AIR FORCE SPECIALTY CODE (AFSC) 43E BIOENVIRONMENTAL ENGINEERING OFFICER



CAREER FIELD EDUCATION AND TRAINING PLAN (CFETP)

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Part I

1.1. Preface

1.1.1. The 43E Career Field Education and Training Plan (CFETP) is a comprehensive core training document that identifies life-cycle training and education requirements, support resources, and minimum core task requirements for the 43E specialty. The plan is a "training road map" for the career field, providing personnel with a clear career path to success and making career field training identifiable, measurable, and budget defensible. The CFETP provides personnel with a defined career path and instills rigor in all aspects of career field training. It consists of two parts; supervisors use both parts to plan, manage, and control 43E training. **NOTE:** Civilians occupying Bioenvironmental Engineering (BE) positions may use Part II to support duty position qualification training. For Air National Guard (ANG) and Air Force Reserve Command (AFRC) personnel occupying BE positions, refer to the associated Major Command (MAJCOM) Functional Managers for further details.

1.1.1.1. Part I provides information necessary for overall specialty management. **Section A** explains what the CFETP is and how it should be used. **Section B** identifies career field progression information, duties and responsibilities, training strategies, and defines the career field path. **Section C** associates each skill level with the expected knowledge, education, training, and experience required.

1.1.1.2. Part II provides an overview of the competency-based training model and how it is being applied to the 43E career field. **Section A** introduces the foundational concepts of the competency-based model. **Section B** provides the sub-competency rubrics and how proficiency levels are related to observable behaviors. **Section C** explains how competency assessments are integrated with on-the-job training (OJT) and daily activities.

1.1.1.3. Part III provides a list of training courses and standards available to support career field training requirements.

1.1.2. The guidance in this CFETP provides the foundation for effective and efficient training for individuals in the 43E career field at the appropriate points in their career. This plan will enable us to train today's workforce for tomorrow's jobs.

1.2. Section A – General Information

1.2.1. Purpose. This CFETP provides information necessary for the

Bioenvironmental Engineering (BE) Officer Career Field Manager (CFM), MAJCOM Bioenvironmental Engineers (BEEs), Enlisted MAJCOM Functional Managers (MFMs), Commanders (CCs), Unit Training Managers (UTMs), supervisors, trainers, and the United States Air Force School of Aerospace Medicine (USAFSAM) Occupational and Environmental Department (OED) Force Development Division to plan, develop, manage, and conduct an effective and efficient career field education and training program. This plan outlines the training individuals in this Air Force Specialty Code (AFSC) should receive to develop and progress throughout their careers. For purposes of this plan, training is divided into entry level and proficiency training. Initial skills training is mandatory for all officers. Normally, this training is conducted by USAFSAM. Initial skills training identifies the mandatory courses, qualification requirements, and educational requirements for award of a qualified (43E3X) level. Proficiency training is additional training personnel must obtain to increase their skills and knowledge beyond the minimum required for the 43E3X level or to prove competence for a staff (43E4X) level position. Proficiency training is not provided by USAFSAM and is often obtained through personal experience and advanced military and/or civilian courses.

1.2.2. CFETP Use. The CFETP is maintained and certified by the BE CFM. The USAFSAM/OED staff and MAJCOM BEEs review the plan as needed to ensure currency and accuracy. USAFSAM/OED is the primary office of responsibility for facilitating CFETP maintenance. Career field training managers at all levels use the plan to ensure a comprehensive and cohesive training program is available for everyone.

1.2.2.1. The USAFSAM/OED staff develop and revise formal resident, nonresident, field, and exportable training based on requirements established during Utilization and Training Workshops (U&TWs). Those training offerings are documented in Part II of this CFETP. They also develop procurement and acquisition strategies to obtain resources needed to provide the identified training.

1.2.2.2. MAJCOMs must ensure that any MAJCOM-unique training programs complement the CFETP mandatory initial skill and proficiency requirements. For any such unique training requirements, MAJCOMs must also identify the needed Air Force (AF) Job Qualification Standards (AFJQSs) or Air Force Qualification Training Package (AFQTPs) to document unique upgrade training (UGT) and continuation training requirements. MAJCOM-unique requirements are satisfied through OJT, resident training, contract training, or exportable courseware/courses. The MAJCOM must identify MAJCOM-developed training to support this AFSC for inclusion in this plan, and the training must not duplicate available training resources.

1.2.2.3. In accordance with (IAW) this CFETP, all officers will complete advanced or supplemental education/training courses as required by the BE CFM. This includes all requirements listed in the specialty description of the Air Force Officer Classification Directory (AFOCD) and CFETP. Failure to progress in training IAW this CFETP may result in a Commander's recommendation to withdraw the member from training and from the 43E AFSC.

1.2.3. CFETP Coordination and Approval. The BE CFM is the approval authority. Also, the BE CFM will initiate a review of this document when necessary to ensure currency and accuracy. MAJCOM representatives and USAFSAM/OED personnel will identify and coordinate on career field training requirements.

1.3. Section B – Career Progression and Information

1.3.1. 43E Specialty Description.

1.3.1.1. The BE Career Field Intent describes the career field's senior leader assessment of where all BE personnel need to focus to accomplish their Occupational and Environmental Health (OEH) operations as part of the Air Force and Department of Defense (DoD) mission. This plan provides guidance via focus areas and objectives to assist BE Flights and their partners with operational alignment and prioritization. The BE Career Field Intent can be found on the MilSuite BEE Hive website (https://www.milsuite.mil/book/community/spaces/usaf-sg/sgp/beehive).

1.3.1.2. The AFOCD describes the 43E AFSC. It is the guiding document for all Air Force officer classification issues and takes precedence over this CFETP for any classification issues. Headquarters Air Force Personnel Center (HQ AFPC/DPSIDC) is the OPR for the AFOCD as well as all classification issues. The AFOCD can be found on the myFSS website (https://myfss.us.af.mil)

1.3.2. Skill and Career Progression.

1.3.2.1. Adequate training and timely progression from entry level to the qualified level play an important role in the AF's ability to accomplish its mission. Everyone involved in training must do their part to plan, manage, and conduct an effective training program. The guidance provided in this part of the CFETP will ensure each individual receives viable training at appropriate points in their career.

1.3.2.1.1. Entry Level (43E1A). For entry into this specialty, an officer must meet the mandatory requirements listed in the AFOCD.

1.3.2.1.2. Qualified Level (43E3A). For award of 43E3A, completion of training IAW the AFOCD and the current CFETP is mandatory. NOTE: General details are described in Part I, Section C and specific requirements are described in the Specialty Training Standard (STS) in Attachment 2 of this CFETP.

1.3.2.1.3. Staff Level (43E4A). Education and training requirements for this level are the same as the Qualified Level (43E3A). Officers must be appointed to a planning and policy-making position above the Wing level where the primary function is the development of policies, plans, and procedures.

1.3.2.2. Specialty Shreds. Refer to the latest version of the AFOCD for descriptions of educational requirements for each specialty shred for 43E officers. Specialty shreds include: General (A); Industrial Hygiene (B); Environmental Engineering and Science (D); and Health Physics (G).

1.3.3. Training Decisions. The CFETP uses a building block approach to encompass the entire spectrum of training requirements for the 43E career field. The spectrum includes a strategy for when, where, and how to meet the training requirements during a specific time. The strategy must be apparent and affordable to reduce duplication of training and eliminate a disjointed approach to training. An overhaul of the 43E training construct was approved during the 6 - 10 June 2022 U&TW at USAFSAM. These changes include a shift to the competency-based training model and are included in this version of the CFETP. General initial and proficiency training requirements are detailed in Part I, Section C. A full and detailed list of training requirements is identified in the STS in Attachment 2 of this CFETP.

1.3.4. Career Path. Officers should strive to begin a successful career by building a *primary job proficiency* through a strong technical foundation. After primary job proficiency is built, 43E officers must *build depth* through increased leadership opportunities. Finally, officers should focus on *building breadth* by expanding possibilities at different levels. Career progression opportunities must be carefully planned by not only considering professional goals, but personal goals as well (e.g., marriage, children, education, special needs, etc.). The figure below is taken from the 43E Career Development Brief, available through the myFSS website (https://myfss.us.af.mil).



Figure 1. Career Progression Chart (43D/E/H/T Career Development Brief, 10 January 2024)

1.3.5. BE Assignments. BE officers should work with their supervisors and/or mentors to inquire about assignment opportunities and determine where these opportunities may fit into the BE officer career plan. The BE CFM designates a senior BEE to facilitate assignment management (currently the AETC MAJCOM BEE). This individual provides a comprehensive list of requirements at the beginning of each assignment cycle. All BE officers should know the designated BE assignment facilitator. For specific questions about officer assignments, contact the Biomedical Sciences Corps (BSC) Assignment Officer assigned to the 43E career field at AFPC/DP2NW. Assignment preferences should be kept up to date in the myVector Talent Marketplace website (https://myvector.us.af.mil/myvector) at all times. When a BE officer has been at their assignment for a requisite time (usually 3 years) or has an established Date Estimate Return from Overseas (DEROS), they will be notified that they are on the Vulnerable to Move List (VML) prior to an upcoming assignment cycle. Available positions are advertised in Talent Marketplace at the beginning of the cycle and members should update their Talent Marketplace preferences to match. When not on the VML, members should keep their "out-of-cycle preferences" up to date so they can be considered for non-routine Permanent Change of Station (PCS) when needed/possible.

1.3.5.1. Base Level. A BE officer's initial assignment will normally be at base level. In this assignment, the BE officer will support the operational mission, forming the foundation of their career. A successful BE officer can complete an entire career in operational base level assignments or can blend several educational and developmental opportunities with base level assignments.

1.3.5.1.1. At a base level assignment, BE officers should not focus on a single area of technical expertise but seek to develop in-depth expertise in all operational activities and areas.

1.3.5.1.2. An overseas tour can provide invaluable experience and an opportunity to fill developmental gaps.

1.3.5.1.3. Experience in different MAJCOMs will provide a broad view of the total Air Force mission and deeper understanding of how the pieces fit together.

1.3.5.2. Technical Assignments.

1.3.5.2.1. Consultant. Individuals, typically with master's and/or doctoral degrees, or who otherwise demonstrate technical proficiency via certification or experience, that provide reach back consultative support to Air Staff, MAJCOMs, home-station, and expeditionary BE personnel. Two base-level assignments are typically necessary prior to this assignment.

1.3.5.2.2. USAFSAM Instructor. Individuals typically with master's and/or doctoral degrees, or who otherwise demonstrate technical proficiency via certification or experience, that provide Team Aerospace formal education and training through course development, distance learning tools, and in-residence instruction. Two base-level assignments are typically necessary prior to this assignment.

1.3.5.3. Developmental Assignments. Developmental assignments provide broader operational perspective on the AF and DoD with a focus other than through a base level lens. Adequate career field experience and knowledge is highly recommended prior to developmental assignments. BE officers (with the help of their mentors and/or supervisors) should time/plan developmental opportunities at the appropriate point in their career. Some opportunities may make an individual less competitive at Lieutenant Colonel (O-5) and Colonel (O-6) promotion boards if not timed appropriately. While the exact timing will vary by individual, BE officers must weigh personal and professional desires for broadening with their overall developmental, career, and personal goals. Many developmental opportunities available to BE officers are included in the Authorized vs Assigned Listing, which can be found on the milSuite BEE Hive (https://www.milsuite.mil/book/community/spaces/usaf-sg/sgp/sgpb/beehive).

1.3.5.4. AF Staff Assignments. Staff assignments provide an opportunity to develop policy, monitor the effectiveness as the policy is executed, and adjust policy as necessary. Most staff assignments are filled by Majors (O-4s) and O-5s. BE officers should have at least two base level assignments, Flight Command, and completed Professional Military Education (PME) commensurate with rank prior to staff assignments. For Joint positions on the Joint Duty Assignment List (JDAL), Joint PME will be required to obtain Joint Duty credit. A listing of staff assignments can be found in the Authorized vs Assigned Listing on the milSuite BEE Hive.

1.3.5.5. Command. Some BE officers will have the opportunity to command a Squadron or Medical Group. Air Force Medical Service (AFMS) officers must understand the command application, nomination, and selection process. This process is very competitive. Squadron Commanders are O-5s and O-6s, and Medical Group Commanders are O-6s. Squadron Command is generally required for promotion to O-6. To learn more about this opportunity and process, go to the BSC Knowledge Exchange website (https://kx.health.mil/kj/kx1/BiomedicalSciencesCorps/Pages/home.aspx).

1.3.6. Education. Together with training and experience, education is one of the pillars of military professional development. While the Air Force will provide some opportunities for formal education, it is usually only awarded through highly competitive processes. Ultimately, it is incumbent upon individual officers to prioritize and manage their time, both on and off duty, to achieve their educational goals.

