusive hiring into the civil service, and provides a secure employment process.

OSD. Office of the Secretary of Defense. The principal staff element of the Secretary of Defense in the exercise of policy development, planning, resource management, fiscal, and program evaluation responsibilities. OSD includes the immediate offices of the Secretary and Deputy Secretary of Defense, Under Secretaries of Defense, Director of Defense Research and Engineering, Assistant Secretaries of Defense, General Counsel, Director of Operational Test and Evaluation, Assistants to the Secretary of Defense, Director of Administration and Management, and such other staff offices as the Secretary establishes to assist in carrying out assigned responsibilities.

PME. Professional Military Education. Critical subset of developmental education that: 1) provides the nation with personnel skilled in the employment of air, space, and cyberspace power in the conduct of war, small scale contingencies, deterrence, peacetime operations, and national security; 2) provides DAF personnel with the skills and knowledge to make sound decisions in progressively more demanding leadership positions within the national security environment; and 3) develops strategic thinkers, planners, and war fighters. In addition, professional military education programs strengthen the ability and skills of DAF personnel to lead, manage, and supervise.

PMP. Project Management Professional. Project Management Professional is an internationally recognized professional designation offered by the Project Management Institute.

RC. Reserve Component. The Armed Forces of the United States Reserve Component consists of the Army National Guard of the United States, the Army Reserve, the Navy Reserve, the Marine Corps Reserve, the Air National Guard of the United States, the Air Force Reserve, and the Coast Guard Reserve.

SAF/IEE. The Deputy Assistant Secretary for Environment, Safety and Infrastructure.

SAF/IEE is responsible for all matters pertaining to DAF built and natural infrastructure. This includes the life cycle management of real property interests, real property and facilities (including utilities) for planning, programming, acquisition, sustainability, utilization, and disposal to include any associated portfolio management of real property transactions; maintenance, repair and operation of all facilities, utilities, and land; military construction; privatization of utilities, military family housing, or other facilities or real property improvements; joint military-civil airfield usage; changes in legislative jurisdiction of Air Force Assistant Secretary for Installations, Environment and Energy (SAF/IE) Deputy Assistant Secretary for Installations (SAF/IEI) Deputy Assistant Secretary for Energy (SAF/IEN) Deputy Assistant Secretary for Environment, Safety, and Infrastructure (SAF/IEE)²³ HAFMD1-18 10 JULY 2014 real property; and annexation of installations by municipalities. SAF/IEE, working with AF/A7C, has specially arranged lines of authority to and oversight of the Installations Directorate within the Air Force Civil Engineer Center (AFCEC), a field operating agency of AF/A4/7, that is responsible for executing and managing DAF real property acquisitions and disposals, providing corporate level portfolio management for DAF property. Except for EIAP, SAF/IEE is also responsible for all matters pertaining to DAF environment, safety, occupational health, radiation safety and radioactive materials management interests. This includes the planning, programming, implementation, operations, management, and interagency/intergovernmental coordination for all DAF programs, projects and activities subject to environmental, safety, occupational health, radiation safety and radioactive materials management requirements in law, regulation, international agreements, executive orders, DoD directives, instructions and policy, DAF policy directives, instructions and policy, and special agreements. SAF/IEE interfaces with outside organizations on matters concerning DAF -wide environment, safety, occupational health and built/natural infrastructure matters.

SCPD. Standard Core Personnel Documents. A single core personnel document used for a number of like positions across the DAF issued by AFPC. SCPDs eliminate duplication of effort in composing individual descriptions and eliminate confusion arising from variations in phraseology that do not represent variations in substance.

SDE. Senior Developmental Education. SDE programs are strategic level programs that provide for the deliberate development of senior civilian leaders. These programs provide a more strategic perspective that will prepare senior civilians to lead organization and programs to achieve results in the Joint, inter-agency and multi-national environments. SDE programs include Defense Senior Leader Development Program (DSLDP), Air War College (AWC), The Dwight D. Eisenhower School for National Security and Resource Strategy, and others. Program eligibility requirements vary. Also, see CDE.

SES. Senior Executive Service. The Senior Executive Service (SES) lead America's workforce. As the keystone of the Civil Service Reform Act of 1978, the SES was established to "...ensure that the executive management of the Government of the United States is responsive to the needs, policies, and goals of the Nation and otherwise is of the highest quality." These leaders possess well-honed executive skills and share a broad perspective on

government and a public service commitment that is grounded in the Constitution. Members of the SES serve in the key positions just below the top Presidential appointees. SES members are the major link between these appointees and the rest of the Federal workforce. They operate and oversee nearly every government activity in approximately 75 Federal agencies. The U.S. Office of Personnel Management (OPM) manages the overall Federal executive personnel program, providing the day-to-day oversight and assistance to agencies as they develop, select, and manage their Federal executives.

SME. Subject Matter Expert. A designated position that serves as the Air Force's technical authority for a specific field that requires no technical supervision. A person doesn't become a SME without being in a designated SME position. The SME designation is critical for the non-supervisory GS-14 positions outside of HAF and their supervisors do not earn credit for technical supervision (e.g. AFCEC/CZT and AFCEC/COA).

SMS. Subject Matter Specialist. Subject Matter Specialists were a concept designed as feeder positions into the SME position. Typically SMS would be MAJCOM level positions without overall technical authority for the entire air force.

TA. Tuition Assistance. Financial assistance for tuition, laboratory and other instructional fees for academic mission-related courses at accredited post-secondary academic institutions.

TCES. The Civil Engineer School. The Civil Engineer School is one of four schools within the Air Force Institute of Technology, located at Wright-Patterson AFB, OH. The Civil Engineer School provides professional continuing education to Civil Engineers. Course list is available [\(here\)](#).

SECTION A: GENERAL INFORMATION

1. Purpose. The AF/A4C and our enterprise leaders throughout the Total Force are all committed to ensuring that our general Civil Engineer professionals have the depth, breadth, knowledge and capabilities they need to successfully serve our CE Enterprise and our Air and Space Forces. This CFETP supports the objectives of the CE Human Capital Roadmap ([here](#)). The Human Capital Roadmap emphasizes the importance of “cultivating workforce talent” through advanced education and training, talent management, and development of civilian workforce expertise.

1.1. This CFETP provides a consolidated framework for commanders, managers, supervisors, and general Civil Engineer professionals to plan, develop, manage, and conduct an effective and efficient development program. The plan outlines the training and competencies general Civil Engineers, and particularly professionals working in series 0028, 0029, 0301, and 0343 should obtain in order to develop and progress throughout their careers. This plan identifies competencies, proficiency levels, and proficiency development requirements. The CFETP has several purposes—some are:

1.2. Serves as a management tool to plan, manage, conduct, and evaluate a training program. It is also used to help supervisors identify training and development at the appropriate point in an individual’s career.

1.3. Identifies competencies, sub-competencies, and proficiency levels and recommends education and training throughout each phase of an individual’s career.

1.4. Lists training courses available in the occupational series, identifies sources of training, and the training delivery method.

1.5. Identifies major resource constraints that impact full implementation of the desired occupational series training process.

2. Usage. The plan should be used by supervisors at all levels to ensure comprehensive and cohesive training and development programs are available for each individual working as general Civil Engineers in the identified occupational series. Individuals should review career goals and progression with supervisors and mentors during scheduled performance feedback and mentoring sessions.

2.1. Supervisors and work center managers ensure their training programs complement the CFETP competency and proficiency level requirements. On-the-job training, resident training, and contract training or exportable courses can enhance identified requirements.

2.2. Each individual completes the applicable competency and proficiency level requirements specified in this plan. The list of courses in Part 2 is used as a reference to support and enhance

training and development requirements. Additional learning opportunities are outlined in the competency assessment workbooks.

3. Coordination and Approval. The Civil Engineer Civilian Career Field Manager is the approval authority. The civilian CFM will initiate an annual review of this document to ensure currency and accuracy. Senior leaders within the Civil Engineer community will identify and coordinate on the career field training and development requirements.

SECTION B: CAREER PROGRESSION AND INFORMATION

4. Career Progression and Information

4.1. Civilian Career Roadmap. Career progression can vary substantially for general civil engineers due to a variety of factors including personal goals, availability of positions at an installation, geographic mobility, professional certification, training, and continuing education. Within the first five to ten years, career goals should start to solidify and align with serving in a role as an Enterprise Leader or Functional Expert or Leader. Details about both paths can be found in [DAFMAN 36-142, *Civilian Career Field Management and Centrally Managed Programs*](#). The DAF Civilian Career Roadmap for Enterprise Leaders helps guide civilian leaders seeking career progression into leadership roles up to, and possibly including, the Senior Executive Service. The roadmap for Enterprise Leaders illustrates choices across the tactical, operational, and strategic levels in the areas of experience, education and training, and leadership development. This roadmap begins by establishing a strong technical foundation in the early stages of the career, which is then complemented by gaining breadth later in the career through geographic and organizational mobility. The broader perspective gained through this experience and development supports the overall DAF enterprise, rather than just a single functional area. See Figures 5.3. and 5.4. of DAFMAN 36-142 for more information on Foundational Competencies, and recommended leadership, education & training, and experience at the tactical, operational and strategic level. Civilian professionals may also wish to serve as Functional Experts/Leaders; this roadmap is for civilians who aspire to become deep technical experts within their chosen field and/or aspire into functional-specific leadership roles up to and possibly including Senior Leader, Scientific, or Professional leader positions. Figures 5.5. and 5.6 detail foundational competencies, leadership, education & training, and experience at the basic, intermediate, and advanced/expert level.

The intent of the CFETP is to focus the civilians working as 0028s, 0029s, 0301s and 0343s on what they need to do to be successful in their current role, and what they should do to achieve their career aspirations. In some cases, individuals may not be geographically mobile, may enjoy the work they are doing at the installation level, and may not want to relocate to other installations. In this case, the CFETP can still assist with career development, as both leadership and key advisory opportunities exist at the base level. The ultimate goal of the CFETP is to support the CE Human Capital Roadmap lines of effort to envision the force and to recruit/retain Engineers/Architects to meet the mission requirements across the full spectrum of the CE enterprise.

4.1.1. There is no single, optimal career path to ensure career success. A successful career path includes steady growth in job responsibility and professional development with a broad variety of experience. Periodically, personal situations should be reviewed, as well as the organization's needs in order to periodically reassess career path goals. Consider personal strengths, weaknesses, training or experience gaps, commitment to the organization's mission, and short and long-term goals. Organizationally, consider the organization's needs, training resources, position availability, and promotion opportunities. How well a general civil engineer performs in his/her current position is the most important factor in determining future success.

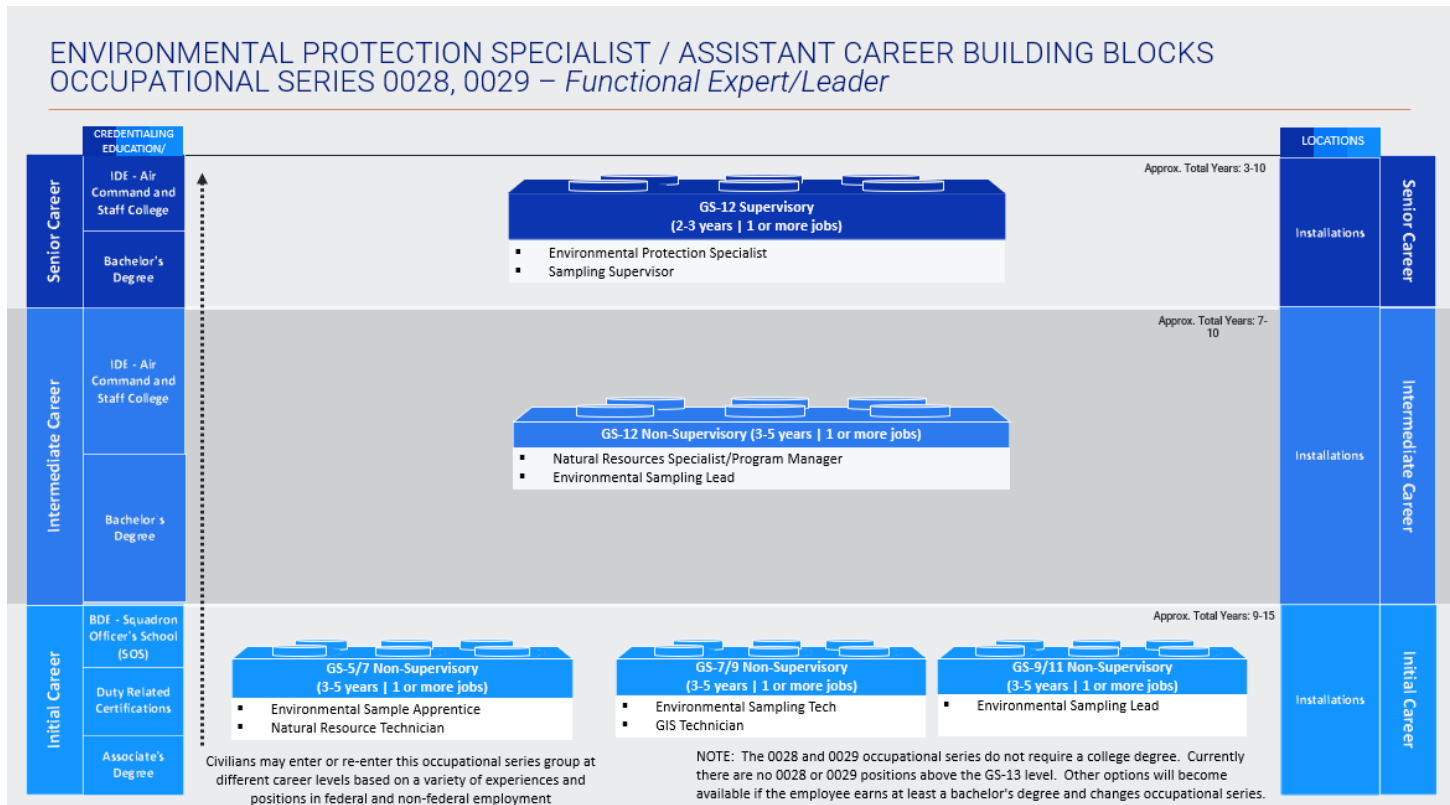
5. DAF Enterprise Career Building Blocks

5.1. The Civil Engineer Civilian Career Field Team has developed a series of Career Building Blocks (CBBs) for different job series, these can rise from a broad base of installation level experiences to a GS-15 leadership role that can then open a path to potentially serve at the Senior Executive Service (SES) level on the Enterprise Leader path, or to serve as a GS-14 SME on the Functional Expert/Leader path, depending on the individual's series, education and background.

5.2. Environmental Protection Specialist/Assistant DAF CBBs (Figure 1) have been developed for Environmental Protection Specialists/Assistants for the Functional Expert/Leader occupational series 0028 and 0029. Figure 1 shows appropriate positions for various stages of the Environmental Protection Specialist/Assistant's career, available at during initial career, intermediate career, and senior career The CBB recommends opportunities from the GS-5/7 level to the GS-12 supervisory level. Progression through these levels allows Environmental Protection Specialists/Assistants to obtain depth and breadth of experience required to lead at the higher levels at the installation.

5.2.1. Base Level. Environmental Protection Specialist/Assistant series positions are base-level positions. During early career, typical positions are as a GS-5/7 non-supervisory environmental sample apprentice, or natural resource technician, a GS-7/9 non-supervisory environmental sampling tech, or Geographic Information System (GIS) technician, or a non-supervisory GS-9/11 environmental sampling lead. During intermediate career years, an individual may be able to rise to a non-supervisory natural resources specialist/program manager or environmental sampling lead. During senior career, an individual might be able to rise to be a functional expert/leader as a GS-12 Supervisory Environmental Protection Specialist or Sampling Supervisor. 0029 series positions are technician positions. For this reason, 0029 positions typically do not exceed the GS-11 level. Positions above this level would typically be in an administrative or professional series. Therefore an Enterprise level CBB for 0028s and 0029s is not shown. Higher graded positions are available in other series such as 0301 and 0343.