1.3.6.1. Professional Military Education (PME). According to DAFI 36-2670, *Total Force Development*, developmental education is central to the continuum of learning that spans an officer's professional career. Professional continuing education, graduate education, experiential programs, and PME compose developmental education. There are three levels of officer PME: primary developmental education (PDE), intermediate (IDE), and senior (SDE). Under the force development construct, officers are functionally developed to be experts in their respective career fields. Limited resources restrict in-residence IDE and SDE attendance. Therefore, in-residence IDE and SDE is limited to the "best qualified." Currently, in-residence PDE is required for all BSC officers. For additional information on PME, reference DAFI 36-2670.

1.3.6.2. Advanced Academic Degrees (AAD). Obtaining an AAD makes a BE officer more knowledgeable and credible, may assist in promotion opportunity at the O-6 promotion board, and enhances a member's value to the Air Force. Currently, it is not required to obtain a master's degree until the O-6 promotion board; however, post-graduate education is currently unmasked on personal records and will be reviewed when members are being evaluated on a promotion board.

Promotion board members will be instructed to understand and appreciate the value of specific advanced academic degrees, military training and operational experience for the developmental category meeting the board. Officers should not pursue an advanced degree simply to impress a

promotion board or to check a perceived box. Advanced degrees should be chosen to meet personal and professional goals, with an appreciation of the value of the specific degree has to the Department of the Air Force.

BE officers (and their mentor/supervisor) should time/plan AAD opportunities carefully with promotion schedules. A BE officer may pursue an AAD through one of many off-duty education programs. They may also attend a full-time education program offered through the Health Professions Education Requirements Board (HPERB). Information on the HPERB process is available on the BSC Education Knowledge Exchange website (https://kx.health.mil/kj/kx1/BiomedicalSciencesCorps/Pages/home.aspx). Air University also offers the Online Master's Program (OLMP) (https://www.airuniversity.af.edu/GCPME/OLMP/). Completion of the OLMP Joint Warfare concentration also awards IDE credit.

1.3.6.3. Continuing Health Education (CHE). IAW AFI 41-117, *Medical Service Officer Education.* 43E officers that possess a specialty shred and certification must complete the minimum CHE, Continuing Medical Education (CME), or Continuing Education Unit (CEU) requirements necessary to meet or maintain licensure or certification credentials for their specialty

1.3.6.4. Language Enabled Airman Program (LEAP). The Air Force Culture and Language Center (AFCLC) is chartered to develop Airmen who can communicate, build relations, negotiate, and influence across cultural boundaries in support of global expeditionary operations. AFCLC runs the LEAP program to sustain, enhance, and use the existing language skills and talents within the Air Force. The stated goal of LEAP is to develop a core group of general-purpose force Airmen across specialties and careers possessing the capability to communicate in one or more foreign languages. To become a participant in LEAP, Airmen must already possess moderate to high levels of proficiency in a foreign language specified on the Air Force Strategic Language List. Additional program information is available on the Air University website (https://www.airuniversity.af.edu/AFCLC/Language-studies/).

1.3.6.5. Biomedical Officer Management Orientation (BOMO). BOMO introduces critical concepts for BSC force development and builds upon basic concepts for officer professional development. It enhances the officer's understanding of the Corps and its associated AFSCs, the role of BSCs across the AFMS, the fundamentals of career progression, and continues to build upon leadership skills with topics including personnel management and conflict resolution. BOMO also utilizes BSC senior leaders as guest speakers to fortify these objectives as well as to strengthen BSC ties. Speakers include the CFM, AFPC leadership, BSC assignments team members, and various other subject matter experts (SMEs). New BE officers should speak to their local BSC executive (SGB) about attendance opportunities. Further information about selection criteria and class dates are located on the BSC Knowledge Exchange (https://kx.health.mil/kj/kx9/BOMO/Pages/Home.aspx).

1.3.6.6. Basic Leadership Airman Skills Training (BLAST). BLAST is a 5-day, online course offered through USAFSAM that provides students with the foundational skills to successfully lead at the Flight level. The course consists of leadership, trusted care, and management lessons. Students will also participate in online exercises with their peers which are facilitated by instructors and three Senior AFMS Mentors. The objective of this course is to equip mid-level leaders with skills necessary to lead and manage AFMS assets in a Highly Reliable Organization. BLAST is open for self-registration through USAFSAM's GeniusSIS website (https://usafsam.geniussis.com/PublicWelcome.aspx) and seats are allocated between officers, enlisted, and civilians.

1.3.6.7. Intermediate Executive Skills Course. The Joint Medical Executive Skills Intermediate Executive Skills Course (JMESI-IES) provides education and training on leadership and management skills necessary to successfully serve in an intermediate-level leadership position within a medical treatment facility (MTF). The course is designed to facilitate attainment of selected Joint Medical Executive Skills core competencies as identified by a Tri-Service review board of MHS senior leaders. Additional information is available on the Defense Health Agency (DHA) website (https://www.health.mil/Military-Health-Topics/Education-and-Training/LEADS/JMESI).

1.4. Section C – Initial and Proficiency Training Requirements

1.4.1. Purpose. The initial and proficiency training requirements in the 43E career field are defined in terms of the competency-based model described in Part II Section A. The specific requirements are identified in the STS in Attachment 2 of this CFETP.

1.4.2. Initial Training Requirements. These requirements are designated in the STS in Attachment 2 of this CFETP as knowledge (K), performance (P), and knowledge of performance (pk) requirements. Refer to the STS for a list of specific requirements and refer to Table A2.1 in Attachment 2 for additional information on P, K, and pk requirements. Paragraphs 1.4.2.1. through 1.4.2.4. below describe how new 43Es will be provided with their initial training.

1.4.2.1. Timeline. New 43E officers' training time starts when they arrive at their first duty station, pending any extenuating circumstances. The AFOCD details the allotted time 43E officers are expected to accomplish their initial training requirements. As of the publication of this CFETP, the current timeline is three years. Officers requiring more than three years to accomplish all initial training requirements must request a waiver IAW the AFOCD. However, the <u>expectation</u> is that new 43Es make every possible effort to complete all aspects of their initial training requirements in one year. A one-year expectation is imposed to communicate the importance of expedience through and dedication to the initial training pipeline described below. The 43E training pipeline has been purposefully developed to enable this one-year timeframe and expectation, but only if dedication to the pipeline is enabled by frontline supervisors and BE Flight Commanders.

1.4.2.2. 43E Initial Training Pipeline.

1.4.2.2.1. BE Online Training (BOT). BOT is a collection of online training modules (supported, managed, and hosted by USAFSAM/OED) that 43E1As must accomplish to qualify for the inresidence BE Officer (BEO) course (described below). These online modules teach 43Es the foundational knowledge and initial skills that are required to grow in the career field's occupational competencies. The modules teach to all common BE programs and allow a new 43E officer to learn these concepts at their own pace. A major focus of this online content is to enable new officers to learn-by-doing and through hands-on experience with the programs and processes at their base and within their BE Flight. It is expected that:

- **BOT students (new 43Es)** will be dedicated to this online learning program. Learning the content within the modules should be prioritized over positional duties or volunteer opportunities. BOT can and should be balanced with other Flight, Squadron, Group, and Wing opportunities, but the highest priority should always be the foundational training within the online modules.
- Supervisors of new 43Es must enable their supervisee by providing adequate time, resources, and guidance to allow the new 43E to complete BOT. Supervisors are expected to assist the new 43E with questions or assignments derived from BOT content when requested by the BOT student. Supervisors must also prioritize and provide frequent feedback to new 43Es. In addition to providing their own observations of the ratee's progress through BOT, additional inputs are encouraged to assist with BOT feedback from USAFSAM/OED.
- Qualified BE Flight members are expected to assist new 43Es with BOT content when the student has questions or when the content involves real-world assessments, surveys, and program reviews. Many BOT assignments rely on OJT and hands-on experiences. These assignments will direct the student to work with a qualified member of their Flight. Qualified BE Flight members must assist new 43Es in learning fundamental skills to the best of their abilities.

New 43Es must register for BOT as soon as possible after arriving at their first duty station. BOT must be accomplished before the new officer is allowed to register for BEO. Additional details for BOT are provided on the Force Development Division page of the ESOH Service Center webpage.

1.4.2.2.2. BE Officer (BEO) Course. BEO is an in-residence course at USAFSAM and is supported, managed, and hosted by USAFSAM/OED. This course builds upon the foundational aspects that 43E1As learned in BOT by primarily focusing on the leadership and management aspects of the BE mission. The course also provides advanced BE topics and information about new and emerging BE areas of responsibility. New 43Es must register for BEO 30 days before the course start date and must complete BEO before they earn the 43E3A designation.

1.4.2.2.3. BE Readiness and Deployment Skills (BERDS) Course. BERDS is an in-residence course at USAFSAM and is supported, managed, and hosted by USAFSAM/OED. This course builds upon the student's readiness and deployment related skills and knowledge. New 43Es must complete BERDS before they earn the 43E3A designation. BERDS can be accomplished by a new 43E before or after BEO. It can also be accomplished while the new officer is actively enrolled in BOT. As of the publication of this CFETP, BERDS is being combined with the USAFSAM/PHD Contingency Preventive Medicine course. This will likely result in a new course name. Regardless of this change, course completion is still required for new officers to earn the 43E3A AFSC.

1.4.2.3. Compressed Curriculum. At the time of publication of this CFETP, the compressed curriculum option is only considered for 43Es who were a prior 4B0X (BE Technician.) Compressed curriculum applies to certain sections of BOT and is approved on a case-by-case basis. This process allows prior 4B0X personnel an opportunity to 'test-out' of specific BOT modules. Some BOT modules are mandatory for all new accessions, meaning all new 43Es must register for and complete certain portions of BOT regardless of prior 4B0X status. Currently, there are no waivers or exceptions for BEO or BERDS attendance. For more information about the current process, contact USAFSAM/OED.

1.4.3. Proficiency Training Requirements. These requirements are designated in the STS in Attachment 2 of this CFETP as a dash or "-". This designation means that training for the line item is not explicitly provided by USAFSAM/OED. These line items are generally "Advanced" and "Expert" level requirements that 43E personnel should be proficient in to show competence at those levels. However, some "Basic" and "Intermediate" level line items are also labeled as proficiency training requirements. 43E officers of all skill levels should work to become proficient in these requirements throughout their careers. Some of the ways in which personnel can expect to accomplish this are provided below.

1.4.3.1. Job Experience. 43E Officers must take every opportunity to learn new skills and refine the skills they have learned in the past. In this way, every 43E assignment should be utilized to gain proficiency in new and increasingly difficult competencies. 43E's should strive to master their current level of responsibility, then work towards gaining experience and understanding of higher levels of technical skills, leadership, and management. An example could be a 43E being assigned as a MAJCOM Deputy BEE (understudy to the MAJCOM BEE) where the 43E can grow in their competencies related to MAJCOM BEE-level work (many of the "Advanced" and "Expert" level competencies). A successful assignment in this Deputy role would show that the 43E has grown towards and is more ready for a potential future role as a MAJCOM BEE.

1.4.3.2. Comprehensive Skills Training and Enhancement Program (C-STEP). The USAFSAM C-STEP office provides 43E and 4B personnel with Comprehensive Medical Readiness Program (CMRP) training material to complete knowledge and skills training as part of their home station training program.

1.4.3.2.1. The C-STEP office develops and provides OEH and preventive medicine training material. Flight trainers must tailor this information to their specific flight and make appropriate training enhancements. For example, adding hands-on portions for equipment and other tools (CHART, DOEHRS, etc.) is extremely beneficial. Encouraging more experienced flight members to share their experience also improves junior flight members' understanding of the applicability of the material.

1.4.3.2.2. CMRP training materials can be found on the Learn to Win (L2W) platform. Additional guidance for L2W access and CMRP schedule can be found via the C-STEP page on the ESOH Service Center (https://hpws.afrl.af.mil/dhp/oe/patsitesc/). A NIPR or VPN connection is required to access the page.

1.4.3.3. Additional Training and Courses. Many courses and trainings outside of the USAFSAMprovided curriculum and base-level options exist and are relevant to 43E knowledge and skills. This includes technical courses offered by agencies such as the Occupational Safety and Health Administrations (OSHA) or the Environmental Protection Agency (EPA), as well as leadership courses offered at base-level or by private organizations. There are also many Air Force and DoD courses that can assist 43E's in improving their knowledge and skills. Refer to Part III of this CFETP for additional examples and information about training and courses outside of the USAFSAM provided curriculum.

1.4.4. Tracking Initial and Proficiency Training. It is a 43E's responsibility to track their personal progress through their initial and proficiency training requirements. Unless explicitly noted by USAFSAM/OED or the member's Supervisor, it can be assumed that a 43E has met all their initial training requirements (explained in section 1.4.2. above) after completing BOT, BEO, and BERDS. Completion of these initial training requirements is proven by satisfactory completion of the three courses. Completion and tracking of proficiency training requirements is the sole responsibility of the 43E and their supervisor. Supervisors cannot be expected to provide proficiency training to a 43E, but they can be expected to provide feedback on a member's strengths and weaknesses. All proficiency training requirement tracking and completion (such as training provided during a non-USAFSAM course) should be documented by the member. Refer to Part II of this CFETP for more information on the purpose of personnel tracking their initial and proficiency training completion.

1.4.5. Specialty Qualification Requirements. Specialty qualification training requirements (shreds) are found within the AFOCD at the myFSS website (https://myfss.us.af.mil). These are reviewed and updated as needed every six months.

Part II – Competency-Based Training Model

2.1. Section A – Introducing Competency-Based Training Model

2.1.1. Competencies. 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. An occupational competency model was developed and approved by the BE Corporate Board (BCB) at the June 2022 U&TW at USAFSAM. The BE community rebuilt the entire 43E development platform by using competencies to identify the behaviors needed for success on the job. This effort was accomplished by identifying and integrating the 43E 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.

2.1.1.1. 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.

2.1.1.2. 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 2.1) are grouped into different categories of Developing Self, Developing Others, Developing Ideas, and Developing Organizations. Airmen can go to MyVector (accessible via AF Portal) to complete a self-assessment, which will allow them to evaluate themselves on the 24 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 2.1: Air Force Foundational Competency Model

2.1.1.3. 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.

2.1.1.4. 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 Figure 2.2 provides a framework to effectively assess, maintain, and monitor the competencies required for mission success. 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.

2.1.1.4.1. 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. Figure 2.2 provides the competency model for the 43E career field.

Competency	Sub-Competency	Description
	Data Collection	The process of identifying and acquiring both quantitative and
		qualitative data to characterize health hazards
	Data Entry	The documentation of collected data and information in
Pick		government systems of record
Assessment	Data Analytics	A qualitative or quantitative determination of the nature and
and	Decement	Sevenity of fication and the bigger and a second se
Mitigation	Recommend	The utilization of the hierarchy of controls to assess and provide
C	Controls	risk mitigation strategies
	Risk Communication	The ability to create and deliver both written and verbal
		products that relay clear and concise information regarding
		potential risks to health/well-being and mission impact
	Due energ	Technical and administrative oversight to ensure mission
	Program	execution (self-inspection, programmatic reviews, planning,
Management	Management	etc.)
	Resource	The oversight of manpower, funding, equipment, and time
	Management	requirements to plan and execute the operational mission
Leadership	Eana Davalanment	Recruit, train, develop, and retain Airmen to achieve long-term
	Force Development	personal, professional, and organizational success
	Force Integration	Develop relationships with mission partners to drive solutions

Figure 2.2: 43E Occupational Competency Model

2.1.1.5. 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 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. Figure 2.3 provides an example of one of the 43E competency rubrics.

Figure 2.3: Competency Rubric for Data Collection

	Proficiency Levels (Depth of Knowledge)	Observable Behaviors
Competency Risk Assessment and Mitigation Sub-Competency Data Collection Description The process of identifying and acquiring both quantitative and qualitative data to characterize health hazards Supporting Competencies Precision, Analytical Thinking, Information Seeking, Knowledge Management	Expert New practices/concepts and theories of all workplace elements; is a credible resource in this area	 Develops collection procedures, methods, and models when existing models are not adequate/available Forecasts data gaps to drive further data collection or influence policy (i.e., emerging contaminants, new airframes, etc.) Creates and/or advises on DoD/Sister Service policy to improve or enhance data quality Evaluates and fields new technology to meet warfighter needs
	Advanced New practices of all workplace elements	 Approves sampling strategies for use to ensure Quality Assurance Oversees/manages collection process to prevent Disease and Non-Battle Injury (DNBI) and comply with DoD, federal, state, and local requirements Applies industry best practices to improve data collection methods, processes, and tools Utilizes advanced data collection techniques, tools, and equipment
	Intermediate Established practices of all workplace elements	 Creates sampling strategies to build an exposure assessment (e.g., Industrial Hygiene (IH), Radiation Health (RH), etc.) Identifies when sampling and data requirements are met Recognizes and documents factors that influence data collection results Leads team to execute complex assessments when required
management	Basic Established practice with some workplace elements	 Executes data collection method(s) and procedures (e.g., NIOSH, sampling strategies, narrative, routine work place assessment, etc.) to support an exposure assessment Selects and utilizes the resources for data collection (e.g., equipment, sampling media, systems-of-record, etc.) Seeks out advice on complex tasks (e.g., investigations, MILCON design review, etc.) to maintain data integrity

2.1.1.6. To better understand how to read and utilize the competency rubric, a breakdown of each component is explained below in Figures 2.4a-c.

Competency Risk Assessment and Mitigation	The competency section states the competency group.	
Sub-Competency Data Collection	The sub-competency section states the narrower category that forms part of the competency group.	
Description The process of identifying and acquiring both quantitative and qualitative data to characterize health hazards	The description section provides a statement that gives details about the sub-competency, enabling career field members to better understand how the sub-competency relates to the AFS.	
Supporting Competencies Precision, Analytical Thinking, Information Seeking, Knowledge Management	The supporting competencies are support-level competencies that are linked to the success of the sub-competency. These competencies lend themselves more toward areas like values, traits, and attitudes.	
Figure 2.4b: Proficiency Breakdown		

Figure 2.4a: Competency Breakdown

Profici (Depth o	iency Levels of Knowledge)	The proficiency levels are broken into four parts: basic, intermediate,		
H New praction theories of elements; is a th	Expert ces/concepts and of all workplace credible resource in his area	advanced, and expert. 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 basic to expert.		
Ac New practice el	lvanced es of all workplace lements	Some of the criteria categories (e.g., depth of knowledge, consistency of application/complexity, and thinking challenge) allow 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		
Inte Established workpl	ermediate d practices of all ace elements	different levels of proficiency in the same position at the flight; they move quickly because they are exposed to an abundance of situations.Other criteria categories (e.g., scope, impact, and reach of influence) require more of a hierarchical approach to gain the experience needed to progress through the competency levels. Moving through the proficiency levels may		
Established p workpl	Basic practice with some ace elements	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 Higher Headquarters (HHQ), Wing-level, or an organization with far reaching capabilities).		

Figure 2.4c: Observable Behaviors Breakdown

Observable Behaviors	751 1 11 1 1
 Develops collection procedures, methods, and models when existing models are not adequate/available Forecasts data gaps to drive further data collection or influence policy (i.e., 	the observable behaviors are statements of what can be observed from an individual manifesting the
 emerging contaminants, new airframes, etc.) Creates and/or advises on DoD/Sister Service policy to improve or enhance data quality. 	competency at the respective competency level.
 Evaluates and fields new technology to meet warfighter needs Approves sampling strategies for use to ensure Quality Assurance Oversees/manages collection process to prevent DNBI and comply with DoD, federal, state, and local requirements Applies industry best practices to improve data collection methods, processes, and tools Utilizes advanced data collection techniques, tools, and equipment 	They provide objective evidence that the individual possesses the competency level, and shows what effective performance looks like. The behaviors are written to be specific enough so they can be
 Creates sampling strategies to build an exposure assessment (e.g., Industrial Hygiene (IH), Radiation Health (RH), etc.) Identifies when sampling and data requirements are met Recognizes and documents factors that influence data collection results Leads team to execute complex assessments when required 	observable and lend themselves towards measurement.
 Executes data collection method(s) and procedures (e.g., NIOSH, sampling strategies, narrative, routine work place assessment, etc.) to support an exposure assessment Selects and utilizes the resources for data collection (e.g., equipment, sampling media, systems-of-record, etc.) Seeks out advice on complex tasks (e.g., investigations, MILCON design review, etc.) to maintain data integrity 	

2.1.1.7. 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 future assignments. 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 and objective

observable behaviors they should be striving to exhibit. Members 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.

2.2. Section B – Competency-Based Training Rubrics

2.2.1. The competency-based model serves 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. The rubrics for each 43E sub-competency are shown below.

	Proficiency Levels (Depth of Knowledge)	Observable Behaviors
Competency Risk Assessment and Mitigation	Expert New practices/concepts and theories of all workplace elements; is a credible resource in this area	 Develops collection procedures, methods, and models when existing models are not adequate/available Forecasts data gaps to drive further data collection or influence policy (i.e., emerging contaminants, new airframes, etc.) Creates and/or advises on DoD/Sister Service policy to improve or enhance data quality Evaluates and fields new technology to meet warfighter needs
Sub-Competency Data Collection Description The process of identifying and acquiring both quantitative and qualitative data to characterize health	Advanced New practices of all workplace elements	 Approves sampling strategies for use to ensure Quality Assurance Oversees/manages collection process to prevent DNBI and comply with DoD, federal, state, and local requirements Applies industry best practices to improve data collection methods, processes, and tools Utilizes advanced data collection techniques, tools, and equipment
hazards Supporting Competencies Precision, Analytical Thinking, Information Seeking, Knowledge	Intermediate Established practices of all workplace elements	 Creates sampling strategies to build an exposure assessment (e.g., Industrial Hygiene (IH), Radiation Health (RH), etc.) Identifies when sampling and data requirements are met Recognizes and documents factors that influence data collection results Leads team to execute complex assessments when required
Management	Basic Established practice with some workplace elements	 Executes data collection method(s) and procedures (e.g., NIOSH, sampling strategies, narrative, routine work place assessment, etc.) to support an exposure assessment Selects and utilizes the resources for data collection (e.g., equipment, sampling media, systems-of-record, etc.) Seeks out advice on complex tasks (e.g., investigations, MILCON design review, etc.) to maintain data integrity

	Proficiency Levels (Impact On)	Observable Behaviors
Competency	Expert	 Approves/improves Systems of Record (SORs)
Risk Assessment and	AF-level practices/	 Develops data entry policies to ensure interoperability
Mitigation	within industry	between SORs (e.g., DOEHRS to ILER)
Sub-Competency Data Entry	Advanced Management decisions	 Interprets policy and develops guidance on data entry procedures/processes for SORs Proposes solutions of identified gaps in entry procedures to higher levels for resolution
Description The documentation of collected data and information in government systems of record (SORs)	Intermediate Specific workplace projects	 Instructs/assists others with data entry into SORs IAW published guidance to meet mission requirements Identifies gaps in current entry procedures and elevates to higher levels for resolution Interprets policy and implements processes for standardized data entry for a specific location
Supporting Competencies Precision, Digital Literacy, Analytical Thinking, Knowledge Management	Basic Specific workplace tasks	 Uses a SOR (e.g., DOEHRS, MRER, RAMMIS, etc.) IAW published guidance to meet mission requirements Conducts quality assurance reviews for compliance with published guidance Seeks out advice on complex data entry tasks to maintain data integrity

	Proficiency Levels (Depth of Knowledge)	Observable Behaviors
Competency Risk Assessment and Mitigation Sub-Competency Data Analytics	Expert New practices/concepts and theories of all workplace elements; is a credible resource in this area Advanced New practices of all workplace elements	 Develops and validates predictive models to enhance risk assessments Defines requirements and validates information analysis and automated processing tools Advocates for appropriate exposure standard/limit when not published/codified to advise risk mitigation efforts Assesses hazards to anticipate second/third order health and mission effects Seeks out other tools and equipment that provides a more comprehensive and detailed assessment (e.g., continuing education, attends conferences, communicates with USAFSAM, etc.) Applies exposure assessments across other functional areas to better quantify risks
Description A qualitative or quantitative		 Integrates new tools, equipment, and information systems to enhance data quality and results
determination of the nature and severity of health hazards Supporting Competencies Analytical Thinking, Problem Solving, Troubleshooting, Digital Literacy	Intermediate Established practices of all workplace elements	 Generates/updates exposure assessment to account for new data (e.g., IH STAT) Determines appropriate exposure standard/limit due to conflicting guidance to classify exposure (e.g., mold, emerging contaminants, etc.) Conducts predictive exposure assessments using data and intel to inform data collection requirements (e.g., IH MOD, LASE, surrogate data, etc.) Validates information system products to fully characterize health risks/hazards Assesses hazards to determine health and mission effects Assesses hazards to anticipate future health risk/hazards
	Basic Established practice with some workplace elements	 Evaluates available exposure data/assessments to identify data or compliance gaps Validates calculations to characterize health hazard/risk Uses existing tools/templates to produce standardized reports (e.g., OEHED, PPE listing, metrics, etc.) Utilizes standardized reports to perform quality assurance on products

	Proficiency Levels (Consistency of Application)	Observable Behaviors
Competency Risk Assessment and Mitigation Sub-Competency Recommend Controls	Expert Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency	 Advises on design solution requirements to reduce risk to acceptable levels (e.g., for specific aircraft and common processes) Evaluates new technology to determine applicability to AF unique hazards Evaluates new hazards and directs controls (e.g., new weapons systems and DESB approvals)
Description The utilization of the hierarchy of controls to	Advanced Sustained application of competency over time in complex situations	 Applies analysis to controls/solutions to troubleshoot and optimize under performance Reviews custom design COAs (e.g., vent systems, filtration, shielding) to provide risk mitigations
assess and provide risk mitigation strategies Supporting Competencies Creative Thinking, Problem Solving, Analytical Thinking, Fosters	Intermediate Sustained application of competency over time in a variety of situations	 Recommends standard control COAs (e.g., PPE, administrative controls, portable/COTS vents, etc.) suitable to provide risk mitigations Identifies systemic causes for noncompliance issues and provides risk control measures Combines controls across hierarchy to reduce operational impacts
movaton	Basic Sustained application of competency over time	 Assesses existing controls for adequacy of risk mitigation Recommends controls and determines exposure reductions for individual hazards Recommends corrective actions for program deficiencies to mitigate risk and increase compliance