FIGURE 1. DAF ENVIRONMENTAL PROTECTION SPECIALIST/ASSISTANT CAREER BUILDING BLOCKS



5.3. CBBs for General Civil Engineers in 0301 and 0343 series

5.3.1. CBBs for 0301/0343 Functional Experts/Leaders. Professionals who work as Civil Engineers in the 0301 and 0343 series serve in positions such as Explosives Ordnance Disposal (EOD) Support, Privatized Housing Resident Advocate, Force Program Manager, Asset Accountability Element Chief, Installation Management Flight Chief or Program Analyst. Individuals holding these positions have a wide variety of background of experience and education. Therefore, career progression as a Functional Expert/Leader will be dependent on their experience and primarily, education. Table 1, below, lists the existing CBBs developed by the Civil Engineer Career Field Team for common Civil Engineer series. Individuals holding 0301 or 0343 positions should review the CFETP for the series for which their educational experience most closely aligns to explore career opportunities on the Functional Expert/Leader track relevant to them. For example, an individual serving as an Installation Management Flight Chief in the 0301 series might have a background in Real Property, Housing, Environmental, or Community Planning. That individual should visit the appropriate CFETP most reflective of their education and experience to explore their opportunities to advance as a Functional Expert/Leader or view CBBs for those series. Force Program Managers have varying duties depending on installation mission requirements, called out in PAD 12-03, *Implementation of Enterprise-Wide Civil Engineer Transformation*, Volumes I and II. Training should be aligned with the individual’s position description. Appropriate training may be available in the CFETPs listed in Table 1 or as listed in Part II, Section D of this CFETP. In addition, Table 1 includes links to other CFETPs that might include relevant training for Force Program Managers or others filling 0301 or 0343 positions. CBBs by series are also available on the Civil Engineer Career Field Team Career Building Blocks SharePoint page, [here](#). Individuals with a background in Operations Management and Materials Control in the 0301 series can also refer to the CFETP for 3E6X1WG.

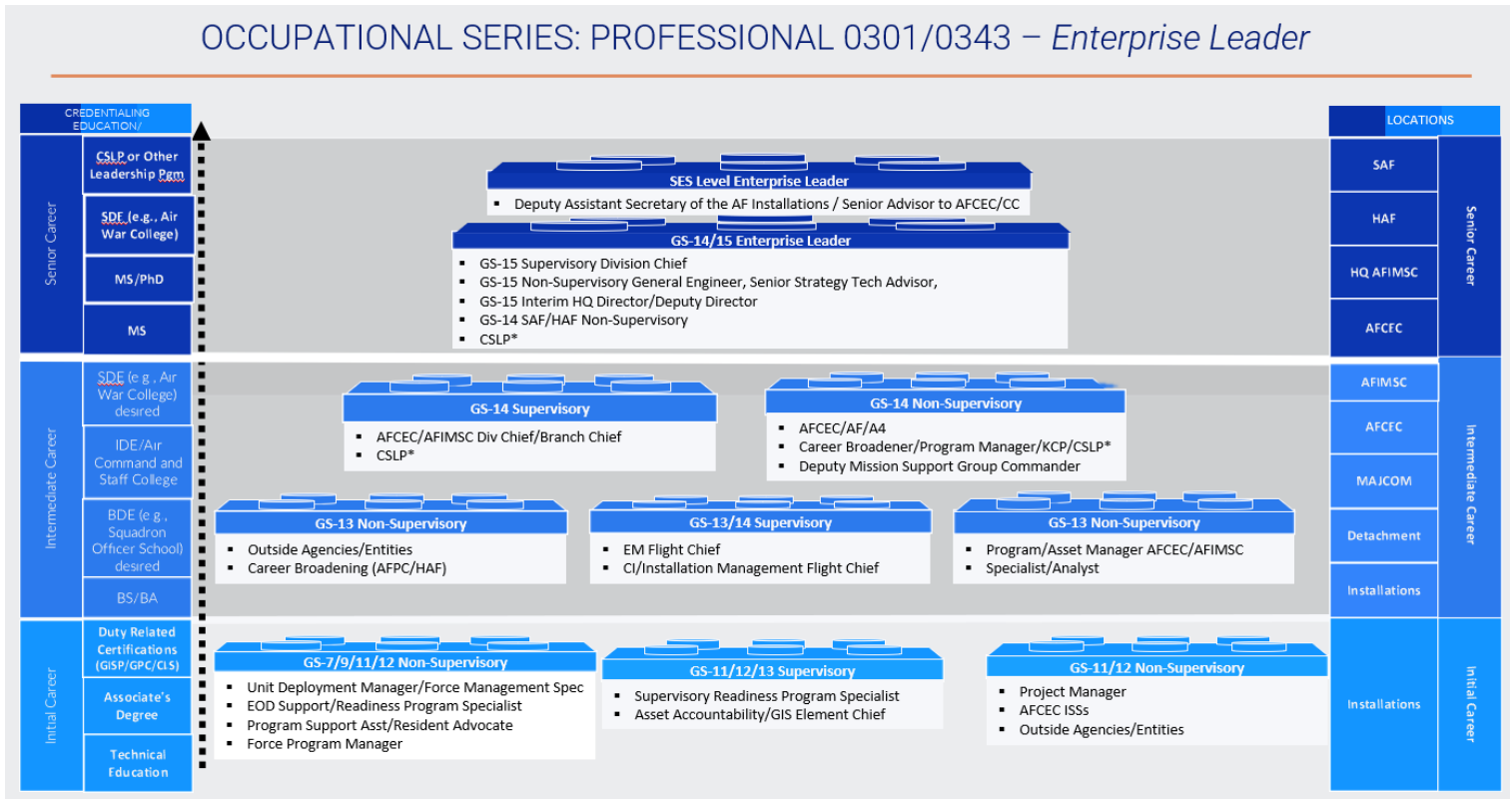
TABLE 1 CBBS AND RESOURCES FOR 0301 AND 0343 SERIES BASED ON PAST EXPERIENCE AND EDUCATION BY COMMON CIVIL ENGINEER OCCUPATIONAL SERIES

Series	Resource Link
0020 Community Planning	Community Planner CFETP
0801, 0808, 0810, 0819, 0830, 0850 Engineer/Architect	Engineer/Architect CFETP
0802, 0809, 0817 Engineering, Construction Control and Survey Technical Series	Engineering Technician/Construction Control Inspector/Survey Technician CFETP
1173 Housing Management	Housing Management CFETP
0401, 1301 Natural Resources Management, Biological Sciences, Physical Sciences	Natural Resources Management, Biological Sciences, Physical Sciences CFETP
1170 Realty	Real Property CFETP
Other Relevant Series CFETPs	Resource Link
1102 Contracting (Relevant for Force Manager 0301 positions)	Contracting CFETP

EOD CFETP3E8X1 (Relevant for EOD Support 0301 positions)	EOD CFETP
CFETP 3E6X1WG Operations Management and Material Control (Addresses GS0301/0303/0340/1101/1152/1601/1603/1640/2003 and WG6901/6910)	Operations Management and Material Control CFETP

5.3.2. CBBs for 0301/0343 Enterprise Leaders. Professionals who are working 0301 or 0343 positions at the installation level may fill positions that could prepare an individual to advance on the Enterprise Leader track, such as the Installation Management Flight Chief position. These positions might set the individuals up to compete for positions, such as Civilian Strategic Leadership Program (CSLP) positions, that would put them on track to advance to the SES level as an Enterprise Leader. CSLP positions that would prepare an individual holding an 0301 or 0343 to advance to the SES level as an Enterprise leader are advertised on myFSS [here](#) (CAC log-in required). Timing for career progression depends on depth and breadth of experience needed to be successful in the position. It may be appropriate for employees to hold a position as an action officer at the installation level for 2-5 years before moving into a supervisory position, but this may vary depending on if the individual started as a recent graduate, or has prior military or private sector experience. Similarly, it is appropriate to have 2-6 years' experience at the installation level prior to seeking a position at the intermediate headquarters level. Many 0301 and 0343 positions are available the intermediate headquarters level, as action officers and in supervisory positions (see Part II, Section C for position options). It may appropriate for an individual to work at the interim headquarters for six to ten years, prior to seeking a position at the SAF/HAF level, where there are also a number of 0301 and 0343 positions available, both supervisory and non-supervisory. It is recommended that an individual have 10 years of experience before working at SAF/HAF or seeking a CSLP position; however, individual career paths vary based on mobility and experience. The CBBs at Figure 2, and positions detailed in Part II, Section C, illustrate some of the positions available 0301 and 0343 positions at the Base Level, Intermediate HQ level and Senior levels, as well as recommended credentialing and education at each level. Positions considered officially on the track to advance to the SES level as an Enterprise Leader are marked with an asterisk.

FIGURE 2 CAREER BUILDING BLOCKS, 0301/0343.



6. Competencies.

6.1. The Department of the Air Force defines competencies as a combination of knowledge, skills, abilities and other characteristics that manifest in observable and measurable patterns of behavior required for mission success. The CFT has developed competencies for the general civil engineer needed for success on the job. This effort was accomplished by identifying and integrating the civil engineer career fields occupational competencies and leveraging the Air Force’s foundational competencies in a manner that provides all Airmen with transparent and unbiased pathways towards their own successful development.

6.2. Competency models, used within the context of total force development, enable the Air Force 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.

6.3. The foundational competencies are those competencies valued by the Air Force and are universally applicable to all Airmen. These competencies are the core of Airmen development and enable Airmen with tools, pathways, and capabilities to improve their performance in any job, specialty, or situation. The foundational competencies (Figure 3: Air Force Foundational Competency Model) are grouped into different categories of Developing Self, Developing Others, Developing Ideas, and Developing Organization. Airmen can go to MyVector (accessible via the AF Portal) to complete a self-assessment, which will have them evaluate themselves on the Airmen’s foundational competencies or a 360-degree assessment, where subordinates, peers, and leaders can also provide feedback. The assessment tools will provide Airmen with immediate feedback on personal strengths and areas for improvement. Additionally, a personal improvement

plan with targeted resources (videos, reading content, developmental opportunities) will be provided for continued self-development.

FIGURE 3 THE AIR FORCE FOUNDATIONAL COMPETENCY MODEL



6.3.1. Occupational competencies are a set of competencies required of all Airmen within a specific workforce category. These competencies provide a framework that describes the knowledge, skills, abilities, and other characteristics needed to perform that function’s mission successfully.

6.3.2. Occupational Competency Model. A career field’s competencies can be viewed in a competency model, which is an organized collection of competencies pertinent to the career field. The occupational competency model at Table 2 provides a framework to effectively assess, maintain, and monitor the competencies required for mission success for Airmen within the civil engineer community. The occupational competency modeling process follows a distinct process with continued involvement from the career field and allows Airmen to see how their task lists, OJT, formal courses, and other training, education, and experiences are aligned to the career field’s strategic objectives

TABLE 2 CIVIL ENGINEER COMPETENCIES

Competency	Sub-Competency	Description
Technical	Laws, Guidance, Directives	The process of comprehending, applying and demonstrating compliance with the laws, guidance and directives to support informed decision-making
	Processes	The application and comprehension of DOD, AF and CE established business practices,

		processes, and procedures to execute CE activities.
	Products	The art and science of applying industry knowledge to develop conceptual, written, and/or tangible materials in support of the execution of activities.
	Effective Communication	The process of receiving, interpreting, and expressing clear, concise, correct, and timely verbal, nonverbal, and written information to the appropriate organizational levels.
Leadership	Human Capital	The process of providing CE capabilities by recruiting, developing and retaining CE personnel through proactive human capital management, including mentoring personnel to meet their professional development and career goals.
	Organizational Leadership	The art and science of establishing an organizational vision and climate that aligns resources and motivates people to accomplish the mission. Additionally, an organizational leader ensures employees understand the mission and helps them develop a personal strategy to contribute in support of the overall mission/vision through the facilitation of communication at all levels.
	Diversity & Inclusion	The responsibility to build and/or foster an inclusive work environment to capitalize on the strengths of a diverse work force where all feel valued.
Resource Management	Financial Management	The process of apportioning/administering limited financial resources to support mission sustainment.
	Force Management	The administration of the organizations allocated personnel resources to optimize performance and effectiveness, including justifying requests for additional manpower and maintaining high fill rates for critical positions.
	IT Systems	The utilization of IT tools to improve information flow and communication across multiple domains and maintaining authoritative databases for making data driven decisions.
Asset Management	Planning	The process of properly identifying requirements and developing plans to achieve the CE mission.
	Programming	The process of properly documenting requirements and acquiring both the authority and advocating for resources necessary to accomplish executable projects. Leads and directs a strategic planning team to address and outline the future direction of an organization

Life Cycle Management	The science of organizing, analyzing, and managing built and natural infrastructure to sustain performance throughout the life cycle, including maintaining data necessary for reporting and providing information to support data informed decisions.
Built Infrastructure Management	The science of organizing, analyzing, and managing built and natural infrastructure to sustain performance throughout the life cycle, including maintaining data necessary for reporting and providing information to support data informed decisions.
Natural Infrastructure Management	The utilization and adaptation of existing natural areas (and engineered solutions that mimic natural processes) to minimize risk to the mission, its people, and built infrastructure, such as flooding, erosion, and runoff; ensuring reliable, ready and resilient supply of energy and water at installations; and supporting sustainable environment.
Facility Operations	The administration of resources and processes to sustain, maintain and improve AF assets.
Industrial Control Systems	The administration of Information Technology and Operational Technology utilized by CE owned cyber-security systems in support of operational protection and sustainment.
Prevention	The employment of education, training, and planning tools to mitigate risk.
Protection	The action to defend, guard, preserve from injury or harm.
Integrated Base Response and Recovery	The process of developing and executing procedures and plans in response to emergency operations and/or natural disaster recovery.

6.3.3. Career fields work with trained competency experts to identify and develop their competency model, which consists of the competencies, sub-competencies, and definitions. Occupational competency models will be different for each career field/series. The model focuses on integrating not just the technical components, but also the leadership, managerial, social and interpersonal competencies required for Airmen to succeed in their career field. Table 2 provides an example of a competency model for the civil engineer career field.

6.3.4. Occupational Competency Rubric. After a model is developed, a team of subject matter experts begin to build a competency rubric, which consists of the competency, a description of the competency, proficiency levels, and measurable and observable behaviors. The competency rubrics will help Airmen learn what behaviors are aligned to the career field's strategic direction, the professional developmental expectations, and the criteria for success. Table 3: competency rubric for analysis provides an example of a competency rubric for the civil engineer career field.

TABLE 3 COMPETENCY RUBRIC FOR GENERAL CIVIL ENGINEERS

Competency: Technical Sub-Competency: Laws, Guidance & Directives Description: The process of comprehending, applying and demonstrating compliance with the laws, guidance, and directives to support informed decision making.	Proficiency Level	Observable Behaviors
	Beginner	-Gathers and summarizes information to predict stakeholder views on a new policy - Considers external policies and trends when reviewing correspondence, reports, and policy documents
	Intermediate	- Considers the impact of a shift in programmatic direction to meet the needs of local and national customers - Synthesizes complex information gathered from a variety of external sources and disseminates it to staff
	Advanced	- Provides policy advice to officials which are consistent with local, national, and international policies and trends - Reflects industry best practices in the development of agency-wide policies and procedures

6.3.5. To better understand how to read and utilize the competency rubric, a breakdown of each component is explained below in Tables 4a-c.

TABLE 4A COMPETENCY BREAKDOWN




Competency: Technical Sub-Competency: Laws, Guidance & Directives Description: The process of comprehending, applying and demonstrating compliance with the laws, guidance, and directives to support informed decision making.	Proficiency Level	Indicators
		The competency section states the competency group
		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 not include a sub-competency
		The description section provides a statement that gives details about the sub competency, enabling career field members to better understand how sub competency relates to the AFS.

TABLE 4B PROFICIENCY BREAKDOWN

Proficiency Level	Indicators
<p>Advanced Sustained application of competency in complex situations</p>	<p>The proficiency levels are broken into three parts: beginner, intermediate and advanced. Under each proficiency level are predetermined criteria selected by a group of SMEs from your career field and validated by the career field. The criteria were used as the basis to develop the observable behaviors. These criteria provide concrete parameters for the behaviors, which are consistent but progressive in nature as a member moves up the scale from beginner to advanced. 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. 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 AF-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).</p>
<p>Intermediate Sustained application of competency in a variety of situations</p>	
<p>Beginner Sustained application of competency over time</p>	

6.3.6. A member can use the rubric to learn what behaviors are needed for their current job but also to review other position requirements to plan for the future. Additionally, members can be self-empowered concerning their own professional development by clearly knowing the behaviors needed for job success. The model gives career field members clear, objective observable behaviors they should be striving to exhibit. Instructional systems specialists 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.

6.3.7. A competency map can be overlaid against the current proficiency levels an individual has attained to build a personalized competency map. This personalized map, constructed by the supervisor, will allow members to view their current status, strengths, and shortfalls against the position they currently fill. The personalized competency map can be used as a mentorship or individual development tool as members seek to balance between current mission needs and future desires. The table below is an example of a competency map for a few positions within the general civil engineer occupational series where a member should have the required sub-competency at the appropriate competency level. The annotated numbers in the table correlate to the proficiency level within the competency rubric: Beginner (1), Intermediate (2), Advanced (3).