	Proficiency Levels (Thinking Challenge)	Observable Behaviors
Competency Risk Assessment and Mitigation	Expert Requires developing imaginative procedures	 Develops enterprise-wide templates for risk communications Creates risk communication policy and guidance for career field Publishes and/or provides risk communication within and outside the DoD
Sub-Competency Risk Communication Description	Advanced	 Evaluates situation to identify potential questions/concerns from stakeholder and generates responses for anticipated questions Creates products (e.g., letters, reports, briefings, etc.) in
The ability to create and deliver both written and verbal products that relay clear and concise information regarding	No established procedures	 response to unique/emerging situations Briefs/answers questions (i.e., extemporaneously) based on limited or uncertain data to potentially hostile audiences Interprets scientific findings in ways that enhance technical understanding to a broad range of stakeholders
potential risks to health/well-being and mission impact	Intermediate A wide variety of situations	 Forecasts risk communication needs and methods Tailors templates and messaging to address unique situations Delivers risk reports and briefings to diverse, non-technical audiences
Supporting Competencies Active Listening, Communication, Influence, Strategic Thinking	Basic Within established procedures or similar situations	 Generates reports and briefings using existing templates to disseminate risk information (e.g., Consumer Confidence Reports, Routine Workplace Assessment, etc.) Delivers reports and briefings within the functional community/working group level to communicate risk Coordinates messaging with internal and external agencies as needed

	Proficiency Levels (Reach of Influence)	Observable Behaviors
Competency Management Sub-Competency Program Management Description Technical and administrative oversight to ensure mission execution (self-inspection, programmatic reviews, planning) Supporting Competencies Time Management,	Expert USAF/DoD	 Develops tools and metrics to assess program health and maturity across the enterprise Develops policy and instruction to transform programs with BE equities Integrates with DoD partners to guide joint program management and develop directives and guidance for programs with BE equities
	Advanced MAJCOM Intermediate Installation	 Advises policy development through involvement in activities (e.g., PGC involvement, MAJCOM influence, etc.) Develops plans to meet emerging policy changes Analyzes metrics, programmatic reviews, and self-inspection data (e.g., across the Flight, across the MAJCOM, etc.) to determine program maturity, validate corrective action plans, prioritizes inputs, and provides feedback Leads teams that execute program management Utilizes metrics, programmatic reviews and self-inspection tools to assess the health of programs Develops and implements corrective action plans to meet the requirements of programs
		programs
Teamwork, Decision Making, Communication	Basic Flight	 Identifies and explains the regulations and requirements for assigned BE program(s) (e.g., Readiness, Radiation, Occupational Health, Environmental Health, etc.) Manages a small team to execute assigned program(s) Answers self-inspection questions regarding assigned BE program(s) Communicates program gaps to appropriate leadership chain Leverages experience from unit members at appropriate levels on technical matters (e.g., SNCO, NCOIC, Superintendent, peers, etc.)

	Proficiency Levels (Scope)	Observable Behaviors
Competency Management Sub-Competency Resource Management	Expert USAF/DoD	 Conceptualizes the future organizational state to project resource needs across the FYDP Programs BE requirements into POM Coordinates resource needs/standardization across the AF/DoD Evaluates policy and governance to ensure resources are utilized effectively
Description The oversight of manpower, funding, equipment, and time requirements to plan and execute the operational	Advanced MAJCOM	 Evaluates base inputs for capability gaps and projects future needs (e.g., funds, equipment, manpower, etc.) Defends/justifies resource requirements across MAJCOM/AF/DHA Partners with mission owners to develop and defend POM inputs
mission Supporting Competencies Communication, Negotiation, Accountability, Strategic Thinking	Intermediate Squadron/Group/Wing	 Builds and communicates resource requirements Assesses, prioritizes, and allocates resources (i.e., funds, equipment, manpower, etc.) necessary for mission execution Advocates for additional resources to mitigate shortfalls
	Basic Element/Flight	 Uses documented procedures to manage assigned resources and identify resource gaps (e.g., OEH Support, GPC, IEU, TDY funds, PMEL, etc.) Explains the process for acquiring resources for assigned program(s)

	Proficiency Levels (Reach of Influence)	Observable Behaviors	
Competency Leadership Sub-Competency Force Development	Expert MAJCOM/USAF/ Industry	 Coaches and mentors at all levels and develops organizational relationships (e.g., AIHA, industry, joint services, TFI, MAJCOMs, etc.) Manages a hierarchy of advancement and vectors leaders to develop others Develops career field by ensuring communication across leadership teams and advocating for the recruitment and retention of quality individuals 	
Description Recruit, train, develop, and retain Airmen to achieve	Advanced Group/Wing	 Coaches leaders to guide teams to meet their goals Leverages diverse teams to optimize organizational performance 	
long-term personal, professional, and organizational success Supporting Competencies Mentor, Coaching, Active Listening, Communication	Intermediate Flight/Squadron/Unit	 Influence 4B and 43E career progression for members within your organization Recognizes gaps in personnel's skill sets, provides learning and experiential opportunities for growth Leverage team experience for intra-Flight development Integrate other career fields into team development 	
	Basic Individuals/small teams	 Develop members under one's sphere of influence Recognize 4B and 43E career progression opportunities and timelines Identify BSC force structure and responsibilities Align professional goals with career progression hierarchy 	

	Proficiency Levels (Reach of Influence)	Observable Behaviors
Competency	Expert MAJCOM, HAF, DoD, Industry, Government, Regulators, Working Groups, International Standards	 Provides subject matter expertise to develop and synchronize policy across functional areas (e.g., USAFSAM, HAF, DHA, Joint Staff, AFCEC, SAF/LL, etc.) Provides subject matter expertise to guide industry partners (e.g., AIHA, ACGIH, NIOSH, HPS, etc.)
Leadership Sub-Competency Force Integration Description Develop relationships with mission partners to drive solutions	Advanced MAJCOM, Regulators, Host Nation	 Provides subject matter expertise to influence functional area policy (e.g., PGC, USAFSAM, etc.) Represents installation/wing interests and integrates/collaborates/negotiates with both traditional and non-traditional mission partners (e.g., NRC, EPA, OSHA, LEPC, State, local leaders, etc.) Applies Final Governing Standards in support of BE functions in collaboration with host nation and international partners
Supporting Competencies Relationship Building, Teamwork,	Intermediate Wing/Installation	 Integrates and collaborates with traditional mission partners across the installation (e.g., CE, MXS, LRS, etc.) Engages in meetings (e.g., ATWG, EOC, ESOHC, etc.) to provide subject matter expertise
Communication, Organizational Awareness	Basic Squadron/Group	 Integrates and collaborates with traditional mission partners within group (e.g., Flight Med, Public Health, Medical Readiness, RMO, etc.) Attends/observes meetings (e.g., ATWG, EOC, ESOHC, etc.) to gain awareness and meet partners Explains how core functions of Team Aerospace integrates/supports installation missions Explains core functions of non-traditional mission partners (e.g., NRC, EPA, MAJCOMs, HAF, etc.)

2.3. Section C – Integrating Competency Assessments with Daily Tasks

2.3.1. Integrating Competency Assessments with OJT

2.3.1.1. 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 together.

2.3.2. Executing Competencies

2.3.2.1. The initial intent of the competency 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 Airmen (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.

2.3.2.2. The competency rubrics can also be used to assist with completing a needs assessment to identify required position 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.

2.3.2.3. 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 43E 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 43E's attend can be mapped to the behaviors listed in the rubrics to ensure training resources are being used appropriately, when an Airman needs it in their career.

Part III – Training Course Index

3.1. Purpose. This section of the CFETP identifies training courses available for officers in the specialty. Due to the broad and varied responsibilities of the career field, a variety of 43E-relevant training courses are offered that support developmental education. The list of 43E-applicable courses below is not all inclusive.

Course Number	Course Title	Location	
B3OZY4XXX 0B1C	Contingency Preventive Medicine Course	USAFSAM	
B3XZYBERDS 0A1B	BE Readiness and Deployed Skills (BERDS)	USAFSAM	
B6XZY4B0X10R1A	BE Radiation Skills Course (BERS)	Distance Learning (DL)	
B3OBY43E1 0A1B	BE Officer Course (BEO)	USAFSAM	
N/A	BE Online Training (BOT)	DL	
N/A	Radiation Safety Officer (RSO) Course	DL	
N/A	Laser Safety Officer (LSO) Course	DL	
NOTES: Information for these courses can be found in the USAFSAM GeniusSIS course catalog			
(https://usafsam.geniussis.com/PublicWelcome.aspx)			

3.1.1. USAFSAM COURSES

3.1.2. AFIT – DEPARTMENT OF ENGINEERING PHYSICS

Course Number	Course Title	Location	
N/A	Nuclear Weapons Effects, Policy, and Proliferation	DL	
	(NWEPP) Certificate Program		
N/A	Countering Weapons of Mass Destruction	DL	
	Certificate Program		
NOTES: Both courses are graduate level; personnel must possess at minimum a bachelor's degree to			
attend. https://www.afit.edu/ENP/programs.cfm?a=list&b=C			

3.1.3. DEFENSE THREAT REDUCTION AGENCY (DTRA) – Defense Nuclear Weapons School (DNWS)

Course Number	Course Title	Location	
J5OZD13B402DA	Nuclear Weapons Incident Response Training	Kirtland AFB	
	(NWIRT), Basic		
J5OZD32E3G00DA	Nuclear Emergency Team Operations (NETOPS)	Kirtland AFB	
JBOZD21A1A00DA	Nuclear Weapons Orientation Course (NWOC)	Kirtland AFB	
	Applied Radiological Response Techniques Level	DL	
	1 (ARRT-1)		
DNWS HP 480	Applied Radiological Response Techniques Level	Kirtland AFB	
	2 (ARRT-2)		
NOTES: Information for these courses can be found at the DNWS website (https://dnws.dtra.mil/)			

3.1.4. DEFENSE SPECIAL WEAPONS AGENCY – ARMED FORCES RADIOBIOLOGY RESEARCH INSTITUTE (AFRRI)

Course Number	Course Title	Location
N/A	Medical Effects of Ionizing Radiation (MEIR)	Varies
N/A	MEIR Regional Short Course (formerly Medical Effects of Nuclear Weapons)	Varies

3.1.5. U.S. ARMY MEDICAL RESEARCH INSTITUTE OF CHEMICAL DEFENSE

Course Number	Course Title	Location
50ZA44XX 00BA	Medical Management of Chemical-Biological	Aberdeen PG, MD
	Casualties (MMCBC)	

3.1.6. CENTER FOR DOMESTIC PREPAREDNESS (DEPT OF HOMELAND SECURITY)

Course Number	Course Title	Location	
IC MGT-360	Incident Command: Capabilities, Planning and	Anniston, AL (Former	
	Response Actions for All Hazards	Fort McClellan)	
RP PER-263	Respiratory Protection: Program Development	Anniston, AL (Former	
	and Administration	Fort McClellan)	
RERO PER-904	Radiological Emergency Response Operations	Anniston, AL (Former	
		Fort McClellan)	
RCCC AWR-317	Radiological Emergency Preparedness (REP)	Anniston, AL (Former	
	Core Concepts	Fort McClellan)	
NOTES: An extensive list of available CDP courses is available at their website (https://cdp.dhs.gov/)			

3.1.7. Other Courses. The Occupational Safety and Health Administration (OSHA), the National Institute for Occupational Safety and Health (NIOSH), and the Environmental Protection Agency (EPA) offer a variety of courses relevant to the 43E specialty. These courses are often tuition-free for government employees; however, travel and per diem expenses are not free. In addition to those programs listed in Table 3.1.2. above, AFIT also offers other graduate certificate opportunities, such as Operations Research and Integration, Human Systems applicable many BE Officer job responsibilities to (https://www.afit.edu/EN/programs.cfm?a=list&b=C.)

3.1.8. Professional Certifications. Professional certifications assist the professional development of our Airmen and civilians by broadening their knowledge and skills. Obtaining professional certifications also helps Airmen to better prepare for transition to civilian life. AFI 41-104, *Professional Board and National Certification Examinations* describes the approval process and options for taking professional, board, or national certification examinations in the Medical Service. It also describes the criteria for reimbursement of fees, expenses, and identifies documentation requirements. A list of professional certifications that are applicable to 43E's is shown in Attachment 3 of this CFETP.