6.3.7.1. Table 5 is an example of an individualized competency map for an Asset Management Element Chief. In this example, the individual serving as an Asset Management Element Chief

sat down with their supervisor, the Installation Management Flight Chief, and discussed which level of competency, Beginner (1), Intermediate (2), and Advanced (3) is required for each of the general Civil Engineer competencies. The employee and supervisor should discuss where the employee may need to improve their knowledge, skills and abilities related to a competency and how to obtain that experience. The competency map will be different for each employee depending on their individual Position Description (PD). Employees should use this table with their supervisor as a training roadmap. A blank competency map that can be adjusted individually between employees and supervisors is in Part II Section C.

TABLE 5 CIVIL ENGINEER EXAMPLE COMPETENCY MAP (ASSET MANAGEMENT ELEMENT CHIEF EXAMPLE)

Technical	0028	0029	0301	0343
Laws, Guidance, Directives			2	
Processes			2/3	
Products			2/3	
Effective Communication			3	
Leadership				
Human Capital			3	
Organizational Leadership			3	
Diversity & Inclusion			3	
Financial Management			3	
Force Management			3	
IT Systems			3	
Asset Management				
Planning			3	
Programming			3	
Life Cycle Management			3	
Built Infrastructure Management			2/3	
Natural Infrastructure Management			2	
Facility Operations			2	
Industrial Control Systems			2	
Prevention			1	
Protection			1	
Integrated Base			1	

Response and Recovery				
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6.3.8. 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. Table 6 details the General Civil Engineer Competencies.

TABLE 6 GENERAL CIVIL ENGINEER COMPETENCIES

Technical	
Laws, Guidance, & Directives	The process of comprehending, applying and demonstrating compliance with the laws, guidance, and directives to support informed decision making.
Proficiency Levels	Observable Behaviors
Beginner	<ul style="list-style-type: none"> -Gathers and summarizes information to predict stakeholder views on a new policy - Considers external policies and trends when reviewing correspondence, reports, and policy documents
Intermediate	<ul style="list-style-type: none"> - Considers the impact of a shift in programmatic direction to meet the needs of local and national customers - Synthesizes complex information gathered from a variety of external sources and disseminates it to staff
Advanced	<ul style="list-style-type: none"> - Provides policy advice to officials which are consistent with local, national, and international policies and trends - Reflects industry best practices in the development of agency-wide policies and procedures

Technical	
Processes	The application and comprehension of DOD, AF, and Civil Engineer (CE) established business practices, processes, and procedures to execute CE activities.
Proficiency Levels	Observable Behaviors
Beginner	<ul style="list-style-type: none"> - Interacts with staff to understand technical aspects of job duties - Gathers technical information from internal and external stakeholders Makes technically sound recommendations to develop effective work products
Intermediate	<ul style="list-style-type: none"> - Resolves technical issues promptly by determining and correcting problems -Advises staff on solutions to complex

	<p>problems, projects, or programs</p> <p>Establishes guidelines to clarify complex and/or controversial processes</p> <ul style="list-style-type: none"> -Uses technical expertise to identify and resolve conflicts between theories, procedures, requirements, regulations, and policies
Advanced	<ul style="list-style-type: none"> - Improves organizational efficiency by developing, planning, and implementing a multi-tier solution to complex or unprecedented problems - Develops technical portions of agency guidelines for internal and external use - Uses expert knowledge in subject matter area to develop new approaches to resolve technical problems

Technical	
Products	The art and science of applying industry knowledge to develop conceptual, written, and/or tangible materials in support of the execution of activities.
Proficiency Levels	Observable Behaviors
Beginner	<ul style="list-style-type: none"> - Considers current guidelines when developing a new product - Identifies concepts for new programs, products, or services - Seeks feedback for new products or services based on customer needs
Intermediate	<ul style="list-style-type: none"> - Creates a new product, service, or policy based on requirements submitted by users - Makes recommendation to invest in emerging technologies to produce new products
Advanced	<ul style="list-style-type: none"> - Assesses customer needs and develops innovative products and services to address recommendations - Takes calculated risks by creating new and innovative business lines

Technical	
Effective Communication	The process of receiving, interpreting, and expressing clear, concise, correct, and timely verbal, nonverbal, and written information to the appropriate organizational levels.

Proficiency Levels	Observable Behaviors
Beginner	<ul style="list-style-type: none"> - Communicates agency goals and initiatives to staff in a clear and concise manner - Communicates information regarding organizational changes to staff - Summarizes recommendations made in annual report - Updates supervisors on project status Writes daily briefs - Listens actively to staff ideas and concerns regarding work-related issues
Intermediate	<ul style="list-style-type: none"> - Conveys information clearly and concisely to ensure staff or team members remain focused on agenda items - Presents information, analyses, and recommendations to officials and stakeholders - Develops documents outlining - Writes reports and position papers outlining various viewpoints on controversial subjects
Advanced	<ul style="list-style-type: none"> -Writes complex technical reports using clear terminology and a concise format for use by high-level decision makers -Reviews technical reports, edits materials, and provides suggestions to improve clarity while ensuring documents are targeted to the intended audience -Writes, reviews, and publishes advanced research findings and guidelines to be made available to other groups and agencies -Writes white paper on key agency objectives for use by high-level officials -Presents complex information articulately when meeting with key executives or public officials regarding a high-visibility issue -Testifies before Congress on a catastrophe's or significant issue's impact on the agency's responsibilities and requirements -Communicates sensitive information of broad organizational impact on topics without precedence

Leadership	
Human Capital Mgmt.	The process of providing CE capabilities by recruiting, developing and retaining CE personnel through proactive human capital management, including mentoring personnel to meet their professional development and career goals.

Proficiency Levels	Observable Behaviors
Beginner	<ul style="list-style-type: none"> -Makes personnel decisions based upon promotion criteria and position requirements -Utilizes peer recognition process to recognize employees -Meets with employees to set performance goals
Intermediate	<ul style="list-style-type: none"> -Reviews and updates position descriptions and performance plans -Explains restructuring plan to staff and addresses concerns -Recognizes employee contributions by rewarding employees publicly -Recognizes and addresses deficiencies of human resources processes or tools -Provides positive feedback to high-performing staff and rewards exceptional performance -Considers impact of personnel decisions on current staff
Advanced	<ul style="list-style-type: none"> -Redesigns organizational structure to provide improved service to customers by considering organizational goals, timeframes for achieving goals, and staff responsibilities -Creates new agency-wide human capital programs and activities to meet strategic objectives -Leads task force to analyze agency-wide staffing needs and develops strategy to address recruitment needs -Develops new agency-wide incentive program to retain employees with technical expertise -Develops rewards system to recognize the impact of employee contributions to the organization -Identifies creative strategies to recruit employees with the required skills and qualifications, despite having limited resources -Identifies mission critical occupations and associated competencies needed to perform organizational functions

Leadership	
Organizational Leadership	The art and science of establishing an organizational vision and climate that aligns resources and motivates people to

	accomplish the mission. Additionally, an organizational leader ensures employees understand the mission and helps them develop a personal strategy to contribute in support of the overall mission/vision through the facilitation of communication at all levels.
Proficiency Levels	Observable Behaviors
Beginner	<ul style="list-style-type: none"> -Meets with staff to address concerns about new organizational structure -Develops and generates support for work group vision
Intermediate	<ul style="list-style-type: none"> -Involves employees and stakeholders in an organizational change process by conducting meetings and providing frequent updates -Acknowledges organizational strengths and develops plan to address areas needing improvement -Communicates vision and mission of new office to employees while incorporating employee feedback for ideas on accomplishing new goals and objectives
Advanced	<ul style="list-style-type: none"> -Develops an approach to improve efficiency and effectiveness of the organizational structure by using creative reorganizing concepts -Considers various viewpoints from internal and external sources when developing new organizational mission and vision -Builds nationwide coalitions to develop and garner support for shared programs

Leadership	
Diversity and Inclusion	The responsibility to build and/or foster an inclusive work environment to capitalize on the strengths of a diverse work force where all feel valued.
Proficiency Levels	Observable Behaviors
Beginner	<ul style="list-style-type: none"> -Attends diversity programs to increase staff awareness -Meets with staff to obtain input on diversity issues within workgroup Adheres to EEO policies, goals, objectives, and philosophies of valuing diversity in

	<p>performing everyday duties and responsibilities</p> <p>-Builds teams leveraging diverse capabilities of staff</p>
Intermediate	<p>-Builds a diverse staff with a variety of skills who function effectively to accomplish the mission of the organization</p> <p>-Develops a creative initiative focused on recognizing the various dimensions of diversity to encourage inclusiveness in the workplace</p> <p>-Recognizes and utilizes skills of staff with diverse backgrounds to benefit the organization, clients, and coworkers</p> <p>-Addresses and corrects the use of inappropriate language or actions which deride diversity</p>
Advanced	<p>-Creates a diverse and inclusive environment after a major reorganization which brings together different cultures, ideas, and experiences</p> <p>-Identifies creative approaches for targeted recruiting to develop a representative workforce that benefits from diverse strengths</p>

Resource Management	
Financial Mgmt.	The process of apportioning/administering limited financial resources to support mission sustainment.
Proficiency Levels	Observable Behaviors
Beginner	-Develops financial planning documents with assigned budget/resource specialists
Intermediate	<p>-Coordinates financial planning activities with assigned budget/resource specialists within MAJCOMs, AFCEC, AF/A7CR, SAF/FM, DoD, etc.</p> <p>-Analyzes effective use of resources and program costs, and recommends creative approaches for resolving resource shortfalls.</p> <p>-Analyzes data and information to build JBSA's budget and Program Objective Memorandum (POM).</p>

Advanced	-Devises new methods, procedures, and approaches having agency-wide impact
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Asset Management	
Planning	The process of properly identifying requirements and developing plans to achieve the CE mission.
Proficiency Levels	Observable Behaviors
Beginner	-Considers customer needs and trends in the development of strategic plans
Intermediate	-Conducts review of the agency's core mission and gathers information from relevant sources to support development of a strategic plan -Applies appropriate methodology to discover or identify policy issues and resource concerns
Advanced	-Improves organizational efficiency by developing, planning, and implementing a multi-tier solution to complex or unprecedented problems -Develops and implements a remediation plan restoring stakeholder confidence in a critical agency program

Asset Management	
Programming	The process of properly documenting requirements and acquiring both the authority and advocating for resources necessary to accomplish executable projects. Leads and directs a strategic planning team to address and outline the future direction of an organization
Proficiency Levels	Observable Behaviors
Beginner	-Interpreting guidelines to clarify complex and/or controversial processes
Intermediate	-Develops and implements policy by determining target audience, building coalitions with the appropriate population, and developing a budget
Advanced	-Synthesizes information from internal and external sources to develop an action plan addressing program issues

Asset Management	
Life Cycle Mgmt.	The science of organizing, analyzing, and managing built and natural infrastructure to sustain performance

	throughout the life cycle, including maintaining data necessary for reporting and providing information to support data informed decisions.
Proficiency Levels	Observable Behaviors
Beginner	-Responsible for cradle to grave servicing of assigned individual projects and initiatives to include planning, scheduling, and integrating complex processes through problem resolution. -Considers customer needs and trends in the development of strategic plans
Intermediate	-Analyzes 502 CEG program budget requests and evaluates Department of Defense (DoD) and AF resource allocation models
Advanced	-Develops a transparent, structured approach to manage AF assets based on business case principles, standardized levels of service, balance cost, risk, and benefits to maximize the value of assets to the AF mission.

Asset Management	
Built Infrastructure Mgmt.	The process of using cognitive and technical skills while applying the guidance and best practices to build, sustain, maintain, and improve built infrastructure.
Proficiency Levels	Observable Behaviors
Beginner	-Prepares, develops or reviews design calculations, cost estimates, schedules, underlying analysis, technical drawings, and specifications related to a wide variety of projects and engineering systems, to include airfields; roadways; site/area development; drainage; foundations; structures; transportation; drainage; plumbing; heating, ventilation, and air conditioning (HVAC); fire suppression, control, and alarm systems; Industrial Internet Control Systems (IICS); electrical distribution systems; interior electrical systems; cathodic protection; airfield, street, parking and facility lighting and other systems of major size and complexity for use on a military installation, airfields, multi-story office

	buildings, large utility plants, hospitals, hangars, flight simulators, and similar structures.
Intermediate	<p>-Is assigned projects of considerable difficulty, containing combinations of unusual features, requiring significant departures from previous approaches. Evaluates design objectives and identifies most economical and efficient procedures for building and utility design and performance, considering all functional and aesthetic requirements. Applies standard general engineering theory and practices to create engineering solutions without technical instruction or guidance and identifies limits of the problems involved. Contributes to the development of graphic presentations, construction documents, engineering studies, cost estimates, Gantt charts and strategies to communicate with stakeholders. Develops statements of work and other documents necessary to support contract solicitation from various contracting agencies. Coordinates all design phases with appropriate stakeholders, managers and staff elements. Incorporates knowledge of other engineering disciplines and architecture in development and management design concepts and projects.</p> <p>-Assesses validity, feasibility, and impacts (economic, environmental, etc.) of projects and base development actions, and integrates with overall installation plans.</p>
Advanced	-Interacts and advises commanders, senior leaders, mission partners, and other stake holders on project information as required.

Asset Management	
Natural Infrastructure Mgmt.	The utilization and adaptation of existing natural areas (and engineered solutions that mimic natural processes) to minimize risk to the mission, its people, and built infrastructure, such

	as flooding, erosion, and runoff; ensuring reliable, ready and resilient supply of energy and water at installations; and supporting sustainable environment.
Proficiency Levels	Observable Behaviors
Beginner	<ul style="list-style-type: none"> -Foundational understanding of environmental laws and regulations applicable to the installation - Knowledge and application of cost-effective and resilient approaches for water quality and quantity, air quality, energy and climate change, habitat and wildlife, and community (i.e., recreation space, health benefits) - Understanding and application of analysis, design, methods and practices for environmental systems planning and projects
Intermediate	<ul style="list-style-type: none"> -Reconciles conflicting and/or incomplete information to develop solutions -Applies appropriate methodology to discover or identify policy issues and resource concerns
Advanced	<ul style="list-style-type: none"> -Improves organizational efficiency by developing, planning, and implementing a multi-tier solution to complex or unprecedented problems affecting Environmental Restoration, Compliance and NEPA programs •-Develops and implements a remediation plan restoring stakeholder confidence in a critical agency program

Asset Management	
Facility Operations	The administration of resources and processes to sustain, maintain and improve AF assets.
Proficiency Levels	Observable Behaviors
Beginner	<ul style="list-style-type: none"> -Works from building plans, wiring diagrams, and engineering drawings. Independently plans and lays out work, tracing hard-to-locate defects or problems and completing repairs and installations with little or no technical advice. -Ability to interpret and apply blueprints, schematics, wiring diagrams, engineering drawings, technical manuals,

	<p>National Electrical Code, National Fire codes, local codes, and to use trade formulas to calculate common properties.</p> <p>-Perform maintenance, repairs, constructs, installs real property and real property installed equipment using in housework force, and recurring and non-recurring service contracts and support Operations teams within facilities</p> <p>-Independently installs, modifies, repairs, and maintains a variety of new and existing systems</p>
Intermediate	<p>-Plans and lays out work from blueprints, rough sketches, construction drawings, surveys, and work orders. Reviews work order requirements reflecting projects to be repaired, modified, or installed. Visits worksite and examines, evaluates, and determines damage when planning repair and modification projects. Makes changes to job layout based on site inspection of job. Interprets and applies blueprints, engineering drawings, and manuals to determine material, tools, and equipment needed for the project and how or what construction or repairs need to be made to meet accepted trade practices</p> <p>-Continuously tracks, justifies, and adjusts programming to account for unforeseen setbacks; resolves funding and/or scheduling conflicts.</p>
Advanced	<p>-Establishes facility and infrastructure requirements critical for mission accomplishment; proposing the most effective and economical means of satisfying those requirements; identifying the year in which they will be required; and acquiring both the authority and resources necessary to meet facility requirements identified by the planning process.</p>

Asset Management	
Prevention	The employment of education, training, and planning tools to mitigate risk.
Proficiency Levels	Observable Behaviors
Beginner	-Identifies and reviews status of base fire deficiencies on a regular and recurring