3.1.9. Other Certifications. A variety of state-level certifications exist and may be required in areas such as drinking water analysis. These certifications may be any combination of voluntary professional advancement and operational necessity.

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

Abbreviations and Acronyms

- ABET Accreditation Board for Engineering and Technology
- AD Active Duty
- **AF** Air Force
- AFCLC Air Force Culture and Language Center
- AFOCD Air Force Officer Classification Directory
- AFI Air Force Instruction
- **AFIT** Air Force Institute of Technology
- AFMS Air Force Medical Service
- AFOCD Air Force Officer Classification Directory
- AFOTEC Air Force Operational Test & Evaluation Center
- AFPC Air Force Personnel Center
- AFPD Air Force Policy Directive
- AFQTP Air Force Qualification Training Package
- AFRAT Air Force Radiation Assessment Team
- A&FRC Airman & Family Readiness Center
- AFRL Air Force Research Laboratory
- AFRRI Armed Forces Radiobiology Research Institute
- AFS Air Force Specialty
- AFSC Air Force Specialty Code
- AFTR Air Force Training Record
- AFVEC Air Force Virtual Education Center
- AIHA American Industrial Hygiene Association
- ANG Air National Guard
- $AT/FP- Anti-Terrorism/Force\ Protection$
- AU Air University
- **BCB** BE Corporate Board
- BE Bioenvironmental Engineering (formal acronym for official documents)
- **BEE** Bioenvironmental Engineer
- **BEO** Bioenvironmental Engineering Officer
- BSC Biomedical Service Corp
- CBRN Chemical, Biological, Radiological, Nuclear

- CC Commander
- $\ensuremath{\textbf{CCAF}}\xspace \ensuremath{\textbf{Community}}\xspace$ Community College of the Air Force
- **CDC** Career Development Course
- CE Civil Engineering
- **CFETP** Career Field Education and Training Plan
- \mathbf{DAF} Department of the Air Force
- \mathbf{DE} Developmental Education
- \mathbf{DL} Distance Learning
- **DoD** Department of Defense
- DoDI Department of Defense Instruction
- DMRTI Defense Medical Readiness Training Institute
- DNBI Disease and Non-Battle Injury
- **DNWS** Defense Nuclear Weapons School
- DOEHRS Defense Occupational and Environmental Health Readiness System
- DTRA Defense Threat Reduction Agency
- $\mathbf{DT} \mathbf{Developmental}$ Team
- **EPA** Environmental Protection Agency
- ESOH SC Environmental Safety and Occupational Health Service Center
- ETCA Education & Training Course Announcement
- FY Fiscal Year
- HAF Headquarters Air Force
- HAZMAT Hazardous Material
- HHQ Higher Headquarters
- HRA Health Risk Assessment
- IAW In Accordance With
- IHS -- International Health Specialist
- ITP Individual Transition Plan
- MAJCOM-Major Command
- MFM MAJCOM Functional Manager
- **OEH** Occupational & Environmental Health
- **OEH-MIS** Occupational & Environmental Health-Management Information System
- **OEHSA** Occupational & Environmental Health Site Assessment
- **OHM** Occupational Health Measurements
- OJT On-the-Job Training
- **ORM** Operational Risk Management
- **OSHA** Occupational Safety and Health Administration

PACAF – Pacific Air Forces

- PCS Permanent Change of Station
- \mathbf{PD} Presidential Directive
- **QNFT** Quantitative Fit-Testing

RAC – Risk Assessment Code

- \mathbf{RP} Respiratory Protection
- **RSO** Radiation Safety Officer
- SG Surgeon General
- **SGB** BSC Executive
- SOR System of Record
- **STS** Specialty Training Standard
- TA Tuition Assistance
- **TDY** Temporary Duty

TIC/TIM – Toxic Industrial Chemical/Toxic Industrial Material

TLD – Thermo-Luminescent Dosimeter

UGT – Upgrade Training

UMD – Unit Manning Document

USAFSAM - United States Air Force School of Aerospace Medicine

USUHS - Uniformed Services University of Health Sciences

- UTC Unit Type Code
- **UTM** Unit Training Manager

U&TW – Utilization & Training Workshop

VA – Vulnerability Assessment or Veterans Administration

WPAFB – Wright-Patterson Air Force Base

Terms

Air Force Officer Classification Directory (AFOCD). The directory that contains the official specialty descriptions for all military classification codes and identifiers which are used to identify each Air Force job (valid requirement) and describe the minimum mandatory qualifications of personnel to fill these jobs. These standards are used to procure, classify, and employ personnel; to develop career programs for initial training, retraining, and skill upgrade; and to structure unit manpower document (UMD).

Air Force Medical Service (AFMS) Flight Path. The Flight Path was designed to improve the platform for deliberately developing AFMS personnel and delivering health care at home-station and deployed locations. It delineates the organizational structure in the AFMS.

Air Force Qualification Training Package (AFQTP). An instructional package designed for use at the unit to qualify, or aid qualification, in a duty position or program, or on a piece of equipment. It may be printed, computer-based, or in other audiovisual media.

Air Force Specialty Code (AFSC). A group of positions (with the same title and code) that require common qualifications.

Bioenvironmental Engineering (BE) Officer Career Field Manager (CFM). A representative appointed by the respective HQ USAF Deputy Chief of Staff or Under Secretariat, to ensure that assigned AF specialties are trained and used to support AF mission requirements.

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

Certification. A formal indication of an individual's ability to perform a task to required standards.

Certification Official. A person whom the commander assigns to determine an individual's ability to perform a task to required standards.

Developmental Education (DE). An array of educational opportunities including: Professional Military Education, Advanced Academic Degree Education and Professional Continuing Education, AFPD 36-23, Military Education.

Functional Manager (FM). Senior leaders, designated by the appropriate functional authorities, who provide day-to-day management responsibility over specific functional communities. While they should maintain an institutional focus with regard to resource development and distribution, FMs are responsible for ensuring their specialties are equipped, developed, and sustained to provide AF capabilities.

Initial Training. A formal training pipeline that, upon completion, results in an AFSC 3-skill level award for officers in the 43E career field.

Major Command (MAJCOM). Usage of this term refers to all Major Commands (MAJCOM), Forward Operating Agencies (FOA), DRU, Air National Guard (ANG), and Air Force Reserve Command (AFRC) unless otherwise indicated.

On-the-Job Training (OJT). Hands-on, "over-the-shoulder" conducted to certify personnel in both upgrade (skill-level award) and job qualification (position certification training).

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

Specialty Training Standard (STS). An AF publication that describes an AFS in terms of tasks and knowledge an Airman in that specialty may be expected to perform or to know on the job. It further serves as a contract between AETC and the functional user to show which of the overall training requirements for an AFSC are taught in formal schools and correspondence courses.

Utilization and Training Workshop (U&TW). A forum of AFSC MAJCOM Functional Managers (MFMs), Subject Matter Experts (SMEs), and AETC (USAFSAM for 43E AFS) training personnel that determines career field training requirements.

Attachment 2

43E SPECIALTY TRAINING STANDARD (STS)

A2.1. The competency-based STS for the 43E AFS, was developed via workshops between USAFSAM/OED, base-level 43E SMEs, and AETC/A3JO. The resulting STS applies learning outcomes to the required behaviors for each sub-competency and proficiency level. This STS was reviewed and approved during the June 2022 U&TW.

A2.2. The proficiency codes used on this STS are summarized in Table A2.1. These codes are used in the STS to indicate learning outcomes that have been identified as necessary to become a fully-qualified 43E3A. The codes indicate if the member must show knowledge of a subject, the ability to perform a task, or understanding about a task.

	Behavioral Statement STS Coding System		
Code	Definition		
K	Subject Knowledge Training – The verb selection identifies the individual's ability to identify facts, state principles, analyze, or evaluate the subject.		
Р	Performance Training – Identifies that the individual has performed the task to the satisfaction of the course; however, the individual may not be capable of meeting the field requirements for speed and accuracy.		
pk	Performance Knowledge Training – The verb selection identifies the individual's ability to relate simple facts, procedures, operating principles, and operational theory for the task.		
-	This mark is used alone instead of a scale value to show no proficiency training is provided.		

Table A2.1: STS Coding System

A2.3. The STS includes two columns indicating where learning outcomes will be achieved: Distance Learning (DL) course (currently BOT) and In-Residence (IR) course (currently BEO and BERDS). The DL course will be members' first introduction to the 43E career field to be started upon their arrival at their first duty station. The course will be a hybrid of self-paced, online study and tasks to be completed at their duty station to give a good foundation and understanding of Flight management, health risk assessment, 43E program management and execution, and utilization of tools and resources. After completing the DL course, members will attend an in-residence course or workshop to further develop in more advanced topics in a collaborative environment with their peers.

A2.4. Many learning outcomes, particularly at the higher proficiency levels, are not coded in either course. These learning outcomes and their corresponding behaviors are not required to achieve the fully-qualified 43E3A AFSC and are developed as a member progresses throughout their career. These learning outcomes may be achieved through experience, assignments, continuing education, and other developmental opportunities.

A2.5. The "Required Behavior and Learning Outcome Match" column of the STS designates which required behavior a particular learning outcome supports. In this way, the learning outcome can be traced to the required behavior.

Competencies, Sub-Competencies, Proficiency Levels,		Proficiency codes used to indicate when	
		learning	outcomes
Observable Behaviors, and Learning Outcomes	Learning	Will be	assessed
	Match	DL	IK
1 DICK ACCECCMENT AND MITICATION	Match	Course	Course
1. LISK ASSESSMENT AND MITIGATION			
1.1. DATA COLLECTION 1.2. Description: The process of identifying and acquiring both quantitative and qualitative			
data to characterize health hazards			
1.3 Supporting Competencies:			
1.3. Supporting Competencies.			
141 DATA COLLECTION BASIC			
1.4.2. Required Rehaviors:			
1.4.3. 1) Executes data collection method(s) and procedures (e.g. NIOSH sampling strategies			
narrative routine workplace assessment etc.) to support an exposure assessment			
1.4.4. 2) Selects and utilizes the resources for data collection (e.g., equipment, sampling			
media, systems-of-record, etc.)			
1.4.5. 3) Seeks out advice on complex tasks (e.g., investigations, MILCON design review.			
etc.) to maintain data integrity			
1.4.6. Criteria:			
1.4.7. Established practice with some workplace elements			
1.4.7.1. Execute assessments using most feasible methods	1	Р	-
1.4.7.2. Develop base hazard inventories (e.g., EMF, laser, x-ray tube, etc.)	1	Р	-
1.4.7.3. Conduct preassessment data calls	1	Р	-
1.4.7.4. Determine variables during assessments	1	P	-
1.4.7.5. Document assessments appropriately	1	P	-
1.4.7.6. Utilize appropriate equipment and PPE based on hazards	2	P	-
1477 Consult with SMEs (internal/external)	3	nk	_
1.4.8. DATA COLLECTION INTERMEDIATE		pr	
1.4.9. Required Behaviors:			
1.4.10. 1) Creates sampling strategies to build an exposure assessment (e.g., Industrial			
Hygiene (IH). Radiation Health (RH). etc.)			
1.4.11. 2) Identifies when sampling and data requirements are met			
1.4.12. 3) Recognizes and documents factors that influence data collection results			
1.4.13. 4) Leads team to execute complex assessments when required			
1.4.14. Criteria:			
1.4.15. Established practices of all workplace elements			
1.4.15.1. Recognize potential for complete exposure pathways	1	Р	-
1.4.15.2. Develop a sampling strategy based on constraints (e.g., mission requirements,	1	р	
environment, timeliness, resources, politics, population, etc.)	1	r	-
1.4.15.3. Recognize required data based on career field approved or laboratory guidelines	2	Р	-
1.4.15.4. Review assessment documentation to validate data	3	-	Р
1.4.15.5. Anticipate confounding variables	3	Р	-
1.4.15.6. Consolidate data collected from multiple individuals and/or organizations	4	pk	-
1.4.16. DATA COLLECTION ADVANCED			
1.4.17. Required Behaviors:			
1.4.18. 1) Approves sampling strategies for use to ensure Quality Assurance			
1.4.19. 2) Oversees/manages collection process to prevent DNBI and comply with DoD,			
federal, state, and local requirements			
1.4.20. 3) Applies industry best practices to improve data collection methods, processes, and			
tools			
1.4.21. 4) Utilizes advanced data collection techniques, tools, and equipment			
1.4.22. Criteria:			
1.4.23. New practices of all workplace elements			
1.4.23.1. Deliver feedback on proposed sampling strategy	1	-	Р
1.4.23.2. Verify sample strategy meets appropriate regulation/policy/laws	2	pk	-

1.4.23.3. Incorporate organizational lessons learned (e.g., deployment documentation, after action reports, etc.)	2	pk	pk
1.4.23.4. Continuously adopts best practices identified by professional organizations and USAFSAM	3	pk	-
1.4.23.5. Evaluate new technologies to perform sampling	4	-	-
1.4.24. DATA COLLECTION EXPERT			
1.4.25. Required Behaviors:			
1.4.26. 1) Develops collection procedures, methods, and models when existing models are not			
adequate/available			
1.4.27. 2) Forecasts data gaps to drive further data collection or influence policy (i.e., emerging			
contaminants, new airframes, etc.)			
1.4.28. 3) Creates and/or advises on DoD/Sister Service policy to improve or enhance data			
quality			
1.4.29. 4) Evaluates and fields new technology to meet warfighter needs			
1.4.30. Criteria:			
1.4.31. New practices/concepts and theories of all workplace elements; is a credible resource in			
this area			
1.4.31.1. Apply new models based on academia and industry best practices	1	-	-
1.4.31.2. Author guidance/doctrine for data collection	1	-	-
1.4.31.3. Identify emerging hazards based on new weapon systems/capabilities	2	-	-
1.4.31.4. Perform gap analysis on data from across the career field	2	-	pk
1.4.31.5. Provide recommendations to DoD/Sister Service policy	3	-	-
1.4.31.6. Conduct developmental and operational testing	4	-	-
1.5. DATA ENTRY			
1.6. Description: The documentation of collected data and information in government systems			
of record (SORs)			
1.7. Supporting Competencies:			
1.8. Precision, Digital Literacy, Analytical Thinking, Knowledge Management			
1.8.1. DATA ENTRY BASIC			
1.8.2. Required Behaviors:			
1.8.3. 1) Uses a SOR (e.g., DOEHRS, MRER, RAMMIS, etc.) IAW published guidance to			
meet mission requirements			
1.8.4. 2) Conducts quality assurance reviews for compliance with published guidance			
1.8.5. 3) Seeks out advice on complex data entry tasks to maintain data integrity			
1.8.6. Criteria:			
1.8.7. Specific workplace tasks			
1.8.7.1. Document data to support longitudinal exposure record	1	Р	Р
1.8.7.2. Adhere to appropriate policies and SOPs	1	Р	Р
1.8.7.3. Validate data integrity through career field metrics and published guidance/laws	2	pk	Р
1.8.7.4. Reference ESOH SC and functional chain of command in support of data entry	3	pk	-
1.8.8. DATA ENTRY INTERMEDIATE			
1.8.9. Required Behaviors:			
1.8.10. 1) Instructs/assists others with data entry into SOR IAW published guidance to meet			
mission requirements			
1.8.11. 2) Identifies gaps in current entry procedures and elevates to higher levels for resolution			
1.8.12. 3) Interprets policy and implements processes for standardized data entry for a specific			
location			
1.8.13. Criteria:			
1.8.14. Specific workplace projects			
1.8.14.1. Validate data entry is current and correct	1	Р	-
1.8.14.2. Validate SOR output is representative of current data	1	pk	Р
1.8.14.3. Train members on data entry protocols	1	pk	-
1.8.14.4. Review installation metrics to resolve gaps	2	pk	Р
1.8.14.5. Elevate issues to higher levels (e.g., MAJCOM, reach back support, PGC, etc.)	2	pk	-
1.8.14.6. Implement data entry policy based on installation support agreements and working	3	pk	-
groups	2	r	
1.8.14. /. Develop standardized language for SORs	3	-	-

1.9.15 DATA ENTERVANCED			
1.8.15. DATA ENTRY ADVANCED			
1.8.16. Required Behaviors:			
1.8.17. 1) Interprets policy and develops guidance on data entry procedures/processes for SOR			
1.8.18. 2) Proposes solutions of identified gaps in entry procedures to higher levels for			
resolution			
1.8.19. Criteria:			
1.8.20. Management Decisions			
1.8.20.1. Translate AF specific policy into user level tools and guidance	1	-	-
1.8.20.2. Provide higher level consultative service for data use guidelines and development	1	-	-
1.8.20.3. Seek efficiencies in data processing techniques	1	-	-
1.8.20.4. Analyze gaps in metrics across the MAJCOM/AF	2	-	-
1.8.20.5. Collaborate with DoD working groups to develop COAs to resolve gaps	2	-	-
1.8.21. DATA ENTRY EXPERT			
1.8.22. Required Behaviors:			
1823. 1) Approves/improves SORs			
1824 2) Develops data entry policies to ensure interoperability between SORs (e.g. DOFHRS			
to II FR)			
1825 Criteria:			
1.8.25. Criteria. 1.8.26 AF-level practices/within industry			
1.8.26.1 Determine the level of implementation of a system of record (SOR)	1		
1.8.26.2 Ensure SOP mosts mission requirements and regulations	1	-	-
1.8.20.2. Ensure SOR meets mission requirements and regulations	1	-	-
1.8.26.3. Establish the requirements for the SOR	1	-	-
1.8.26.4. Examine feasibility of intersystem communication	2	-	-
1.8.26.5. Write policy for data entry in SOR	2	-	-
1.8.26.6. Translate DoD/Federal level policy into AF specific guidance	2	-	-
1.9. DATA ANALYTICS			
1.10. Description: A qualitative or quantitative determination of the nature and severity of			
health hazards			
1.11. Supporting Competencies:			
1.12. Analytical Thinking, Problem Solving, Troubleshooting, Digital Literacy			
1.12.1. DATA ANALYTICS BASIC			
1.12.2. Required Behaviors:			
1.12.3. 1) Evaluates available exposure data/assessments to identify data or compliance gaps			
1.12.4. 2) Validates calculations to characterize health hazard/risk			
1.12.5. 3) Uses existing tools/templates to produce standardized reports (e.g., OEHED, PPE			
listing, metrics, etc.)			
1.12.6. 4) Utilizes standardized reports to perform quality assurance on products			
1.12.7. Criteria:			
1.12.8. Established practices with some workplace elements			
1.12.8.1. Quantify exposures based on collected data	1	Р	Р
1.12.8.2. Determine need for additional data collection	1	nk	Р
1 12 8 3 Identify gaps in existing exposure assessment	1	P	P
1 12 8 4 Provide quality assurance on health hazard characterization	2	nk	P
1 12 8 5 Compare exposure with established limits (if applicable)	2	D D	P I
1.12.8.6. Produce standardized reports using established guidence	2	1 nl	D I
1.12.8.7. Unload documentation in SOP	2	рк	Г
1.12.8.7. Upload documentation in SOR	3	P	- D
1.12.8.8. Incorporate standardized reports into quality assurance process	4	рк	Р
1.12.9. DATA ANALYTICS INTERMEDIATE			
1.12.10. Required Behaviors:			
1.12.11. 1) Generates/updates exposure assessment to account for new data (e.g., IH STAT)			
1.12.12. 2) Determines appropriate exposure standard/limit due to conflicting guidance to			
classify exposure (e.g., mold, emerging contaminants, etc.)			
1.12.13. 3) Conducts predictive exposure assessments using data and intel to inform data			
collection requirements (e.g., IH MOD, LASE, surrogate data, etc.)			
1.12.14. 4) Validates information system products to fully characterize health risks/hazards			
1.12.15. 5) Assesses hazards to determine health and mission effects			
1.12.16. 6) Assesses hazards to anticipate future health risk/hazards			

1.12.17. Criteria:			
1.12.18. Established practices of all workplace elements	1	1	D
1.12.18.1. Utilize statistics to conduct exposure analysis	1	pk	P
1.12.18.2. Utilize metrics and SOR reports to determine data accuracy	1	рк	P
1.12.18.3. Incorporate data from other agencies (e.g., responders, medics, RECON teams, symptomatic patients, etc.)	1	pk	Р
1.12.18.4. Utilize most appropriate OELs after analyzing different laws, regulations,	2	pk	Р
1.12.18.5. Incorporate surrogate data from other locations (e.g., bases, cities, historical	3	nk	D
data, etc.)	5	рк	1
1.12.18.6. Utilize various modeling methods and tools to estimate exposures	3	pk	P
1.12.18.7. Validate inputs and assumptions of completed exposure models	4	-	Р
1.12.18.8. Determine potential health effects based on exposure analysis	5	pk	P
1.12.18.9. Relate exposures to potential mission effects	5	pk	-
1.12.18.10. Trend data across OEH programs (e.g., air sampling, rad dosimetry, noise,	6	Р	-
1 12 19 DATA ANALYTICS ADVANCED			
1.12.20. Required Behaviors:			
1.12.21. 1) Assesses hazards to anticipate second/third order health and mission effects			
1 12 22 2) Seeks out other tools and equipment that provides a more comprehensive and			
detailed assessment (e.g. continuing education attends conferences communicates with			
USAFSAM etc.)			
1 12 23 3) Applies exposure assessments across other functional areas to better quantify risks			
1.12.25. 3) Applies exposure assessments across other functional areas to better quality fisks 1.12.24. 4) Integrates new tools, equipment, and information systems to enhance data quality			
and results			
1 12 25. Criteria			
1.12.25. One natices of all workplace elements			
1 12 26 1 Analyze additive and synergistic effects between chemical biological			
radiological, and physical hazards	1	pk	pk
1.12.26.2. Tailor health risk assessment based on specialized mission sets (e.g., BOS-I,	1	-	-
ISSA, current ops, etc.)	1		1.
1.12.26.3. Anticipate second/third order health and mission effects	1	-	рк
1.12.26.4. Identify best practice tools and equipment for data analysis	2	-	-
and assessment methods	2	-	-
1.12.26.6. Coordinate analytical best practices with career field leadership	3	-	-
1.12.26.7. Correlate data from other assessments to quantify secondary exposures, risks,	2		
and mission impacts	5	-	-
1.12.26.8. Identify ways to increase performance, accuracy, and confidence in results			
from information to advise acquisition of new tools, equipment, and information	4	-	-
systems			
1.12.26.9. Coordinate technical expertise to acquisition managers for the development,	4	-	-
1 12 27 DATA ANAL VILOS EXDEDT			
1.12.27. DATA ANALI TICS EATERT 1.12.28. Dequired Rehaviors:			
1.12.20. Required Denaviors. 1.12.20. (1) Develops and validates predictive models to enhance risk assessments.			
1.12.29. 1) Develops and validates predictive models to emiance fisk assessments 1.12.30. 2) Defines requirements and validates information analysis and automated processing			
tools			
1 12 31 3) Advocates for appropriate exposure standard/limit when not published/codified to			
advise risk mitigation efforts			
1.12.32. Criteria:			
1.12.33. New practices/concepts and theories of all workplace elements: is credible resource in			
this area			
1.12.33.1. Review OEH risk reduction opportunities	1	-	-
1.12.33.2 Develop new predictive models for risk assessments	1	-	_
1.12.33.3. Seek peer reviews to validate predictive model	1	-	-

1.12.33.4.Provide direction and oversight for the development of risk assessment	1	-	_
strategy			
1.12.33.5. Provide feedback to Air Force leaders regarding the nazard assessment	2	-	-
1 12 33 6 Advise acquisition of major weapons systems munitions and other material			
solutions through mitigation and assessment of human system integration human	2	-	-
performance, and other health risks	-		
1 12 33 7 Consult with members across the community on data analysis concerns	2	-	-
1.12.33.8. Validate requirements and technical needs	2	-	-
1.12.33.9. Make recommendations for resource prioritization	3	-	-
1.12.33.10. Identify emerging health risks to advocate for policy adjustments for career			
field guidelines	3	-	-
1.12.33.11. Monitor enforcement actions for trend analysis and corrective actions	3	-	-
1.13. RECOMMEND CONTROLS			
1.14. Description: The utilization of the hierarchy of controls to assess and provide risk			
mitigation strategies			
1.15. Supporting Competencies:			
1.16. Creative Thinking, Problem Solving, Analytical Thinking, Fosters Innovation			
1.16.1. RECOMMEND CONTROLS BASIC			
1.16.2. Required Behaviors:			
1.16.3. 1) Assesses existing controls for adequacy of risk mitigation			
1.16.4. 2) Recommends controls and determines exposure reductions for individual hazards			
1.16.5. 3) Recommends corrective actions for program deficiencies to mitigate risk and increase			
compliance			
1.16.6. Criteria:			
1.16.7. Sustained application of competency over time			
1.16.7.1. Evaluate efficacy of existing controls	1	Р	-
1.16.7.2. Certify mitigation methods (e.g., routine ops, emergency response, ventilation,	1	Р	_
environmental, radiation, etc.)	1	1	
1.16.7.3. Document selection rationale in appropriate SOR	1	Р	Р
1.16.7.4. Utilize the hierarchy of controls to make recommendations (e.g., hazards associated	2	Р	-
with a single process)		-	
1.16.7.5. Utilize appropriate regulations and guidance to make recommendations	2	Р	pk
1.16.7.6. Identify health related deficiencies	3	Р	Р
1.16.7.7. Assign applicable risk assessment code (RAC)	3	pk	Р
1.16.8. RECOMMEND CONTROLS INTERMEDIATE			
1.16.9. Required Behaviors:			
1.16.10. 1) Recommends standard control COAs (e.g., PPE, administrative controls,			
portable/COTS vents, etc.) suitable to provide risk mitigations			
1.16.11. 2) Identifies systemic causes for noncompliance issues and provides risk control			
measures			
1.16.12. 3) Combines controls across hierarchy to reduce operational impacts			
1.10.13. Uniteria: 1.16.14. Sustained analisedian of commuter means time in a variety of situations			
1.10.14. Sustained application of competency over time in a variety of situations	1		D
1.16.14.1. Analyze exposure control options (e.g., internit, iong-ternit)	1	рк	r
1.10.14.2. Recommend expedited control options for emergent nazards (e.g., HAZMAT,	1	-	Р
1 16 14 3 Manage health PACe using SOP and appropriate guidence	n	nl	р
1.16.14.5. Mahage health KACs using SOK and appropriate guidance	2	рк	Г
deficiencies	2	pk	Р
1 16 14 5 Apply risk management through occupational environmental and radiation			
health assessments	3	pk	Р
1.16.14.6. Utilize the hierarchy of controls to make recommendations across full			
spectrum of hazards, systems, and processes including considerations of operational	3	Р	_
impact and constraints	5	· ·	
1.16.15. RECOMMEND CONTROLS ADVANCED			
1.16.16. Required Behaviors:			