	<p>basis and effects necessary corrective action within program concepts.</p> <ul style="list-style-type: none"> -Coordinates with various agencies to plan and conduct annual events -Reviews construction and modification plans, confers with engineers, and provides technical/functional assistance on fire prevention and building design criteria. -Coordinates on work requests and provides input in the planning and development of all major construction or renovation projects. Applies a practical knowledge of codes, standards, blueprint reading, and engineering principles as applicable to life safety and fire prevention. -Knowledge of recognized standards covering fire protection and prevention techniques and procedures; agency and installation manuals, rules, and regulations; and federal, state, and local fire protection/prevention ordinances and building codes. -Knowledge of the theory of fire propagation and progression and the application of accepted techniques and principles to reduce or eliminate hazards in a specialized environment with a high fire expectancy and potential for severity. -Knowledge of the layout, design, construction, and contents of buildings; location of fire protection systems; and other similar characteristics of a typical DOD installation. -Participates in regular training and exercises as required. Performs prefire planning by physically going through structures to become familiar with the layout, fire hazards, and location of fixed fire protection systems. -Develops goals and objectives that integrate organization and R&EM objectives. Researches, interprets, analyzes, and executes R&EM policies and procedures IAW DOD and AF guidance.
Intermediate	<ul style="list-style-type: none"> -Prepares facilities inspection and testing inspection schedules for all buildings, facilities, fire alarm systems, sprinkler systems, and other extinguishing systems

	<p>that are tested by fire prevention and suppression personnel. Directs follow-up inspections for all systems that have been out of order or repaired.</p> <ul style="list-style-type: none"> -Partners with various parties by sharing information and resources across multiple levels to establish new programs <p>Uses building codes and various manuals and specifications, prepares reports, conducts fire investigations, evaluates hazardous conditions, and provides recommendations to correct hazardous conditions.</p> <ul style="list-style-type: none"> -Coordinates with the Fire Chief, Deputy Fire Chief, and other supervisors in the development and implementation of policies. Prepares, executes, and schedules assignments of subordinate personnel to inspection and training duties to ensure the installation meets the training requirements provided by the Department of the Air Force.
<p>Advanced</p>	<ul style="list-style-type: none"> -Develops, publicizes, and garners support for programs and policies by meeting with key officials, executives, unions, employees, and other interested parties -Determines need, budgets for, and recommends acquisition of additional and/or different fire protection, firefighting, and specialized rescue equipment, contract services, formal training, etc. -Provides technical advice on fire protection aspects of engineering projects; aircraft operational training programs; munitions storage, processing, and handling; supply storage; fuel storage and handling; aircraft and vehicle maintenance operations; and utilization of buildings and facilities. In areas in which established standardized procedures, techniques, and equipment are inadequate, participates in developing or initially implementing new or improved techniques, procedures, or equipment. Identifies and recommends facilities that have requirements for additional installed fire protection systems and the need for local and/or automatic alarm reporting systems.

Asset Management	
Protection	The action to defend, guard, preserve from injury or harm.
Proficiency Levels	Observable Behaviors
Beginner	<ul style="list-style-type: none"> -Performs firefighting duties at airfields handling aircraft carrying large volumes of fuel, conventional and sometimes nuclear weapons, or highly flammable or explosive cargo; or handling a large number of air moves, or a moderate number involving pilot training, or other air moves with high crash or fire potential. -Knowledge to drive and operate firefighting vehicles of significant complexity; of the principles of hydraulics as they pertain to water flow, water pressure, water levels, line (friction) losses, etc.; and of basic and specialized firefighting equipment (fire alarm system operation, fire extinguishing equipment operation, etc.), techniques, and procedures. -Knowledge of emergency first aid techniques; safety requirements as outlined in applicable safety standards, regulations, and/or technical orders; and HAZMAT emergency response procedures, equipment, and identification
Intermediate	<ul style="list-style-type: none"> -Participates in controlling and extinguishing fires in a variety of facilities possibly including research and/or large industrial complexes by operating hoses, ladders, and hydrants. May assist in the development of special protective services for structures imposing extreme hazards. Directs crew in specialized fire program missions such as HAZMAT containment and control and/or the provision of Basic Life Support medical care. -Firefighter responsible for a major piece of firefighting equipment and its regularly assigned crew of three or more firefighters engaged in airfield and structural firefighting and rescue operations and the reduction and/or elimination of potential fire hazards.
Advanced	<ul style="list-style-type: none"> -Provides technical advisory services to

	<p>management on all matters pertaining to fire protection and prevention. Negotiates mutual aid agreements with other local fire departments, reviewing agreements frequently and updating as required. - Evaluates fire departments with which mutual aid agreements exist to ensure their capability to provide firefighting assistance.</p> <p>-Assumes full charge at crashes, fire, or emergency situations, directing activities and personnel, transmitting instructions to Assistants and Chiefs on the scene or other personnel as to the procedures to be followed.</p> <p>-Personally takes charge when highly classed weapons or equipment are involved in fire, watching exposures and taking necessary precautions for protecting surrounding facilities.</p> <p>-Assures that equipment is properly utilized by determining and using the more effective combative agent for various types of fires. Makes final determination as to the special actions for forcible entry or rescue to be taken.</p> <p>-Determines routes to travel to scenes of emergencies, makes final determination of area to be cleared, and instructs guards of such areas so that they may be cleared until personnel are rescued and/or area is declared safe. Initiates a fire report or aircraft crash and rescue report at completion of fire or crash, as applicable. Maintains close coordination with safety officials on site who control the situation until the fire department is called into action.</p>
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Asset Management	
Integrated Base Response and Recovery	The process of developing and executing procedures and plans in response to emergency operations and/or natural disaster recovery.
Proficiency Levels	Observable Behaviors
Beginner	-Knowledge of a wide range of health, safety, security directives, and environmental requirements as outlined in applicable safety standards, regulations, technical orders; National Disaster Recovery Framework (NDRF) plan organization, lines of authority, and installation response roles and

	<p>responsibilities; and natural disaster response procedures, training techniques, and use of specialized EM and CBRN equipment.</p> <ul style="list-style-type: none"> -Knowledge of analytical and evaluative methods and procedures, and skill in evaluating program operations to develop comprehensive installation emergency management plans and to analyze work processes to meet requirements and program objectives. -Thorough knowledge of the Emergency Management function, mission, organization, and work processes of programs throughout a military command, complex multi- mission local installation, or equivalent, and the relationships of administrative support activities to such missions. -Assists in the development and coordination of plans and procedures for implementation and execution of the Installation Emergency Management Plan (IEMP). -Reviews existing plans to ensures EM planning and response actions are included in the installation Anti-Terrorism Force Protections (AT/FP), Medical Contingency Response, Disease Containment Plans, state and local plans (as applicable), Emergency Operations Center (EOC), and CBRN Control Center checklists in accordance with Occupational Safety and Health Administration (OSHA) directives, National Response Framework (NRF) organization, National Incident Management System (NIMS), and the Air Force Incident Management System (AFIMS). Assists in the development of adequate disaster preparedness measures to minimize the effects of natural disasters and/or major accidents/incidents. Conducts annual review of Memoranda of Agreement/Memorandum of Understanding (MOA/MOU) and Mutual Aid Agreements (MAA). -Analyzes and identifies EMP capabilities and any shortfalls and/or limitations. Maintains applicable EOC quick reaction checklists (QRCs) in support of the IEMP 10-2.
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	<ul style="list-style-type: none"> -Recommends courses of action to the Readiness and Emergency Management Flight Chief. -Collaborates with on/off-base units and agencies on installation EM programs, policies, and procedures. -Executes established plans and procedures for emergency response actions. Performs hazard and risk assessment and conducts incident analysis. Works with other hazardous material responders (i.e., fire department and bio-environmental engineering) to identify materials involved and specific hazards released; analyze surrounding conditions; predict behavior of a specific material and/or container and recommend appropriate action(s) to the incident commander. - Employs hazardous materials identification procedures and equipment. -Evaluates the effectiveness of the situation response and recommends potential alternatives or supplementary actions.
Intermediate	<ul style="list-style-type: none"> -Works closely with the CES Resource Advisor, Functional Area Managers, and the EMWG to develop and execute a coordinated budget with available funding. Executes plans for non-medical equipment and supply items for flight operations. -Ability to plan, organize, direct, conduct, operate, and evaluate emergency management and related programs; e.g., mobility/expeditionary engineering programs, CBRN response, hazardous material storage and classification methods, risk assessment, consequence management programs, exercise evaluation, and EOC operations. <p>In-depth knowledge of EM programs, operations, objectives, and policies along with a comprehensive knowledge of management and organizational techniques, systems, and procedures to perform a wide variety of analytical projects related to management improvement, productivity improvement, management controls, and long-range</p>

	<p>planning</p> <p>-The purpose of the work is to manage a complex R&EM program and assess the productivity, effectiveness, and efficiency of the program operations designed to eliminate or minimize hazards and problems growing out of natural and man-made disasters, major accidents, and war readiness exercises. Work contributes to the improvements of effectiveness, efficiency, and productivity in program operations and/or administrative support activities at different echelons and/or physical locations on the installation.</p>
<p>Advanced</p>	<p>-Provides technical advice and guidance to the EOC director and senior installation leadership to mitigate the effects of, ensure rapid response to, and recovery from man-made, natural, or technological emergencies or contingencies either at home station or at a deployed location...</p> <p>-Ensures constant coordination with all responding agencies. Directs personnel in providing Command and Control (C2) support to on-scene responders and the installation's EOC, as well as providing specialized detection and contamination control support. May assume incident command of response areas once the emergency phase has been terminated by the incident commander.</p> <p>-Informs and submits appropriate documents to MAJCOM and AFIMSC representatives of real-world activation of the EOC IAW guidance.</p> <p>-Facilitates EOC tabletop training drills, as scheduled and approved by the EMWG and Commander's Inspection Program (CCIP), to address the core capabilities.</p> <p>-Provides oversight and subject matter expertise to the CE Squadron's Antiterrorism and Force Protection (AT/FP) programs.</p> <p>-Analyzes threats and provides recommendations concerning potential threats to facilities or personnel. Executes EM policies and procedures IAW the National Incident Management System (NIMS), the National Response Framework (NRF), and the AF Incident</p>

Management System (AFIMS).

- Serves as technical advisor to the installation commander providing sound advice on emergency, risk, and consequence management response concepts and procedures for situations involving man-made, natural, and technological emergencies or contingencies.
- Develops, coordinates, and maintains an Installation Emergency Management Plan (IEMP) including the installation's EM program implementation procedures. Develops installation's EM program according to risks present in the community profile.
- Maintains a strong working relationship with the local communities and industry to ensure collaboration and support as needed.
- Works directly with both city and county Emergency Managers to ensure there is a seamless integrated emergency response in place in support of the local community and industries surrounding the installation.
- Integrates EM requirements and capabilities into all installation contingency plans.
- Directs and oversees installation threat, risk, and vulnerability assessments. Serves on the Local Emergency Planning Committee (LEPC) and other emergency response planning committees. Facilitates Emergency Management Working Group (EMWG) meetings and chairs the All Hazard Response Planning Team (AHRPT).
- Meets with and provides EM subject matter expertise to the installation housing and lodging office representatives who are responsible for preparedness and recovery activities of housing residents and lodging guests. - Briefs installation, group, unit commanders, ARC R&EM Flight superintendents, Air Reserve technicians, and senior leaders on EM policies and commanders' EM responsibilities. - Provides technical EM guidance to commanders as they budget for

	<p>equipment and organize their unit disaster response force (DRF) components. .</p> <ul style="list-style-type: none"> -Coordinates with the Medical Treatment Facility Emergency Manager to ensure the requirements of current DOD directives are properly integrated into the installation's EM program. -Oversees the Base Civil Engineer (BCE) Prime Base Engineer Emergency Force (BEEF) program. Reviews training criteria and oversees development and execution of Prime BEEF training in order to meet medical, combat skills, and deployment training requirements. - -Manages the installation's Chemical, Biological, Radiological and Nuclear (CBRN) passive defense and consequence management program. - - Provides guidance and defines requirements for expeditionary engineering combat support during contingency operations and conventional regional war in accordance with the War Mobilization Plan.
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7. Integrating Competency Assessments with OJT.

7.1. The intent of moving towards a competency-based system is to sharpen the Total Force's tactical expertise, operational competence, strategic vision, and joint proficiency to lead and execute the full spectrum of Air Force missions. This occurs not in a classroom environment, but on the job by combining education, training, and experiences to provide personnel with a better path as they move along their development pathways within their careers. As it is done today, OJT is task-centric and requires our personnel to merely run through a series of checklists or receive varying degrees of training depending on who is working with them. A competency assessment is not a static process or just another checklist. It is a way to assess individuals on a set of competencies (based on a competency model of the job) that are critical to job and organizational success. These assessments focus on the end state and goals that define successful behaviors that are expected of personnel within a particular career field. Assessments can be designed to balance between the skills and elements needed on the job in conjunction with the underlying characteristics that will allow individuals to be able to put the technical, leadership, managerial, social and interpersonal competencies altogether.

8. Executing Competencies.

8.1. The competency model has multiple uses throughout the civil engineer career series. The initial intent of the model is for professional development. The information included within the competency model will allow members to manage their professional growth and development by allowing them to identify their own strengths and weaknesses since clear and objective behaviors within the competency model are now mapped out. In addition, supporting

competencies are now tied to occupational competencies, which can enable all Airmen to intentionally develop those transferrable underlying characteristics that will translate to mission readiness and mission success. The rubrics can also be used for leaders, supervisors, mentors, subordinates, etc., to complete informal assessments for an individual across each competency. The assessments can be used to work backwards and potentially identify gaps in performance and training. This will enable all (leaders, supervisors, mentors, subordinates, self, etc.) to make better decisions about selecting the right training, education, and experiential learning opportunities. 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. Additionally, AFH 36-2643, Air Force Mentoring Program, has additional information on how competencies can be used when an established mentoring strategy is put into effect to foster and develop Airmen.

8.2. The competency rubrics can also be used to assist with completing a needs assessment to identify required general civil engineer knowledge and skills. This can be done by first completing a gap analysis to determine the current state of training and then by identifying any possible gaps between the training and expected competency behaviors.

8.3. The sub-competencies can serve as an outline to assist in modularizing course content, and the listed behaviors can assist in creating a classroom environment that is shaped by real-world experiential requirements a general civil engineer may need. This approach can also help identify practical technologies that can be successful in the classroom, but can also be translated for real-world/operational uses. Additionally, by using the competency model, measurements can be streamlined to include more project-based learning assessments. Finally, under the Force Development umbrella, any course general civil engineers attend can be mapped to the behaviors listed in the rubrics to ensure training resources are being used appropriately, when an Airmen needs it in their career.

9. Civilian Development.

9.1. Responsibilities.

9.1.1.1. Manager and/or Supervisor.

9.1.1.2. Ensures civilians employees are made aware of training, education, and professional development programs and requirements.

9.1.1.3. Collaborates with installation employee development specialist to ensure all organizational and functional/occupational training requirements have been identified during the annual training needs assessment data call for respective civilians.

9.1.1.4. Fosters a learning culture that provides opportunities for continuous training, education, and professional development.

9.1.1.5. Utilizes career field roadmaps and competency-based guidance to evaluate and identify subordinates mission-related functional/occupational training needs.

9.1.1.6. Prepares required Standard Form 182 documentation when submitting subordinate training requests.

9.1.1.7. In partnership with civilian employees under their purview, reviews, discusses, and

maintains the individual development plans. The plan documents the employee's short and long-range career goals, specific competencies, knowledge, skills and abilities necessary to meet current objectives and training, education, and professional development activities used to develop the desired competencies.

9.1.1.8. Informs civilians of their responsibilities to accomplish training.

9.1.1.9. Ensure New Employee Orientation is accomplished within 90 days of employment.

9.1.1.10. Complete ancillary training requirements as identified, within prescribed timeframes.

9.1.1.11. Complete new supervisor and/or manager training within one year of appointment to a supervisory/managerial position and complete experienced training every three years, thereafter.

9.1.1.12. Adheres to any additional responsibilities outlined in AFI 36-2670.

9.1.2. Employee.

9.1.3. Maintains the necessary competencies to accomplish duties within the assigned position and help the AF meet its mission.

9.1.4. Assumes active responsibility for self-development and training through drafting an individual development plan in collaboration with their respective supervisor and maintains it on an annual basis to ensure the plan remains current.

9.1.5. Identifies training needed to improve individual and organizational performance and identifies methods to meet those needs, effectively and efficiently

9.1.6. Requests training, when necessary, from supervisor and/or manager to initiate Standard Form 182 submission, if applicable.

9.1.7. Complete New Employee Orientation within 90 days of initial appointment.

9.1.8. Accomplishes required ancillary training and maintains currency.

9.1.9. If applicable, completes New Supervisor and/or Manager training within 1 year of appointment to a supervisory/managerial position and completes experienced training every 3 years, thereafter.

9.1.10. Adheres to any additional responsibilities outlined in AFI 36-2670.

9.2. Competency-based Development. There are many factors that affect the progression of a general civil engineer. Some of these factors can include but are not limited to personal short- and long-term goals, number and availability of relevant positions at a particular installation, willingness to be mobile, training, and education. General civil engineer progression is highly individual and continuous and can include the below steps worked as an individual and with the employees' leadership team. This development process continues throughout the individual's career.

9.2.1. Step 1. Identify short- and long-term goals. Identifying short- and long-term career goals

can be a challenge for general civil engineers. Self-reflection should be accomplished by employees to determine if you are content in your current position and only desire upskilling to maintain or increase your current proficiencies or if you aspire to progress into a supervisory role or management position. Are there competencies to be garnered that will make you an ideal fit for these roles and/or positions? Would you like to pursue areas outside of what you are normally accustomed to? Answering these questions will aid you in the preparation of short- and long-term career goals.

9.2.2. Step 2. Compare capabilities against the competency model. Recognizing your strengths and weaknesses aids in understanding your current capabilities. Knowing areas that need improvement is also imperative in developing competencies at the right place and at the right time. Conducting a self-assessment against the general civil engineer Occupational Competency Model will enable employees to pin-point their current location and identify the behaviors, knowledge, skills, and other characteristics needed in order to perform successfully on the job and/or for the role/position they would like to obtain.

9.2.3. Step 3. Prepare a development plan. Interaction and communication between supervisors and employees are important in preparing development plans. The interaction and communication should include, but is not limited to employee strengths, improvement areas, goals, interests, and organizational requirements. Ensure any necessary training, education, and experiences needed to attain competencies are annotated. Develop the employee's objectives and ensure they are associated with the organization's mission and goals as well as the employee's developmental needs/requirements. There are various options available to assist in constructing development plans, to include MyVector, Education and Training Management System (ETMS), and/or localized developed Individual Development Plan (IDP) forms.

9.2.4. Step 4. Self-directed learning. Employees pursue training, education, and experiences identified in their development plan. Although supervisors and employees interact and communicate together, it is ultimately the employee's responsibility for personal and professional development. If assistance is needed, mentors and coaches can be invaluable tools. Mentoring fosters an atmosphere of trust and inclusivity in the workplace that aids in developing the strengths and capabilities of the force. In the Department of the Air Force, mentorship is defined as a type of professional relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally. Coaching is the relationship where an uncertified or certified professional coach provides technical support focusing on development of mentees based on their identified performance need. Through this development, foundational and occupational competencies can be achieved and mastered, enabling personnel to reach and maximize their full potential. Employees have the option of selecting or requesting to be paired with a mentor through the MyVector application on the Air Force Portal.

9.2.5. Step 5. Evaluate outcomes. Competency assessments focus on the end state and goals that define successful behaviors expected of personnel. Assessments are a fluid, ongoing process. They help identify and evaluate the skills necessary to carry out the job now, as well as in the future. An organization should not evolve to meet an individual employee's needs; instead, individuals are invited to grow and evolve with the organization. The organization must help and support its own evolution through providing education, time, and resources so the employee can achieve the new skills necessary for mission success.

10. Community College of the Air Force (CCAF). Programs and/or certifications listed below

contain specific eligibility requirements and may/may not be applicable to general civil engineer personnel. Certifications and/or programs may be applicable to officers and enlisted personnel that fall under the administrative or operational purview of general civil engineer personnel.

10.1. Enrollment in the Community College of the Air Force occurs upon completion of Basic Military Training. Community College of the Air Force provides the opportunity to obtain an Associate of Applied Sciences Degree for military members. Civilians can earn credit through CCAF, but are not eligible to earn a degree. In addition to its associate degree program, Community College of the Air Force offers the following:

10.1.1. CCAF Instructor Certification. CCAF offers the CCAF Instructor Certification Program to qualified instructors (civilian and military) assigned to affiliated schools to teach CCAF degree-applicable courses. This certificate program provides a professional credential that validates the instructor's extensive faculty development training, education, qualification, and practical teaching experience required to teach a CCAF collegiate-level course. The program consists of three specific levels of achievement, and is offered to qualified officer, enlisted, civilian, and other service instructors.

10.1.2. CCAF Instructional Systems Development Certification. CCAF offers the Instructional Systems Development Certification Program for qualified curriculum writers and managers (civilian and military) formally assigned to CCAF affiliated schools to develop and manage CCAF degree applicable courses. This certificate program provides a professional credential that validates the education and training required to develop and manage CCAF collegiate-level courses and the practical experience gained in planning, developing, implementing, and managing instructional systems.

11. MyVector. The MyVector site provides numerous resources for general civil engineers. Information is available on the site related to Mentoring, Career Planning and Knowledge sharing. The Mentoring section of MyVector can be used to fine tune career goals, experience and plans. A mentor search capability is available, where general civil engineers can search for a mentor by profile details or make a by-name request for a mentor. MyVector also allows for knowledge sharing through forum-based discussion groups.

11.1. MyVector also includes a number of training resources. The site includes an "Air Force Competencies" section that includes a competencies self-assessment function and related resources. The competencies include the traditional ones such as developing self and developing others, but also include emerging topics such as "Digital Literacy". Based on the results of the self-assessment, the platform includes a "Competency Improvement Plan" with suggested videos, books, courses, and/or articles that can help improve that focus area. The courses recommended are linked to the Air Force e-Learning site ([here](#)) and are available online/for free.

11.2. One way for a general civil engineer to determine a desired career path is to go through the Career Development Plan process known as "vectoring." The CE Career Field Team (CECFT) manages the process with an annual call, which typically goes out each fall. While the vectoring cycle is annual, it generally alternates between grades (e.g., GS-12 one year, GS-13 the next). The vectoring process will assist a general civil engineer with identifying educational, professional, or experiential gaps or needs in their career experience, and get valuable feedback from CE senior leaders on steps to successfully achieve their plan. It is not a promise of a promotion or a commitment to move, but an opportunity to gain insight on how to achieve career goals, which could include: what jobs to seek, professional registration, career program

choices, PME, or Civilian Development (CD) recommendations. General civil engineers should consider updating their Career Brief on MyVector, and explore PME and CDE options on the site. Note that MyVector is used to register for Vectoring as well as serves as the hub for general civil engineers to self-nominate for PME and CDE. The nomination process for these programs usually occurs in the winter. Access MyVector ([here](#)).

13. Individual Development Plan. An Individual Development Plan (IDP) will help lay out long-term professional career goals, and identify knowledge, skills, and abilities needed to meet those goals, as well as, developmental assignments, positions, training, and activities, which will assist a supervisor to help you reach those goals. There are a variety of resources available online to develop an IDP. A Development Plan template is available on MyVector [here](#). A hard copy IDP form suitable for all federal employees can be found in Appendix C. A DAF IDP Resource Guide is available ([here](#)). The CECFT recommends use of MyVector to develop IDPs; MyVector is also used for career development opportunities. For example, applicants who apply for CDE submit their applications through MyVector to obtain supervisor review and endorsement of their applications.

14. Breadth of Experience. Experiencing a wide variety of civil engineer roles, beginning within the CE Squadron or Group at the installation level is an important part of gaining depth and breadth of experience, knowledge and capabilities. It is recommended to obtain a diversity of experience at more than one installation falling under different MAJCOMs or components to include varied assignments.

14.1. General civil engineers should plan to hold an installation level position at the target grade for three to five years prior to holding a base level leadership position. Obtaining experience as an installation supervisor, such as the Asset Management Element Chief, and then Installation Management Flight Chief at the early stages of a career is essential to ensure competitiveness to advance to an intermediate or headquarters level leadership position later in the career. Part II, Section C, lists supervisor positions that are available within the Civil Engineer community at the installation level. By at least interim-career (10-15 years into the general engineer's career), the individual should have an idea of their long-term career goal. General civil engineers at each level should focus on enhancing competencies needed for their current position and developing competencies for the next stop on their career roadmap (see Part I, Section C). Many general civil engineer positions require a Secret clearance level; this determination is made at each installation. However, a general civil engineer should be able to obtain a Secret clearance in order to be competitive for positions later in their career.

14.2. After holding installation level non-supervisory and supervisory roles, a general civil engineer may wish to advance to a higher level of installation leadership or gain experience by holding an intermediate level 0301 or 0343 supervisory position. Positions can be held with the Air Force Installation and Mission Support Center (AFIMSC), with the Air Force Civil Engineer Center (AFCEC), with a Major Command (MAJCOM) or with the Reserve Component. A general civil engineer operating at the intermediate level should be a technical expert familiar with installation operations prior to moving to the Interim HQ level.

14.3. Senior Career Enterprise Leader Opportunities. After holding a higher level installation supervisory role or a role at the Interim HQ, a general civil engineer may wish to gain experience by holding a 0301 or 0343 Supervisory or Non-Supervisory position at the Interim HQ or at SAF or HAF, see Table 6. Generally, individuals working at SAF/HAF should have more than 10 years of experience, preferably at the interim headquarters and installation level. Individuals compete more competitively for SAF/HAF positions if they have completed appropriate PME and have a Master's degree and certifications appropriate for the educational background.

14.4. There are also opportunities for general civil engineers to get breadth of experience, sometimes even by stepping outside the civil engineer career field. There are opportunities for example to hold 0301 and 0343 positions at organizations outside of the Civil Engineer Squadron at the installation, such as the positions listed in Part II, Section C. This section lists additional positions where the 0301 or 0343 general civil engineer may be able to gain broadening experiences at the Interim and Higher HQ levels

15. Geographic Mobility.

15.1. For those willing and able to be geographically mobile, there may be more opportunities to achieve breadth and depth in career experiences. Effective civilian force development depends upon filling enterprise leadership positions with those who have a variety of work experiences. Holding positions at multiple installations exposes a general civil engineer to a wider understanding of DAF missions. For example, experiencing operations at a fighter or heavy aircraft, research and development, or training and education focused installation provides unique experiences. General civil engineers should also consider size of installation and geographic location when considering breadth of experiences at the installation level. Engineer requirements at an overseas base are different from those at a Continental United States (CONUS) base, as are the requirements at a small single mission installation vis-à-vis a large multi-mission installation. Experience working with a Reserve Component mission will also provide an understanding of the benefits, limitations, authorities, and proper application of the different components to meet Total Force mission requirements. Variations in climate (southern coastal vs northern tier) can also provide breadth of experience. When applying for installation level leadership positions, this depth and breadth of experience may be the factor that makes a general civil engineer the best-qualified candidate for a selection to fill a vacancy. This is increasingly true when applying for non-leadership or leadership positions at the intermediate and headquarters level of development.

16. Career Broadening.

16.1. This CFETP has addressed the need for general Civil Engineers to broaden their career through a broad breadth of experiences whether at the installation or by relocating to another installation. The DAF and the CE community also have a formal career-broadening program, which is an integral part of the DAF leadership development framework. It is designed to build functional and institutional competencies while enhancing leadership perspective. More information is available [\(here\)](#) (log into myPers first to access the site) and in [AFMAN 36-606](#). Career broadening assignments advertised on USAJobs [\(here\)](#), although of relatively short duration (36 months), are complex and demanding, but also increase and broaden experiences. Career broadening assignments are designed to enhance CE professional's breadth of experience and diversity of thought. The key in determining which career broadening assignment to pursue is to consider which opportunity will enhance the strategic skills and perspective required to meet individual goals. Some career broadening positions are shown in Section II, Section C.

SECTION C: SKILL LEVEL TRAINING REQUIREMENTS

17. Not applicable for civil service positions.

SECTION D: RESOURCE CONSTRAINTS

18. Request for DAF Training

With supervisor's approval, employees can request to attend training and education opportunities to increase their occupational knowledge, skills, and abilities. There are multiple ways DAF employees can follow to obtain approval and funding to attend training and education opportunities.

18.1. Functional Training Data-call.

First, the DAF has program element code (PEC) 88751F to fund civilian functional/occupational training requirements across major commands, field operating agencies, direct reporting units, and force development flights. To identify annual training needs for the fiscal year, the Deputy Chief of Staff-Manpower, Personnel, and Services (AF/A1) issues a data-call to receive inputs using the Civilian Automated Training Input Program (CATNIP) for AF-wide consolidation. Funding for training is prioritized based on priority (as defined in Table 15). Due to limited resources, funding focuses on priority 1 requirements. Employees should discuss with their supervisor on how to add their training/education need(s) to the data call response.

TABLE 15 PRIORITY LEVELS FOR CIVILIAN DEVELOPMENT TRAINING

Priority	Definition
1	Required by Public Law, Executive Order, DoD Directive (to include occupational certification and licensing, as defined in position description as a condition for continued employment). Priority indicator is classified as "Critical/Mandated."
2	Maintains and develops critical occupational/functional competencies identified by DAF publications or other guidance. Priority indicator is classified as "Essential."
3	Maintains and develops critical occupational/functional competencies as directed or identified by DAF MAJCOM (e.g., publications, memoranda). Priority indicator is classified as "Recommended."
4	Maintains and develops critical occupational/functional competencies as directed or identified by DAF installation (e.g., publications, memoranda). Priority indicator is classified as "Recommended."

Source: DAFI 36-2670, *Total Force Development*, 25 June 2020

18.2. Tuition Assistance (TA)

The goal of the Civilian Tuition Assistance Program (CTAP) is to assist civilians in their continued self-development and includes coursework at the associate, bachelor's, master's, and doctorate levels at an accredited college or university. TA is used for course(s) that contribute to occupational and institutional competencies, special interest needs, and

readiness by supporting the current and future needs of the DAF.

18.1.1. Eligibility

Funds are available for individuals who are permanent full time appropriated fund employees (including wage grades). Applicants must currently have an acceptable performance appraisal rating and have an approved education goal in the Air Force Virtual Education Center (AFVEC) ([here](#)).

18.1.1.1. Funding Management and Limitations

TA is available for two (2) courses per semester/quarter. There is no limitation on the number of credit-by-exam tests. TA can be used for up to 75% of the tuition cost but may not exceed \$250.00 per semester hour or \$166.00 per quarter hour and \$4,500 per fiscal year. Students are responsible for the remainder of the expense.

TA can be used for 100% of credit-by-exam fees at an on-base and/or fully funded testing center. TA does not pay professional certification fees, charges related to accrediting work or life experiences or the following examination fees: Graduate Management Admissions Test (GMAT), Graduate Records Examination (GRE), Law School Admission Test (LSAT), Medical College Admissions Test (MCAT), Standard Achievement Test (SAT), or Admissions College Test (ACT).

TA is not provided, in whole or in part, for courses for which the employee is receiving other federal or state tuition subsidies such as Veterans Administration educational benefits, scholarships or grants, etc. However, TA can be used in conjunction with student loans.

TA funded under CTAP is not an entitlement or condition of employment and past approved TA does not guarantee future funding. TA funding does not apply to courses at a level lower or equal to a degree already attained by the applying member.

18.1.2. TDY Funding

Many training opportunities exist away from the installation and personnel would attend in a Temporary Duty Status (TDY) that pays for transportation, lodging, meals, incidentals, and course costs. Funding for TDYs come from various sources to include TCES, AFCEC, MAJCOMs, and the unit.

Part II

SECTION A: SPECIALTY TRAINING STANDARD

1. Purpose. There is not a Specialty Training Standard for general civil engineers in the series 0028, 0029, 0301 and 0343. However, the Civil Engineer community places value in employees holding appropriate credentials in accordance with the Civil Engineer credentialing policy, available [here](#). Individual employees should review this policy to see which credentials are most valued depending on their relevant educational background.

1.1. The following credentials are valued by the Development Team when employees are vectoring or applying for Civilian Development. The below certifications are typically relevant to individuals holding general Civil Engineer positions (more info on each credential is available at the relevant link):

TABLE 16 CERTIFICATIONS AND REGISTRATIONS AVAILALE FOR GENERAL CIVIL ENGINEERS

Project Management institute Project Management Professional (PMP) 14 Campus Blvd Newtown Square, PA 19703-3299 https://www.pmi.org/certifications/project-management-pmp
LEED Accredited Professional, U.S. Green Building Council 1800 Massachusetts Avenue, NW Suite 300 Washington, DC 20036 http://www.usgbc.org/
Certified Facility Manager, International Facility Management Association 1 E. Greenway Plaza, Ste 1100 Houston, TX 77046 http://www.ifma.org
Certified Construction Manager, International Facility Management Association 800 Gessner Rd. Ste. 900 Houston, TX 77024

<https://www.ifma.org/>

Building Code Official,
International Code Council
5203 Leesburg Pike,
Suite 600
Falls Church, VA 22041-
3405

<http://www.iccsafe.org>

Certified Government Financial
Manager, Association of
Government Accountants
2208 Mount Vernon Avenue
Alexandria, VA 22301-1314

<http://www.agacgfm.or>

SECTION B: COURSE OBJECTIVE LIST

Reserved for future use.