1.16.17. 1) Applies analysis to controls/solutions to troubleshoot and optimize			
underperformance			
1.16.18. 2) Reviews custom design COAs (e.g., vent systems, filtration, shielding, etc.) to			
provide risk mitigations			
1.16.19. Uniteria:			
1.16.20. Sustained application of competency over time in complex situations	1	1	
1.16.20.1. Coordinate risk assessment to enable hazard abatement prioritization	1	pk	-
1.16.20.2. Engage with stakeholders to drive creative and innovative mitigation options	1	pk	Р
1.16.20.3. Review projects (e.g., project designs, work orders, base mx projects, etc.)	2	Р	Р
and make recommendations based on projected hazards	2	1	
1.16.20.4. Provide inputs for abatement/decontamination using established methods	2	рк	-
1.16.21. RECOMMEND CONTROLS EXPERT			
1.16.22. Required Benaviors:			
1.16.23. 1) Advises on design solution requirements to reduce risk to acceptable levels, (e.g.,			
1 16 24 2) Evaluates new technology to determine annliaghility to AE unique hereards			
1.10.24. 2) Evaluates new technology to determine applicability to AF unique nazards 1.16.25. 2) Evaluates new begands and directs controls (a.g., new weepong systems and DESP			
1.10.25. 5) Evaluates new nazards and directs controls (e.g., new weapons systems and DESB approvals)			
approvais) 1 16 26 Critaria:			
1.10.20. Chiefia. 1.16.27 Able to innovate and formulate strategies: able to model/quide/teach others the			
competency of how to apply the competency			
1 16 27 1 Provide inputs for abatement/decontamination using proposed methods	1	_	_
1.16.27.2 Develop standardized control recommendations for enterprise-wide	1		
implementation (e.g. security forces lasers aircraft mods etc.)	1	-	-
1 16 27 3 Propose new control technology for AF implementation	2		_
1.16.27.4 Determine ESOH control requirements for new/updated materiel and	2		
nrocesses	3	-	-
1 16 27.5 Integrate control recommendations in the acquisition process	3		_
1 17 PISK COMMUNICATION	5	-	-
1.17. Risk Confidential The ability to create and deliver both written and verbal products that relay			
clear and concise information regarding potential risks to health/well-being and mission impact			
1 19 Supporting Competencies:			
120 Active Listening Communication Influence Strategic Thinking			
1 20.1. RISK COMMUNICATION BASIC			
1.20.2. Required Behaviors:			
1.20.3. (1) Generates reports and briefings using existing templates to disseminate risk			
information (e.g., Consumer Confidence Reports, Routine Workplace Assessment, etc.)			
1.20.4. 2) Delivers reports and briefings within the functional community/working group level			
to communicate risk			
1.20.5. 3) Coordinates messaging with internal and external agencies as needed			
1.20.6. Criteria:			
1.20.7. Within established procedures or similar situations			
1.20.7.1. Deliver a clear and concise message using the appropriate medium	1	Р	-
1.20.7.2. Utilize appropriate written template to communicate risk	1	Р	-
1.20.7.3. Draft reports and seeks feedback	1	Р	-
1.20.7.4. Prepare and present technical information to functional community (e.g., OEHWG,		5	
AMC, DWWG, etc.)	2	Р	-
1.20.7.5. Identify audience	3	pk	-
1.20.7.6. Identify key stakeholder for coordinating the message	3	pk	-
1.20.8. RISK COMMUNICATION INTERMEDIATE		•	
1.20.9. Required Behaviors:			
1.20.10. 1) Forecasts risk communication needs and methods			
1.20.11. 2) Tailors templates and messaging to address unique situations			
1.20.12. 3) Delivers risk reports and briefings to diverse, non-technical audiences			
1.20.13. Criteria:			
1.20.14. A wide variety of situations			
1.20.14.1. Determine medium(s) to present information	1	Р	-

	-	-	
1.20.14.2. Anticipate questions and inquiries based on audience	1	Р	-
1.20.14.3.Use data analytics to preemptively address possible concerns	1	Р	-
1.20.14.4. Communicate potential constraints (e.g., resource, training gaps, etc.)	1	Р	-
1.20.14.5. Adjust communication to different audiences	2	Р	-
1.20.14.6. Develop clear and concise message based on complex data	2	Р	Р
1.20.14.7. Reduce technical jargon to convey meaningful message to a diverse, non-	2	р	
technical audience	5	P	-
1.20.14.8. Translate complex reports and briefings into concise, realistic, and feasible	2	р	
COAs	5	P	-
1.20.15. RISK COMMUNICATION ADVANCED			
1.20.16. Required Behaviors:			
1.20.17. 1) Evaluates situation to identify potential questions/concerns from stakeholder and			
generates responses for anticipated questions			
1.20.18. 2) Creates products (e.g., letters, reports, briefings, etc.) in response to			
unique/emerging situations			
1.20.19. 3) Briefs/answers questions (i.e., extemporaneously) based on limited or uncertain data			
to potentially hostile audiences			
1.20.20. 4) Interprets scientific findings in ways that enhance technical understanding to a			
broad range of stakeholders			
1.20.21. Criteria:			
1.20.22. No established procedures			
1.20.22.1. Coordinate with other agencies for external messaging (e.g., CCR, social			
media, news, etc.)	1	pk	-
1.20.22.2. Engage with external agencies for internal messaging (e.g., USAFSAM, EPA,	_	_	
local health departments, etc.)	1	pk	-
1 20 22 3 Develop COAs based on commander's mission and priorities	1	_	Р
1 20 22 4 Develop reports and briefings to communicate risk for emerging situations	2	_	P
1.20.22.4. Develop reports and orienings to communicate risk for emerging situations	2		1
assistance to develop communication strategies	2	pk	-
1 20 22 6 Develop communication strategies			
conflicting data	3	-	Р
1 20 22 7 Communicate health implication from uncontrolled exposures	2		D
1.20.22.7. Communicate nearth implication from uncontrolled exposures	3	-	Г лlъ
1.20.22.8. Educate stakeholders on technical concepts to improve their understanding	4	-	рк
1.20.23. KISK COMMUNICATION EAPERT			
1.20.24. Required Denaviors:			
1.20.25. 1) Develops enterprise-wide templates for risk communications			
1.20.20. 2) Creates risk communication poincy and guidance for career field			
1.20.27. 5) Publishes and/or provides fisk communication within and outside the DoD			
1.20.20. Criteria: 1.20.20. Dequines developing imaging tive proceedures			
1.20.29. Requires developing imaginative procedures	1		
1.20.29.1. Author fisk communication template for enterprise-wide application	1	-	-
1.20.29.2. Consolidate and integrate best practice risk communication tools into	1	-	-
standardized products (e.g., routine feiters)	2		
1.20.29.3. Integrate career field's lessons learned into policy/guidance	2	-	-
1.20.29.4. Develop risk communication guidance for emerging concerns	2	-	-
1.20.29.5. Represent DAF-wide interests to internal/external agencies	3	-	-
1.20.29.6. Serve as subject matter experts in response to requests	3	-	-
2. MANAGEMENT			
2.1. PROGRAM MANAGEMENT			
2.2. Description: Technical and administrative oversight to ensure mission execution (i.e.,			
self-inspection, programmatic reviews, planning, etc.)			
2.3. Supporting Competencies:			
2.4. Time Management, Teamwork, Decision Making, Communication			
2.4.1. PROGRAM MANAGEMENT BASIC			
2.4.2. Required Behaviors:			
2.4.3. 1) Identifies and explains the regulations and requirements for assigned BE program(s)			
(e.g., Readiness, Radiation, Occupational Health, Environmental Health, etc.)			

 2.4.4. 2) Manages a small team to execute assigned program(s) 2.4.5. 3) Answers self-inspection questions regarding assigned BE program(s) 2.4.6. 4) Communicates program gaps to appropriate leadership chain 2.4.7. 5) Leverages experience from unit members at appropriate levels on technical matters (e.g., SNCO, NCOIC, Superintendent, peers, etc.) 2.4.8. Criteria: 2.4.9. Flight 			
2.4.9.1. Identify applicable BE roles and responsibilities as outlined in applicable	1	К	_
references/guidance documents	1	1	
2.4.9.2. Communicate requirements to program managers	1	рк	- D
2.4.9.5. Assign tasks to Flight memoers to meet program objectives	2	P	P
2.4.9.4. Set goals and meet deadlines and requirements	2	- nl:	P
2.4.9.5. Ferrorini programmatic sen-inspection in applicable systems of record (SOK)	3	рк pk	r D
2.4.9.0. Review BE indicators and metrics during program management review(s)	3	рк pk	r
2.4.9.7. Identify resource and training gaps	4	рк	-
2.4.9.0. Elevate program gaps to program manager	4	-	- D
2.4.9.10 Recognize unique capabilities/avperiences of team members	5	-	P P
2.4.9.10. Recognize undue capabilities/experiences of team members	5	-	1
 2.4.11. Required Behaviors: 2.4.12. 1) Utilizes metrics, programmatic reviews, and self-inspection tools to assess the health of programs 2.4.13. 2) Develops and implements corrective action plans to meet the requirements of programs 2.4.14. 3) Identifies and explains the regulations and requirements of programs 2.4.15. Criteria: 2.4.16. Installation 		P	P
2.4.16.1. Develop proficiency with program management SORs	1	Р	Р
2.4.16.2. Continuously evaluate the health of programs using SORs and timely programmatic reviews	1	pk	Р
2.4.16.3. Track status of data and performance measures using metrics from SOR	1	pk	Р
2.4.16.4. Perform root cause analysis on adverse indicators and implement corrective actions	2	pk	Р
2.4.16.5. Develop corrective action plans for identified gaps	2	pk	Р
2.4.16.6. Prioritize program execution and goals based on constraints and strategic objectives	3	pk	Р
2.4.16.7. Develop policy and procedures for managing programs at the installation	3	pk	Р
2.4.17. PROGRAM MANAGEMENT ADVANCED			
 2.4.18. Required Behaviors: 2.4.19. 1) Advises policy development through involvement in activities (e.g., PGC involvement, MAJCOM influence, etc.) 2.4.20. 2) Develops plans to meet emerging policy changes 2.4.21. 3) Analyzes metrics, programmatic reviews, and self-inspection data (e.g., across the Flight, across the MAJCOM, etc.) to determine program maturity, validate corrective action plans, prioritize inputs, and provide feedback 2.4.22. 4) Leads teams that execute program management 2.4.23. Criteria: 2.4.24. MAJCOM 			
2.4.24.1. Distribute policy/guidance for review	1	-	-
2.4.24.2. Serve as a liaison to the BE corporate board (BCB) to make career field policy	1	-	-
2.4.24.3. Provide consultations and guidance to the base and MAJCOM levels	2	pk	-
2.4.24.4. Audit SOR to identify similarities or discrepancies between installations	3	-	-
2.4.24.5. Communicate trends to facilitate crosstalk across installations	3	-	-
2.4.24.6. Develop goals for SOR standardizations	3	-	-
2.4.24.7. Assess program health during a continuing evaluation	3	pk	-
2.4.24.8. Initiate and facilitate data calls	4	-	-
2.4.24.9. Perform SAVs when requested	4	pk	-
2.4.25. PROGRAM MANAGEMENT EXPERT 2.4.26. Required Behaviors:			