SECTION C: SUPPORT MATERIAL

FIGURE 4 EXAMPLE INDIVIDUAL DEVELOPMENT PLAN

INDIVIDUAL DEVELOPMENT PLAN		DATE INITIALLY PREPARED (YYYYMMDD)
PART A - EMPLOYEE PERSONAL DATA		
1. NAME (Last, First, Middle Initial)	2. POSITION TYPE (X one only) <input type="checkbox"/> Non-Supervisory <input type="checkbox"/> Supervisory	3. SERIES AND GRADE
4. POSITION TITLE		
PART B - CAREER GOALS		
1. SHORT TERM GOALS. (State career goals for the next one to two years. Specify position titles and grade (if appropriate) or subject area.)		
2. LONG TERM GOALS. (State career goals for the next three to five years. Specify position titles and grade (if appropriate) or subject area.)		

NAME (Last, First, Middle Initial)		DATE INITIALLY PREPARED (YYYYMMDD)
PART C - PLANNED DEVELOPMENTAL ACTIVITIES (METHOD OF DEVELOPMENT)		
1. TRAINING AND DEVELOPMENTAL ACTIVITIES. Some examples are, but not limited to, formal training/courses, on-the-job training, new or rotational assignment, professional seminar/conference, added responsibilities or self-development. Indicate training and developmental activities by occupational and/or foundational competencies in which skills need further development.		
PART D - CONCURRENCE AND APPROVAL		
1. EMPLOYEE		
a. SIGNATURE	b. DATE SIGNED	
2. SUPERVISOR		
a. SIGNATURE	b. DATE SIGNED	
This document should be reviewed and updated annually. Opportunities identified are not an employee entitlement or a management commitment and are subject to approval and funding availability.		

TABLE 17 CIVIL ENGINEER EXAMPLE COMPETENCY MAP. General Civil Engineers should use this competency map template and develop an individual Competency Map for the position held, considering the details in the individual Position Description and in discussion with the supervisor.

Technical	0028	0029	0301	0343
Laws, Guidance, Directives				
Processes				
Products				
Effective Communication				
Leadership				
Human Capital				
Organizational Leadership				
Diversity & Inclusion				
Financial Management				
Force Management				
IT Systems				
Asset Management				
Planning				
Programming				
Life Cycle Management				
Built Infrastructure Management				
Natural Infrastructure Management				
Facility Operations				
Industrial Control Systems				
Prevention				
Protection				
Integrated Base Response and Recovery				

Tables 18-23 are a non-exhaustive list of 0301 and 0343 positions that exist across the enterprise offering supervisory and breadth of experience for 0301s and 0343s at the initial, interim, and senior career stages, at installation, interim HQ and higher HQ levels. These positions will not necessarily ensure an individual can advance on the Enterprise track to the SES level, but might prepare individuals to hold a position that can put an individual on track to the SES level. For positions that are considered on the pathway to moving to the SES level on the enterprise track, see positions in the CSLP program at myFSS [here](#) (CAC log-in required).

**TABLE 18 0301/0343
SUPERVISORY POSITIONS AT INITIAL CAREER STAGE (INSTALLATION)**

Job Title	Office Symbol	Job Series	Grade	Description
Asset Accountability Element Chief	CEIA	0301	GS-0301-11/12/13	Exercises first level supervisory and managerial authorities over the Asset Accountability Element in the Civil Engineer Squadron/Group, responsible for the oversight of real property assets, financial and force management and information technology.
Supervisory Readiness Program Specialist	R&EM	0301	GS-0301-11/12	To serve as the appointed Installation Emergency Manager planning, directing, controlling, and administering the installation's Emergency Management (EM) programs. Also serves as a first level supervisor planning, directing, organizing, and exercising control over nonsupervisory employees assigned to the Readiness and Emergency Management (R&EM) Flight, Civil Engineering Squadron.

**TABLE 19 0301/0343
SUPERVISORY POSITIONS AT INTERIM CAREER STAGE (INSTALLATION/INTERIM HQ)**

Job Title	Office Symbol	Job Series	Grade	Description
Installation Management Flight Chief	CEI	0301	GS-0301-12/13/14	Exercises second level supervisory and managerial authorities over the Installation Management Flight in the CES or Group. The position is responsible for providing a systematic and integrated management of environmental, housing, and asset accountability elements to effectively execute the installation's mission, sustain quality of life, and optimize delivery of products and services.
Supervisory Emergency Management Specialist	R&EM	0301	GS-0301-12/13/14	To serve as the appointed Installation Emergency Manager planning, directing, controlling, and administering the installation's Emergency Management (EM) programs. Also serves as a first level supervisor planning, directing,

				organizing, and exercising control over nonsupervisory employees assigned to the Readiness and Emergency Management (R&EM) Flight, Civil Engineering Squadron.
Mission Support Group Deputy	MSG/CD	0301	GS-0301-14	Serves as Mission Support Group (MSG) Deputy in an MSG with more than 1500 funded authorizations. With the commander, the incumbent oversees the complex, numerous, and varied day-to-day support activities that the MSG provides installation-wide. The incumbent is authorized to make technical and executive decisions for the MSG Commander in all areas of functional responsibility; represents the group and the commander at meetings, conferences, official functions, and community events.
Supervisory Facility Operations Manager/Civilian Leader	796 CES	0301	NH-04	NH-04 position at Eglin AFB that serves as a Supervisory Facility Operations Manager.
Deputy Director, Civil Engineering	4 CES	0301	NH-04	Deputy Civil Engineer position at Seymour Johnson AFB.
Installation Manager Division Chief	75 CES	0301	NH-04	Installation Management Division Chief position at Hill AFB
Supervisory Installation Manager	61 CES	0301	NH-04	Supervisory Installation Manager position for 61 CE & Logistics Squadron at Los Angeles SFB
Planning and Integration Manager Regional Planning Branch Chief	AFCEC/PPP	0301	GS-0301-14	Serves as a first level supervisor, providing planning, directing, organizing, and exercising control over subordinate employees assigned to the Comprehensive Planning Division/Regional Development Planning Branch of the Planning & Integration (P&I) Directorate of the Air Force Civil Engineering Center (AFCEC), a Field Operating Agency (FOA).

Enhanced Use Lease Branch Chief, Real Estate Development Division	AFCEC/CIUE	0301 / 1170	GS-XXXX-14	Serves as the first level supervisor, planning, directing, organizing and exercising control over nonsupervisory employees assigned to the Enhanced Use Lease Branch. Organizational goals are to provide effective and efficient program management and ensure the physical integrity and financial viability of AFCEC's enhanced use lease (EUL) program after closing AF assets.
Compatible Use Development Branch Chief	AFCEC/CIU	GS-0343-14	GS-0343-14	Serves as lead for AFCEC/CIU's Compatible Use Development Branch, the AF lead for the Readiness and Environmental Protection Initiative.

**TABLE 20 0301/0343
AVAILABLE POSITIONS IN SENIOR CAREER (INTERIM/HIGHER HQ)**

Job Title	Office Symbol	Job Series	Grade	Description
Legislative and Public Communication Manager	SAF/IEI	0301	GS-0301-15	Serves as the principal legislative liaison and public (L&PC) communication manager providing sound/timely L&PC guidance to the Assistant Secretary of the Air Force, the Principal Deputy Assistant secretary and the deputy assistant Secretaries for Installations, Environment, Energy, and Logistics. L&PC managers provides guidance on installation issues, strategic basing of weapons systems, encroachment, military construction, and military housing.
Director, AF Community Partnership and Encroachment	SAF/IEIM	0343	GS-0343-15	Position serves as Director for AF Community Partnerships and Encroachment in the Office of the Assistant Secretary of the AF for Installations, Environment and Energy.
Director, Strategic Basing	SAF/IEIB	0343	GS-0343-15	Position serves as Director of Strategic Basing in the Office of the Assistant Secretary of the AF for Installations, Environment and Energy.
Housing Program Manager	AF/A4CA	0301	GS-0301-14	Serves as one of the principal advisors and Air Force program manager to develop and manage formulation and presentation of the Air Force's accompanied and unaccompanied housing programs worldwide. The position serves as an Air Force (AF) level Civil Engineering action officer and program manager, with responsibility for enterprise development and/or oversight of the

				AF Housing Program. Analyzes program requirements, objectives, and metrics; and resolves conflicts among schedules, funding, resources, and results. Develops related policies, independently resolves critical problems or issues related to policy application. Provides policy guidance to other action officers and functional experts.
Division Chief, Integration	AF/A4CI	0301	GS-0301-15	Position serves as Division Chief for Integration Division at A4C.
Career Broadener – Senior Strategy Tech Advisor	AF/A4CP and AF/A4CX	0301	GS-0301-15	2 positions, one with A4C's Strategy and Plans Division and one with A4C's Readiness Division. Positions serve as informal Deputy Division Chiefs for the Divisions.
Career Broadener – Cyber Portfolio Management Integrator	AF/A4CS	0301	GS-0301-15	1 position supports A4C's Systems & Data Division in the emerging area of cybersecurity of control systems.
Chief, Installation and Mission Support Division	SF/S4O	0301	GS-0301-15	Leads a joint USSF and USAF division in planning and resourcing to organize, train, and equip security forces, logistics readiness, and civil engineering Airmen and Guardians. Develops USSF installation and mission support Policy and guidance. Teams with U.S. Space Force Field Commands (SpOC, SSC, and STARCOM) to enable 24/7 mission support for the Joint Force.
Installation Support Directorate Mission Activity Integration Division Chief	AFIMSC/IZS	0301	GS-0301-15	Serves as the second level supervisor and managerial authority over the Installation Support Directorate's Mission Activity Integration Division. Organizational goals of the position are to provide enterprise-wide Installation and Mission Support capabilities and services to enable strategic and long-term planning to achieve mission and vision through engagement, governance, people, process improvement and resource efficiency.

Director, Mission Sustainment Division	AFCEC/CB	0301	GS-0301-15	Serves as the Division Chief for AFCC's Mission Sustainment Division.
Director, Installations Directorate and Deputy Director	AFCEC/CI	0301	GS-0301-15	2 positions serving as Director and Deputy Director for the Installations Directorate, which conducts the strategic acquisition, management and disposal of AF real property. It executes the Deputy Assistant Secretary of the AF for Installation's land and facilities policies through a full suite of services, including appraisals, lease renewals, licenses, easements, title opinions, environmental cleanup and transfer of property impacted by BRAC legislation and other support services. Director position may be reclassified as a Senior Leader position.
Comprehensive Planning Division Chief	AFCEC/CIP	0301	GS-0301-15	Serves as the second level supervisory and managerial authorities over AFCEC's Comprehensive Planning Division. The goals and objectives of this position are to provide proactive, cross- functional, and comprehensive investment strategies to enable strategic and long-term planning for installation complexes to support the AF and its wide range of customers at the combined, joint, MAJCOM and installation levels.
Energy Program Director and Deputy	AFCEC/CN/OEA	0301	GS-0301-15	2 positions responsible for the day-to-day- direction of the Air Force Office of Energy Assurance.
Career Broadener Senior Portfolio Manager	SOUTHCOM	0343	GS-0343-15	Supervisory career broadener position with SOUTHCOM.
Facility/Infrastructure Specialist	USSPACECOM	0301	GS-0301-15	Supervisory Tech Advisor for Facilities Requirement and Execution for USSPACECOM (Joint Staff)
Chief, Facilities Project Management	STARCOM	0343	NH-04	Supervisory Facilities Project Management position with USSF's STARCOM Command.

Senior Advisor to AFCEC/CC	AFCEC/CA	Interdisciplinary	SES	Serves as Senior Advisory to the Director, AFCEC
Director, AFIMSC Installation Support Directorate	AFIMSC/IZ	Interdisciplinary	SES	Responsible for enterprise-wide installation and mission support capabilities for installations world-wide, ensuring transparent and standardized intermediate-level oversight, policy, and guidance for installation engineering, protection services, and operations support.
Deputy Assistant Secretary of the AF for Installations	SAF/IEI	Interdisciplinary	SES	Responsible for the management, policy and oversight of AF installation programs, including base closures and realignments, installation strategy, the AF EIAP, strategic basing, compatible and joint land use, public/private partnerships, the REPI program, encroachment management, housing privatization, utilities privatization, and real property transactions.

**TABLE 21 0301/0343
BREADTH OF EXPERIENCE POSITIONS AT INITIAL CAREER STAGE (INSTALLATION)**

Job Title	Office Symbol	Job Series	Grade	Description
Community Liaison	WG/CIT/ CCF/Y	0301	GS-0301-13/14	Manages coordination with regional and local (off-base) entities to ensure compatible land use practices ensure mission sustainment. Position is located at the Wing level rather than in the Civil Engineer Squadron or Group.
Wing Plans and Programs	WG/XP	0343	GS-0343-12	Responsible for planning/programming of infrastructure, personnel, environmental planning, and financial requirements in support of organizational mission objectives. Ensures treaty compliance. Programs /assesses installation resources to support near/far-term projects/programs

TABLE 22 0301/0343

BREADTH OF EXPERIENCE POSITIONS AT INTERMEDIATE CAREER (INTERIM HQ)

Job Title	Office Symbols	Job Series	Grade	Description
AFCEC/CIUE Enhanced Use Lease Branch	CIUE	0301	GS-0301-13	Serves as an EUL Asset Manager responsible for developing, establishing, implementing and controlling realty, contractual, financial and technical aspects of assigned projects through EUL phases.
AFIMSC/IZSB Enterprise Basing and Beddown Branch Planning Analysts	IZSB	0301	GS-0301-13	There are four positions to analyze AF enterprise-wide installation complex data to determine the best investment strategy for the AF built and natural infrastructure assets in support of AFIMSC, the Secretary of the AF, HQ USAF, MAJCOMs and installation commanders.
AFIMSC Range and Airspace Route Management PM	IZSB	0343	GS-0343-13	Provides Installation & Mission Support expertise for enterprise-wide strategy, plans, policies, processes, related to war games and exercises, plans, defense planning guidance scenarios, lessons learned, continuous process improvement, current/future concepts and innovation.
AFIMSC Strategic Initiatives Integrator	IZSB	0301	GS-0301-13	Focuses on long-term forecast of installation investment requirements across AFIMSC using asset management principles. The position executes portfolio management analysis, integrates AF enterprise-wide portfolio management, leads teams/working groups of cross-functional disciplines engaged in developing/recommending proposals and implementation plans, and represents the organization at executive levels and to contractor/industry representatives.
AFIMSC Community Partnerships and Joint Basing Program Manager	IZSD	0301	GS-0301-14	Serves as the Installation Support Analyst with responsibility for specific CONUS-based installations, Joint Bases and Community Partnership support. This position integrates, synthesizes and synchronizes the efforts of multiple levels and activities to ensure mutual understanding and unity of effort in all functional program areas.
AFIMSC Interdisciplinary Planner (Rolodex)	IZSB	0301	GS-0301-14	Serves as the manager of an AF Activity Management Plan and AF expert for enterprise-wide portfolio

Manager)				investment analysis. The incumbent is responsible for the in-depth analysis of MAJCOM Consolidated Asset Management Plans (MCAMPs) data and information to develop an AFAMP and investment profile that meet strategic goals and support mission-critical needs by addressing the AF's most urgent requirements. Details here .
AFIMSC/RMP Program Analyst	RMP	0343	GS-0343-13	Part of a cross-functional team providing Program Objective Memorandum (POM) development. Provides data analytics and decision support for future budget planning.

**TABLE 23 0301/0343
BREADTH OF EXPERIENCE POSITIONS AT SENIOR CAREER (HIGHER HQ)**

Job Title	Office Symbol	Job Series	Grade	Description
Senior Strategy Technical Advisor (Multiple Positions)	A4C	0301	GS-0301-14/15	These non-supervisory career broadener positions cover a range of duties. For example, one career broadener position in A4C is focused on climate resilience. There are two typically informally serve as Deputy Division Chiefs in AF/A4C and sometimes AF/A4C.

SECTION D: TRAINING COURSE INDEX

2.4.1 Purpose. This section of the CFETP identifies a sampling of technical and non-technical training courses available for the occupational series/positions covered in this CFETP. Additional courses and other learning opportunities may be found in the CFETP's of the individual series supervised or primary for the work center (e.g., Real Estate 1170, Financial Management 05XX, Information Technology 2210, and other supported series). Courses may be offered in residence and/or delivered in a distance learning format.

NOTE: Additional information for the courses can be obtained at the Education & Training Course Announcements website, accessed through the AF Portal.

2.4.2 Air Force Courses. These courses prepare civilians throughout the DAF. These courses are not all encompassing and apply regardless of job series.

New Employee Orientation: This course is designed to prepare newly hired civilian personnel to be more effective in their roles as civilian employees of the Department of the Air Force team. The curriculum provides an introductory understanding of the Department of the Air Force culture with its unique mission.

DAF New Supervisors Course: The New Supervisor Course (NSC) was developed to meet federal requirements contained in Title 5 of the Code of Federal Regulations and the National Defense Authorization Act of 2010. It is a federally-mandated requirement for all first-time supervisors of civilian

employees to complete within one year of becoming a supervisor. The course covers topics mandated by the Department of Defense (DoD) Supervisory Learning and Evaluation Framework. It gives supervisors of civilian employees a sound foundation in supervisory skills and fundamentals. For more information and registration, please visit the Air University Supervisor/Manager Courses section at: <https://www.airuniversity.af.edu/Eaker-Center/DAFCS/Supervisor-Manager/>

DAF New Manager Course: The New Manager Course (NMC) was developed to meet federal requirements contained in Title 5 of the Code of Federal Regulations and the National Defense Authorization Act of 2010. It is a federally-mandated requirement for all first-time managers of civilian employees to complete within one year of becoming a manager. The course covers topics mandated by the Department of Defense (DoD) Managerial and Supervisory Learning and Evaluation Framework. It gives managers of civilian employees a sound foundation in supervisory skills and manager fundamentals. For more information and registration, please visit the Air University Supervisor/Manager Courses section at: <https://www.airuniversity.af.edu/EakerCenter/DAFCS/Supervisor-Manager/>

Military Personnel Management Course: The MPMC is designed for civilians who are first-level supervisors of Air Force (AF) military personnel. While not required, sister service military personnel supervising AF military personnel are permitted to attend. The MPMC is delivered over 4 weeks (including orientation week) with one, 75–90-minute instructor-led online webinar each week. There are approximately (up to) 2.5 hours, each week, of self-paced readings, videos, activities, and other course materials which are located on a learning management system (LMS) available to students 24/7. Students are required to successfully meet all coursework requirements to complete the course. For more information and registration, please visit the Air University Supervisor/Manager Courses section at: <https://www.airuniversity.af.edu/Eaker-Center/DAFCS/Supervisor-Manager/>

2.4.3 Civil Engineer Courses. These courses are designed to enhance the knowledge and skills of civilians both new to the DAF and those new to CE. They are recommended for each series listed at the appropriate Tier in their career. This section identifies and provides a description of the recommended training, education, professional development, and experience to empower civil engineers working at the installation level. They define a path from Foundational to Expert. These courses are taught by the Air Force Institute of Technology, Civil Engineer School on Wright-Patterson AFB, OH. Courses are offered for basic and continuing education units. The curriculum is reviewed annually by the Education and Training Review Committee of the Air Force Civil Engineer career field to ensure it is meeting the educational needs of the officers, enlisted and civilians of the career field.

2.4.3.1 Basic Courses. Applicable for every series covered by this CFETP. These courses should be taken at the earliest opportunity to attain higher levels of proficiency in the occupational competencies.

[WMGT 100](#), AF CE Basic Civilian Course

[WMGT 301](#), Introduction to Asset Management

[WMGT 417](#), Activity Management

2.4.3.2 Tier I (Foundational Skills) These courses should be taken within the first 18 months of acceptance into the position.

Environmental Protection Specialist, 0028/Environmental Protection Assistant, 0029: The below list of courses is recommended for individuals serving in 0028/0029 positions. Individuals should select programs that are relevant to the individual position held.

[WENV 020](#): Environmental Management System (EMS) Coordinator

[WENV 101](#): Introduction to Environmental Management

[WENV 175](#): Environmental Management in Deployed Locations (*for individuals working on OCONUS bases*)

[WENV 222](#): HMMP Course

[WENV 350](#): EMS Auditing Course

[WENV 521](#), Hazardous Waste Management Course

[WENV 531](#), Air Quality Management
[WENV 541](#), Water Quality Management
[WENV 542](#), Drinking Water Quality Management
[WESS 010](#), Hazardous Waste Accumulation Seminar (USAF Annual RCRA Refresher) Course No. HWM301AFIT00171 (*mandatory annual refresher course*)
[WESS 031](#): Construction Site Stormwater Seminar
[WESS 070](#): Hazardous Material Management Seminar
Asbestos State Certifications: *Offered by state environmental agencies or private vendors. Training is Mandatory in first six months if employee works with asbestos.*
[Defense Logistics Agency \(DLA\) Transportation of Hazardous Material/Hazardous Waste Course](#): *Mandatory in first six months if employee works this program.*
DOI, National Conservation Training Center, CSP3114: ESA of 1973 – Overview – Reach out to AFCEC SME for course information.
EMS Awareness – Installation Specific – Reach out to AFCEC SME for course information.
EPA Method 9 Certification Training (aka Smoke School): *State and commercial smoke schools (e.g., California Air Resources Board [CARB], Illinois EPA, Carl Koontz Associates, Arizona Smoke School, Whitlow Smoke School, AeroMet). These are examples only and not an endorsement*
HAZWOPER 40-hour course: *Offered through private vendors. Mandatory in first 6 months if employee works with this program.*
HAZWOPER 8-hour course: *Offered through private vendors. Mandatory in first 6 months if employee works with this program.*
Lead Based Paint State Certifications: *Offered through State environmental agency or private vendors. Mandatory in first six months if employee works with this program.*
TEACH Environmental Inspection Process Course: Visit <https://www.afit.edu/CE> for availability.
TEACH EMS General Awareness Training Course: Visit <https://www.afit.edu/CE> for availability.
TEACH EMS General Environmental Compliance Course: Visit <https://www.afit.edu/CE> for availability.
TEACH Petroleum, Oils and Lubricants (POL) Management – Awareness Course No. POL100AFIT00014: Visit <https://www.afit.edu/CE> for availability.
TEACH Safe Drinking Water Act Overview Course: Visit <https://www.afit.edu/CE> for availability.
TEACH Spill Management Course: Visit <https://www.afit.edu/CE> for availability.
TEACH Spill Prevention, Control, and Countermeasures Plan for Tank Managers Course: Visit <https://www.afit.edu/CE> for availability.
TEACH Storage Tank Management Course: Visit <https://www.afit.edu/CE> for availability.
TEACH Natural Resources – Awareness: Visit <https://www.afit.edu/CE> for availability.
TEACH Water Quality Management: Visit <https://www.afit.edu/CE> for availability.
[USACE Hazardous Waste Manifest/DOT Certification](#): *Mandatory in first six months if employee works with this program.*

EOD Support, 0301: No specific training for civilian personnel in EOD support positions is specifically recommended because the majority of civilians in these positions were previous military in Air Force Specialty Code (AFSC) 3E8X1. Please see Tables 1 and 24 for a link to the AFSC 3E8X1, Explosive Ordnance Disposal CFETP, which provides training for military personnel in AFSC 3E8X1 which may also be appropriate for civilians performing EOD support.

Privatized Housing Resident Advocate, 0301: The first four courses must be taken within the first 24 months in the position.

[WHSS 206](#), Housing Referral and Relocation Management
WHSS 312, Housing Privatization Management
[WMGT 406](#), Housing Management Course
[WHSS 324](#), Certified Military Housing Inspector Course
[WHSS 404](#), General Officer's Quarters Management (Recommended)
RA Roles and Responsibilities in Housing Privatization: Available at [AFCEC/CIMS Sharepoint](#)
Resident Council Lessons Learned and Strategies: Available at [AFCEC/CIMS Sharepoint](#)

Communications: Available at [AFCEC/CIMS Sharepoint](#)
Tenant Lease and Dispute Resolution: [Available at AFCEC/CIMS Sharepoint](#)
Military Housing Public Affairs: [Available at AFCEC/CIMS Sharepoint](#)

Asset Accountability Chief, 0301:

[WMGT 131](#), SMS Builder Level 1 (Read-Only Rights)
[WENG 170](#), Cyber Security for Civil Engineers
[WMGT 412](#), Fundamentals of Financial Management in CE

Installation Management Flight Chief, 0301:

[WMGT 101](#): Introduction to Environmental Management Course
[WMGT 131](#): SMS Builder Level 1 (Read-Only Rights)
[WENG 170](#): Cyber Security for Civil Engineers
[WMGT 402](#): Unaccompanied Housing Leadership
[WMGT 406](#): Senior Housing Manager Course
[WMGT 531](#), Installation Management Flight Chief Course: *It is recommended flight chiefs take this course within the first 18 months in the position.*

Program Analyst, 0343: No specific training is listed for civilian personnel in 0343 positions because these positions can vary depending dramatically based on the unique requirements of the position. Please see Table 1 for information about additional job series in the Civil Engineer enterprise that might align with your education and professional background for additional training that might benefit you.

2.4.3.3 Tier II (Advanced Skills) These courses are designed for those who have at least 24 months or more in their position.

Environmental Protection Specialist, 0028/Environmental Protection Assistant, 0029: The below list of courses is recommended for individuals serving in 0028/0029 positions working. Individuals should select programs that are relevant to the individual position held.

[WENV 160](#), Qualified Recycling Program Management
[WENV 532](#), Advanced Air Quality Management
[WENV 418](#), Environmental Contracting
[WESS 542](#), Environmental Quality Sampling Course
AFCEC – or Base Developed Hazardous Material Module – EESOH-MIS: *Offered through AFCEC. Reach out to AFCEC SME for schedule.*
AFCEC – EPCRA Section 311/312 and EPCRA Section 313 Refresher Training Webinar: *Offered through AFCEC. Reach out to AFCEC SME for schedule.*
[Air Compliance Training on the Air Program Information Management System \(APIMS\)](#)
[Basic Environmental Law](#)
[CECOS Emergency Planning and Community Right to Know \(EPCRA\) and Toxic Release Inventory Reporting](#)
[DOI National Conservation Training Center SP3116 Interagency Consultation for Endangered Species](#)
Environmental Reporting Module – EESOH-MIS: *Reach out to AFCEC for schedule.*
[Health & Environmental Risk Communication](#)
State Specific Erosion and Sediment Control Responsible Personnel Certification: *Various state specific regular sources or private vendors.*
[TEACH Asbestos Management Course](#)
[TEACH Emergency Planning & Community Right to now Act Course](#)
[TEACH Hazardous Materials Management and Reporting – EPRA and TRI Course](#)
[TEACH Storm Water Management – Awareness Course](#)
[TEACH Toxic Material Awareness & Waste Management Course](#)
TEACH Wetlands Course - Reach out to AFCEC SME for course information.

EOD Support, 0301: No specific training for civilian personnel in EOD support positions is specifically recommended because the majority of civilians in these positions were previous military in Air Force Specialty Code (AFSC) 3E8X1. Please see Tables 1 & 24 for a link to the AFSC 3E8X1, Explosive Ordnance Disposal CFETP, which provides training for military personnel in AFSC 3E8X1 which may also be appropriate for civilians performing EOD support.

Privatized Housing Resident Advocate, 0301: It may be appropriate for Resident Advocates to attend the Global Housing Symposium and similar Housing Conferences.

Asset Accountability Chief, 0301:

[WMGT 231](#), SMS Builder Level 2 (Assessor Rights)
[WMGT 370](#), Control Systems Cybersecurity for Leaders
[WMGT 424](#), Realty Management Course

Installation Management Flight Chief, 0301:

[WMGT 231](#): SMS Builder Level 2 (Assessor Rights)
[WENG 370](#): Control Systems Cybersecurity for Leaders
[WMGT 424](#): Realty Management Course

Program Analyst, 0343: No specific training for civilian personnel holding 0343 positions is listed because these positions can vary depending dramatically based on the unique requirements of the position. Please see Table 1 for information about additional job series in the Civil Engineer enterprise that might align with your education and professional background for additional training that might benefit you.

2.4.3.4 Tier III (Expert Skills) These courses are designed to be completed by individuals with 4 years or more experience or those looking to enhance their knowledge and skillsets and to potentially work outside of their position.

Environmental Protection Specialist, 0028/Environmental Protection Assistant, 0029: The below list of courses is recommended for individuals serving in 0028/0029 positions. Individuals should select programs that are relevant to the individual position held.

Air Conformity Applicability Model Training
Air Quality/EIAP Training
Environmental Negotiation Workshop

EOD Support, 0301: No specific training for civilian personnel in EOD support positions is specifically recommended because the majority of civilians in these positions were previous military in Air Force Specialty Code (AFSC) 3E8X1. Please see Table 24 for a link to the AFSC 3E8X1, Explosive Ordnance Disposal CFETP, which provides training for military personnel in AFSC 3E8X1 which may also be appropriate for civilians performing EOD support.

Privatized Housing Resident Advocate, 0301: It may be appropriate for Resident Advocates to attend the Global Housing Symposium and similar Housing Conferences.

Asset Accountability Chief, 0301:

[WMGT 101](#): Introduction to Environmental Management Course
[WMGT 402](#): Unaccompanied Housing Leadership
[WMGT 406](#): Senior Housing Manager
[WMGT 421](#): Contracting for Civil Engineer
[WMGT 513](#): Financial Management for Civil Engineer Leaders
[WENG 519](#): AF installation Planning Principles

[WMGT 531](#): Installation Management Flight Chief Course

Installation Management Flight Chief, 0301:

[WMGT 513](#): Financial Management for Civil Engineer Leaders

[WMGT 421](#): Contracting for Civil Engineering

Program Analyst, 0343: No specific training for civilian personnel in 0343 positions is listed here, because education requirements for these positions can vary dramatically based on the unique requirements of the position. Please see Table 1 for information about additional job series in the Civil Engineer enterprise that might align with your education and professional background for additional training that might benefit you.

Basic Skills & Knowledge	
Course Title	Description
Air Force Culture / Organizational Leadership	New employee orientation
Leadership Skills & Knowledge	
Course Title	Description
New Supervisor Course	Focus on hiring principles and authorities/workplace management, labor management relations/civilian personnel fundamentals, performance management/workforce incentives, and employee engagement/handling unacceptable performance. Required for all first time supervisors of civilians within one year of appointment
USAF Military Personnel Management Course	First level supervisors of AF military personnel learn about the military airman (military standards, discipline, the role of JAG/First Sergeant, Benefits), Career Management (evaluations, promotions, assignments and retention), and AF education and training.
Experienced Supervisor Course (ESC)	Understand fundamentals in Labor Management Relations, Employee Management Relations, Staffing/Hiring, Performance Management, and Handling Unacceptable Performance. Attend supervisory refresher training at least once every three years available via the AF Portal
Squadron Officer School (BDE)	Application for in-residence or Air University Distance Learning (GS-09 through GS-12) More info for DL https://www.airuniversity.af.edu/eSchool/SOS/ More info for in-residence / CDE: https://mypers.af.mil/app/answers/detail/a_id/9067/kw/SOS/p/2
Air Command and Staff College (IDE)	Application for in-residence or Air University Distance Learning (GS-12 through GS-13) More info for DL https://www.airuniversity.af.edu/eSchool/ACSC/ More info for in-residence / CDE: https://mypers.af.mil/app/answers/detail/a_id/9051/kw/ACSC/p/2
Air War College (SDE)	Application for in-residence or Air University Distance Learning (GS-13/14/15) More info for DL: https://www.airuniversity.af.edu/eSchool/AWC More info for in-residence / CDE: https://mypers.af.mil/app/answers/detail/a_id/49479/kw/AWC/p/2
Air Force Culture / Organizational Leadership	Excellence in Government; Leading Effectively through Change, etc. SDE Short Course (varies from year to year) Develop interpersonal communication and leadership skills as an AF civilian pursuing future leadership roles. Develop skills in team building, technical credibility, conflict management, problem solving, accountability, and decisiveness. Attend USAF Emerging Leader Course or Developing Team Leader course, available through the AF Portal, or the Collaborative Leadership course at OPM Center for Leadership Development

Continuing Education Resources	
myLearning	
myLearning	https://lms-jets.cce.af.mil/moodle/
Air Force Institute of Technology (AFIT)	
AFIT Civil Engineer School	http://www.afit.edu/CE/ New Cybersecurity for Control Systems. For more info, https://lms-jets.cce.af.mil/moodle/enrol/index.php?id=10068
AFIT GEM Distance Learning Program	https://www.afit.edu/DL/ Online graduate degree program run by AFIT https://www.afit.edu/ADMISSIONS/ New Data Analytics Graduate Certificate via Distance Learning. For more info, e-mail afitensdataanalytics@afit.edu
Other AF – Sponsored Training Resources	
AF Community Partnership	https://community.apan.org/wg/airforcepartnerships/p/training
AF eLearning	https://usafprod.skillport.com/skillportfe/main.action?assetid=RW\$3140928:ss_book:144206#whatshappening Provides resources to enhance personal and professional knowledge.
AFIMSC Installation Health Assessment Data Analytics and Collaboration Site	https://cs2.eis.af.mil/sites/13298/iha/SitePages/Home.aspx Training available for IHA Tools.
Developing Team Leader Course (DTLC)	https://mypers.af.mil/app/answers/detail/a_id/33633 https://www.airuniversity.af.edu/Eaker-Center/DAFCS/Leadership-Development/
Emerging Leader Course	https://www.airuniversity.af.edu 32 hour elective course to develop interpersonal communication and leadership skills for AF civilians pursuing future leadership roles.
Professional Military Education	https://www.airuniversity.af.edu/ACSC Squadron Officer School, Air Command and Staff College, and Air War College via distance learning are available from Air University.
Virtual Force Development Center	https://www.my.af.mil/
Full list of CDE/Non-CDE, PME/Academic & Fellowships /Leadership Seminars	https://cs2.eis.af.mil/sites/10016/CE%20FAC%20Workspace/Shared%20Documents/01%20March%202019%20CE%20Summit/CDE%20Cheatsheet.xlsx
Naval Civil Engineer Corps Officers School Courses	https://www.public.navy.mil/netc/centers/csfe/cecos/About.aspx https://www.public.navy.mil/netc/centers/csfe/cecos/Registration.aspx
US Army Corps of Engineers Learning Center	http://ulc.usace.army.mil Course Schedule: https://ulc.usace.army.mil/CrsSchedule.aspx
Whole Building Design Guide	https://www.wbdg.org/continuing-education Distance learning courses offering continuing education credit.

Commercially Available Training / Professional Organizations	
Society of American Military Engineers	https://www.same.org/ Professional Organization with Training Opportunities
RedVector	https://enterprisetraining.com/afimsc/
Supervisor Resources	
DAU	https://www.dau.edu/
myLearning	https://lms-jets.cce.af.mil/moodle/
AF e-Learning	https://www.my.af.mil Free online resources for supervisors, to include training on time management Time Management course: https://usafprod.skillport.com/skillportfe/main.action
AF Portal	<p>Log in to AF.mil then copy and paste the following links:</p> <p>Mandatory Courses for supervisors are listed but check website for the most up to date list of mandatory courses.</p> <p>https://www.my.af.mil/gcss-af/USAF/ep/contentView.do?contentType=EDITORIAL&contentId=c330D98A15BC6E686015BEE402F270227&channelPageId=s0ECF2BB84DBEAE7B014DD46E712201EF&programId=tE3494DD0504287C101504334D7B20048</p> <p>Orientation Course: USAF New Supervisor:</p> <p>Supervisory & Managerial Development Portfolio: USAF Experienced Supervisor Military Personnel Manager Course USAF New Manager USAF Experienced Manager</p> <p>Leadership Development Portfolio: https://www.my.af.mil/gcss-af/USAF/ep/contentView.do?contentType=EDITORIAL&contentId=c330D98A15BC6E686015BEE3A85810225&channelPageId=s0ECF2BB84DBEAE7B014DD46E712201EF&programId=tE3494DD0504287C101504334D7B20048</p> <p>Virtual Force Development Center: https://www.my.af.mil/gcss-af/USAF/ep/browse.do?programId=tE3494DD0504287C101504334D7B20048&channelPageId=s0ECF2BB84DBEAE7B014DD46E712201EF</p>

Supervisor Resources cont'd	
Air University Air Force Negotiation Center	www.airuniversity.af.edu/AFNC
Air University Press	http://aupress.maxwell.af.mil/bookinfo.asp?bid=497 General Lorenz on Leadership, Lessons on Effectively Leading People, Teams, and Organizations. Book available on Air University website.
Employee Assistance Program	<p>https://foh.psc.gov/fohservices/bhs/management.html</p> <p>Counselors available to work with supervisors, managers and union representatives to help engage with employees on productivity concerns. Coaching resources available.</p> <p>Employee Assistance Program Supervisor's Guide: https://www.shaw.af.mil/Portals/98/Civilian%20Employee/Supervisor%20Guide%20EAP.pdf</p> <p>Work Life Training and Federal Occupational Health Website: https://foh.psc.gov/fohservices/bhs/campaigns.html</p> <p>Multiple webinars available to share with employees such as pre-retirement prep, overcoming depression, making life work for you, safeguard your personal security, life changes, optimizing output, safeguarding your financial future, calming your concerns, communicating with clarify, the power of being present.</p>
National Defense University	https://www.ndu.edu/
National Intelligence University	http://ni-u.edu/wp/leadership-and-management/
Office of Personnel Management (OPM)	<p>OPM's Center for Leadership Development: https://leadership.opm.gov Helps training officers, managers and supervisors meet the challenge of succession management. Helps future leaders assess leadership effectiveness, gain core knowledge and develop critical skills. (Current course schedule: https://leadership.opm.gov/courses.aspx)</p> <p>LEAD Certification Program: https://cldcentral.usalearning.net/mod/page/view.php?id=249</p> <p>OPM's Federal Leadership Development Program: https://leadership.opm.gov/courses.aspx Catalog of hundreds of Federal leader development programs available through Federal agencies across the government.</p> <p>OPM Federal Managerial Training Framework: https://www.opm.gov/wiki/uploads/docs/Wiki/OPM/training/Complete%20508-%20Frameworks,%20Fact%20Sheet,%20learning%20objectives,%20and%20additional%20resources.pdf Outlines mandatory training and recommended training for supervisors.</p> <p>OPM Training and Development Policy Wiki: https://www.opm.gov/WIKI/training/Individual-Development-Plans.ashx Information for supervisors on Individual Development Plans</p>

Supervisor Resources cont'd	
Treasury Executive Institute	https://home.tei.treasury.gov/ Offers online and in-person leadership courses and coaching GS14-SES or equivalent
Miscellaneous Resources	
Career Development and Progression Resources	
CE Career Field Team (CFT) SharePoint	https://cs2.eis.af.mil/sites/10016/default.aspx Includes information on Civilian Development, Tuition Assistance, Recruitment/Retention, the Key Career Position Program, Mentoring/Vectoring, Policies, Memos and Guidance, Acquisition Coding, etc. Questions: contact the Civil Engineer CFT at afpc.ce.cft@us.af.mil or https://usaf.dps.mil/sites/10016/SitePages/Home.aspx
eOPF	https://eopf.opm.gov View Your Electronic Official Personnel File
Individual Development Plan Resource Guide	https://www.airman.af.mil/Portals/17/002 All Products/004 Benchmarks/004 OrganizationsInputs/AMC/AMC Individual Development Plan Resource Guide v4.pdf?ver=2016-07-01-112805-277
MyBiz	https://compo.dcpds.cpms.osd.mil/ Database for civilians that includes career brief with information on duty history, previous education and training
myPers Civilian Force Development Home Page	https://mypers.af.mil/app/home Force Development: https://mypers.af.mil/app/categories/c/549/p/2/ Discussion forums and links to online resources, to include books and courses Annual CDE Nomination Data Call: https://mypers.af.mil/app/categories/c/549/p/2/
MyVector	https://MyVector.us.af.mil <ul style="list-style-type: none"> • Build resume in MyVector • CDE applications, Info on Civilian Strategic Leader Program • Discussion forums, links to online books • Air Force Competencies Information on mentoring, career planning and more

Climate-Informed Workforce

The Department of the Air Force Climate Action Plan sets a Priority of Making Climate-Informed Decisions. This includes Objective 2.1, to Develop a Climate-Informed Workforce. The courses below may assist in ensuring DAF civil engineer personnel have the knowledge, skills, and abilities to understand when, why, and how to apply climate considerations, to improve the department's ability to field a ready, combat-credible force.

101 Level Courses	Title - Introductory/General training (for new employees, or those who don't require specific training for their career field).
DASD (E&ER) Climate Change 101 Brief	<p>as.sp.pentagon.mil/coi/dcat/Shared Documents/Climate 101 Video/Climate Change 101 2022-05-23_Final.mp4</p> <p>Please reach out to POC Dr. Ariane Pinson, OSD: ariane.o.pinson.civ@mail.mil with questions</p>
For Additional 101 Level Learning:	<p>Climate Change: What's natural, what's human-caused, and how do we know? Antioch University New England Center for Climate Preparedness and Community Resilience http://www.communityresilience-center.org/webinars/climate-change-whats-natural-whats-human-caused-and-how-do-we-know/</p> <p>Introductory e-Course on Climate Change United Nations Climate Change e-course on the basics of climate change https://unccelearn.org/course/view.php?id139&pageoverview</p> <p>Extreme Climate Deployment: Air Force Civil Engineer Center (AFCEC) course that helps students to prepare to deploy to extreme weather climates https://lms-jets.cce.af.mil/moodle/course/view.php?id=374</p>
201 Level Courses for CE Professionals	Title – Tactical training for career fields that require more detailed training.
0020 Community Planners, 0023 Recreation Planners	<p>201 Level Course: Climate Science and Planning – The Basics https://youtu.beT4MTt-WFBto</p> <p>201 Level Courses: Multiple Climate focused sessions at APA Ohio's Planning Webcast Series: Climate Science and Planning: Intermediate Roundtable, Climate Resilience in Housing, Thinking Bigger (and Smarter): Climate, Money, and Beyond, Promoting Water Sustainability by Enabling Water Neutral Development (and more) https://www.youtube.com/@PlanningWebcast</p> <p>201 Level Course: The Effects of Climate Change on Outdoor Recreation in the United States https://register.gotowebinar.com/recording/7469047762304859905</p> <p>Other Resources: Large number of climate courses available with AICP membership at https://www.planning.org USACE PROSPECT program offers courses: ULC (army.mil) AFIT Resilience Engineering Course suitable for 0020 Planners: https://www.afit.edu/ce/</p>
CE Officer 32E & Engineer & Architect Series 0801, 0807, 0808, 0810, 0819, 0830, 0850, 0858	<p>201 Level Course: AFIT Future DoD Energy Systems Engineering https://www.afit.edu/EN/programs.cfm?a=view&D=50</p> <p>201 Level Course: Climate Science for Water Utility Engineers and Decision Makers https://toolkit.climate.gov/courses/online-training-water-utilities-wuca</p> <p>201 Level Course: Naval Postgraduate School - Fundamentals of Energy (Defense Energy Certificate)</p>

	<p>https://nps.edu/web/dl/236-defense-energy-certificate</p> <p>Other Resources:</p> <p>WBDG Continuing Education offers multiple courses for design professionals (energy efficiency, renewable energy, resilience planning, designing for hazards) Continuing Education WBDG - Whole Building Design Guide</p> <p>AFIT offers courses for Engineers that address climate: https://www.afit.edu/ce/</p> <p>Build and Natural Systems Forecasting, Resilient Infrastructure Engineering, Resilience Engineering</p> <p>FedCenter offers numerous courses: https://www.fedcenter.gov/training/#climate-change</p> <p>National Society of Professional Engineers offers Climate Action for Engineers Series. \$189 for non-NSPE members, free for members: https://www.nspe.org/shop/product/climate-action-engineers-series-acc-overview</p>
<p>CE Officer 32E & Planning and Programming Professionals in the 0301 and 0343 Misc Admin and 0343 Management and Program Analyst Series</p>	<p>201 Level Course: Climate Responsive Budgeting https://unccelearn.org/course/view.php?id=14&page=course</p> <p>201 Level Course: Integrating Climate Change in UNICEF’s Planning and Programming https://unccelearn.org/course/view.php?id=115&page=overview</p> <p>201 Level Course: Green Fiscal Policy https://unccelearn.org/course/view.php?id=115&page=overview</p>
<p>CE Officer 32E and Environmental Professionals in 0028, 0401 Environmental Protection Specialist and General Natural Resources Management and similar Series</p>	<p>201 Level Course: USFWS National Conservation Training Center Climate Academy (\$398) https://trainingcenter.fws.gov/courses/descriptions/ALC3193-Climate-Academy.pdf</p> <p>201 Level Course: Climate Smart Conservation https://www.nwf.org/climatesmartguide</p> <p>201 Level Course: Scanning the Conservation Horizon – A Guide to Climate Change Vulnerability Assessment https://www.nwf.org/vulnerabilityguide</p> <p>Other Resources:</p> <p>FedCenter offers numerous courses: https://www.fedcenter.gov/training/#climate-change</p> <p>WBDG Continuing Education offers Continuing Education WBDG - Whole Building Design Guide</p> <p>AFIT offers numerous environmental courses that address climate: https://www.afit.edu/ce/</p>

<p>CE Officer 32E, Enlisted AFSCs and Wage Grade Professional Technicians, Emergency Managers, and Misc</p>	<p>201 Level Course: Contingency Base Energy Systems Engineering https://www.afit.edu/EN/programs.cfm?a=view&D=52</p> <p>201 Level Course: Creating Resilient Water Utilities https://www.epa.gov/crwu</p> <p>201 Level Course: NOAA Building Risk Communication Skills (e.g. for Emergency Managers) https://coast.noaa.gov/digitalcoast/training/building-risk-communication-skills.html</p> <p>Other Resources:</p> <p>FedCenter offers numerous courses: https://www.fedcenter.gov/training/#climate-change</p> <p>WBDG Continuing Education offers training on numerous O&M topics: e.g. corrosion prevention of waterfront and coastal structures, Continuing Education WBDG - Whole Building Design Guide</p>
<p>301 Level Courses</p>	<p>Title – Senior Leader training (e.g. for squadron/group/Wing/installation commanders and GO/SES level leaders.</p>
<p>DASD (E&ER) Climate Change 101 Brief</p>	<p>as.sp.pentagon.mil/coi/dcat/Shared Documents/Climate 101 Video/Climate Change 101 2022-05-23_Final.mp4</p> <p>Please reach out to POC Dr. Ariane Pinson, OSD: ariane.o.pinson.civ@mail.mil with questions</p>
<p>Additional 301 level Courses</p>	<p>301 Level Course: Analysis to Action: Advancing Climate Security in the Biden Administration https://youtu.be/gZzt3WML_wc</p> <p>301 Level Course: EPA Local Government Climate Adaptation Training https://www.epa.gov/arc-x/local-government-climate-adaptation-training</p> <p>301 Level Course: Championing Climate Action in the Federal Workspace with Dr. Katharine Hayhoe https://www.youtube.com/watch?v=-Mtz9_OV7C0</p> <p>Additional Resources: Training on Working with Local Communities for Installation Leadership: https://www.repi.mil/Resources/Webinars</p>

References	
Number	Title
<p>AFGM2020-23-03</p>	<p><i>Career Field Education Training Plans for Civil Engineer Federal Wage System Series</i> https://static.e-publishing.af.mil/production/1/af_a4/publication/afgm2020-32-03/afgm2020-32-03.pdf</p>
<p>AFI 36-130</p>	<p><i>Civilian Career and Developmental Programs</i> https://static.e-publishing.af.mil/production/1/af_a1/publication/afi36-130/afi36-130.pdf</p>

AFI 36-2670	<i>Total Force Development</i> https://static.e-publishing.af.mil/production/1/af_a1/publication/afi36-2670/afi36-2670.pdf
DODI1400.25V451_AFI 36-1004	<i>Civilian Recognition Program</i> https://static.e-publishing.af.mil/production/1/af_a1/publication/dodi1400.25v451_afi36-1004/dodi1400.25v451_afi36-1004.pdf
AFH 36-2643	<i>Air Force Mentoring Program</i> https://static.e-publishing.af.mil/production/1/af_a1/publication/afh36-2643/afh36-2643.pdf
AFI 36-2639	<i>Education With Industry Program</i> https://static.e-publishing.af.mil/production/1/saf_aq/publication/afi36-2639/afi36-2639.pdf
AFMAN 36-606	<i>Civilian Career Field Management and Development</i> http://static.e-publishing.af.mil/production/1/af_a1/publication/afman36-606/afman36-606.pdf
AFPD 36-26	<i>Total Force Development</i> https://static.e-publishing.af.mil/production/1/af_a1/publication/afpd36-26/afpd36-26.pdf