2.4.27. 1) Develops tools and metrics to assess program health and maturity across the			
enterprise 2 1 28 2) Develops policy and instruction to transform programs with BE equities			
2.4.29. 3) Integrates with DoD partners to guide joint program management and develop			
directives and guidance for programs with BE equities			
2.4.30. Criteria:			
2.4.31. USAF/DoD			
2.4.31.1. Design access programs to pull relevant data sets from SOR	1	-	-
2.4.31.2. Interpret enterprise-wide data sets from SORs and implements needed changes to	1		
policy or guidance	1	-	-
2.4.31.3. Identify high risk areas of concern to develop solutions	1	pk	-
2.4.31.4. Develop self-assessment tools for the community	1	-	-
2.4.31.5. Identify gaps in AF OEH management systems and develop guidance to optimize the	1	nk	_
health, safety, and performance of the community	1	рк	_
2.4.31.6. Develop inspection criteria	2	-	-
2.4.31.7. Standardize solutions across the enterprise to address emerging areas of concern	2	pk	-
2.4.31.8. Integrate new technologies into BE standard practices	2	-	-
2.4.31.9. Integrate available manpower and resources into policy decisions	2	-	-
2.4.31.10. Liaise with joint partners to define BE roles, responsibilities, and capabilities	3	-	-
2.4.31.11. Advocate for AF priorities in the joint community	3	-	-
2.4.31.12. Align capabilities with HAF SG, LAF, and DHA priorities	3	-	-
2.5. RESOURCE MANAGEMENT			
2.6. Description: The oversight of manpower, funding, equipment, and time requirements to			
plan and execute the operational mission			
2.7. Supporting Competencies:			
2.8. Communication, Negotiation, Accountability, Strategic Thinking			
2.8.1. RESOURCE MANAGEMENT BASIC			
2.8.2. Required Behaviors:			
2.8.3. 1) Uses documented procedures to manage assigned resources and identify resource			
gaps (e.g., OEH Support, GPC, IEU, IDY funds, PMEL, etc.) 28.4 (2) Euclides the process for accuracy for accuracy for acciment process (a)			
2.8.4. 2) Explains the process for acquiring resources for assigned program(s)			
2.6.5. Criteria: 2.8.6 Scope is integrated at Element/Elight level			
2.8.6.1 Maintain manning documents and advocate shortfalls to next level of leadership	1	nk	D
2.8.6.2 Review best tenant agreements MOUs MOAs, and interservice support agreements	1	рк D	1
2.8.6.3 Interpret the requirements of civil servants and contract support management	1	nk	nk
2.8.6.4. Collaborate with medical resource management medical readiness, and medical	1	рк	рк
2.0.0.4. Contabolate with incurcat resource management, incurcat readiness, and incurcat logistics to identify resourcing procedures (e.g. ERAA supplies LITC requirements	2	Р	_
etc)	2	1	_
2.8.6.5. Manage equipment according to maintenance and calibration requirements	2	pk	-
2.8.6.6. Review budget and manage funds	2	P	Р
2.8.6.7 Identify appropriate funding sources to meet mission resource requirements (e.g.		-	-
O&M. IMAHR. Environmental, other units, etc.)	2	K	-
2.8.7. RESOURCE MANAGEMENT INTERMEDIATE			
2.8.8. Required Behaviors:			
2.8.9. 1) Builds and communicates resource requirements			
2.8.10. 2) Assesses, prioritizes, and allocates resources (i.e., funds, equipment, manpower, etc.)			
necessary for mission execution			
2.8.11. 3) Advocates for additional resources to mitigate shortfalls			
2.8.12. Criteria:			
2.8.13. Scope is integrated at Squadron/Group/Wing level			
2.8.13.1.Project standard fund requirements	1	pk	Р
2.8.13.2. Acquire resources to execute the mission	2	pk	-
2.8.13.3. Allocate resources to fulfill individual lines of effort	2	pk	Р
2.8.13.4. Incorporate SOR data to justify resource request	2	-	pk
2.8.13.5. Prioritize internal and external training opportunities	2	pk	Р

2.8.13.6 Justify resource requests to resolve identified gaps (e.g., new weapon systems			
mannower supplies additional requirements etc.)	3	pk	Р
2.8.13.7 Collaborate with DHA/MAICOM to resolve resource constraints (e.g. manning			
assists IMAs MPA tours mil-civ swaps etc.)	3	pk	-
2 8 14 RESOURCE MANACEMENT ADVANCED			
2.8.15 Required Behaviors:			
2.8 16. 1) Evaluates base inputs for canability gaps and project future needs (e.g. funds			
equinment mannower etc.)			
2.8 17 2) Defends/justifies resource requirements across MAICOM/AE/DHA			
2.8 18 3) Partners with mission owners to develop and defend POM inputs			
2.8.19. Criteria			
2.8.20. Scope is integrated at MAICOM level			
2 8 20 1 Advise Flights and installations on resource requirements	1	_	_
2.8.20.2 Integrate data call inputs from field in allocation of resources	1		_
2.8.20.3 Engage with external agencies to secure resources on behalf of installations	2		_
2.8.20.4 Coordinate and advocate for resources within the MAICOM	2	-	-
2.8.20.4. Coordinate and advocate for resources between the MAICOMs and HAE	2	-	-
2.8.20.5. Cooldinate and advocate for resources between the MAJCON's and HAF	2	-	-
2.0.20.0. Advise INAJCONIS and HAF on sourcing of UTCS, OPLANS, and other equipment	2	-	-
packages			
2.8.20.7. Advise MAJCOM and CCMD on resource requirements (e.g., OEH, CBRN, WMD,	2	-	-
	2		
2.8.20.8. Apply acquisition process to identify requirements and acquire resources	3	-	-
2.8.20.9. Identify PPBE requirements	3	-	-
2.8.21. RESOURCE MANAGEMENT EXPERT			
2.8.22. Required Behaviors:			
2.8.23. 1) Conceptualizes the future organizational state to project resource needs across the			
FYDP			
2.8.24. 2) Programs BE requirements into POM			
2.8.25. 3) Coordinates resource needs/standardization across the AF/DoD			
2.8.26. 4) Evaluates policy and governance to ensure resources are utilized effectively			
2.8.27. Criteria:			
2.8.28. Scope is integrated at DAF/DoD level			
2.8.28.1. Determine readiness resources based on LAF/Joint future requirements and initiatives	1	-	-
2.8.28.2. Advocate for SOR adjustments	1	-	-
2.8.28.3. Advise PPBE process to ensure program resourcing	2	-	-
2.8.28.4. Advocate for resources to resolve complex, unfunded issues	3	-	-
2.8.28.5. Determine manpower allocations across the enterprise	3	-	-
2.8.28.6. Execute BE equipment modernization and standardization efforts	3	-	-
2.8.28.7. Incorporate resource considerations into policy development	4	-	-
3. LEADERSHIP			
3.1. FORCE DEVELOPMENT			
3.2. Description: Recruit, train, develop, and retain Airmen to achieve long-term personal,			
professional, and organizational success			
3.3. Supporting Competencies:			
3.4. Mentor, Coaching, Active Listening, Communication			
3.4.1. FORCE DEVELOPMENT BASIC			
3.4.2. Required Behaviors:			
3.4.3. 1) Develop members under one's sphere of influence			
3.4.4. 2) Recognize 4B and 43E career progression opportunities and timelines			
3.4.5. 3) Identify BSC force structure and responsibilities			
3.4.6. 4) Align professional goals with career progression hierarchy			
3.4.7. Criteria:			
3.4.8. Individuals/small teams			
3.4.8.1. Assign tasks to advance member development	1	-	Р
3.4.8.2. Recognize shortfalls in individual's current skillset	1	-	Р
3.4.8.3. Review 4B and 43E career progression information	2	pk	-
3.4.8.4. Identify members of BSC community	3	K	-

3.4.8.5. Recognize roles and responsibilities of different BSC members to include the SGB	3	K	-
3.4.8.6. Incorporate career progression information into personal goal development	4	_	-
3.4.9. FORCE DEVELOPMENT INTERMEDIATE	-		
3.4.10. Required Behaviors:			
3.4.11. 1) Influence 4B and 43E career progression for members within your organization			
3.4.12. 2) Recognizes gaps in personnel skill sets, provides learning and experiential			
opportunities for growth			
3.4.13. 3) Leverage team experience for Flight development			
3.4.14. 4) Integrate other career fields into team development			
3.4.15. Criteria:			
3.4.16. Flight/Squadron/Unit			
3.4.16.1. Mentor team members on career progression and timelines	1	-	-
3.4.16.2. Assign roles to advance development of team members	2	-	Р
3.4.16.3. Leverage team member strengths to resolve overall team shortfalls	3	-	-
3.4.16.4. Seek cross-functional training opportunities (e.g., Public Health)	4	pk	-
3.4.16.5. Integrate outside agency knowledge and skills into team development	4	pk	-
3.4.17. FORCE DEVELOPMENT ADVANCED			
3.4.18. Required Behaviors:			
3.4.19. 1) Coaches leaders to guide teams to meet their goals			
3.4.20. 2) Leverages diverse teams to optimize organizational performance			
3.4.21. Criteria:			
3.4.22. <i>Group/Wing</i>			
3.4.22.1. Guide multi-disciplinary teams/leaders	1	-	-
3.4.22.2. Capitalize on assigned team's diverse skillset to improve MTF lines of effort	2	-	-
3.4.23. FORCE DEVELOPMENT EXPERT			
3.4.24. Required Behaviors:			
3.4.25. 1) Coaches and mentors at all levels and develops organizational relationships (e.g.,			
AIHA, industry, joint services, TFI, MAJCOMs, etc.)			
3.4.26. 2) Manages a hierarchy of advancement and vectors leaders to develop others			
3.4.27. 3) Develops career field by ensuring communication across leadership teams and			
advocating for the recruitment and retention of quality individuals			
3.4.28. Criteria:			
3.4.29. MAJCOM/USAF/Industry			
3.4.29.1. Integrate into professional organizations to identify opportunities across the enterprise	1	-	-
3.4.29.2. Promote interservice relationships to improve interoperability	1	-	-
3.4.29.3. Create strategy for vectoring personnel for developmental opportunities	2	-	-
3.4.29.4. Develop communication strategy for vectoring process outcomes	2	-	-
3.4.29.5. Provide feedback to BE CFM regarding force development	3	-	-
3.4.29.6. Resolve gaps in existing training to meet future requirements across the enterprise	3		
(e.g., USAFSAM)	5	_	_
3.5. FORCE INTEGRATION			
3.6. Description: Develop relationships with mission partners to drive solutions			
3.7. Supporting Competencies:			
3.8. Relationship Building, Teamwork, Communication, Organizational Awareness			
3.8.1. FORCE INTEGRATION BASIC			
3.8.2. Required Behaviors:			
3.8.3. 1) Integrates and collaborates with traditional mission partners within the Group level			
(e.g., Flight Wied, Public Health, Medical Keadiness, KMU, etc.)			
3.0.4. 2) Auends/observes meetings (e.g., A1 wG, EOC, ESOHC, etc.) to gain awareness and			
385 3) Explains how core functions of Team Aerospace integrates/supports installation			
missions			
386 4) Explains core functions of non-traditional mission partners (e.g. NRC EPA			
MAICOMs HAF etc.)			
3.8.7. Criteria:			
3.8.8. Squadron/Group			
3.8.8.1. Communicate how BE fits into the medical mission	1	Р	-

3.8.8.2. Synergize product lines shared between functional communities within the MTF (e.g.,	1	pk	-
3.8.8.3 Determine the nurpose of various meetings and how BE is integrated by attending			
meetings and reviewing charters	2	K	-
3.8.8.4. Establish partnerships with appropriate stakeholders	2	pk	-
3.8.8.5. Coordinate Team Aerospace lines of effort (e.g., routine shop visits, OEHWG, AMC,	3	D	D
ESOHC, occupational illness, fetal protection, cross-functional capabilities, etc.)	5	r	г
3.8.8.6. Integrate non-traditional mission partner requirements into local operations	4	pk	-
3.8.9. FORCE INTEGRATION INTERMEDIATE			
3.8.10. Required Behaviors:			
3.8.11. 1) Integrates and collaborates with traditional mission partners across the installation			
3.8.12 2) Engages in meetings (e.g. ATWG EQC ESOHC etc.) to provide subject matter			
expertise			
3.8.13. Criteria:			
3.8.14. Wing/Installation			
3.8.14.1. Provide BE expertise to enable traditional mission partner operations (e.g., work	1	D	
orders, welding permits, RAM shipment, etc.)	I	r	-
3.8.14.2. Collaborate with mission partners to balance health risks with mission requirements	1	Р	-
3.8.14.3. Represent BE equities at applicable meetings	2	Р	-
3.8.15. FORCE INTEGRATION ADVANCED			
3.8.16. Required Behaviors:			
3.8.17. 1) Provides subject matter expertise to influence functional area policy (e.g., PGC,			
USAFSAM, etc.)			
3.8.18. 2) Represents installation/ wing interests and integrates/collaborates/negotiates with both traditional and non-traditional mission partners (e.g., NPC, EPA, OSUA, LEPC, State			
both traditional and non-traditional mission partners (e.g., NKC, EPA, OSHA, LEPC, State,			
LIOCAL LEADERS ETC. 1			
3 8 10 3) Applies Final Governing Standards in support of RE functions in collaboration with			
3.8.19. 3) Applies Final Governing Standards in support of BE functions in collaboration with host nation and international partners.			
3.8.19. 3) Applies Final Governing Standards in support of BE functions in collaboration with host nation and international partners 3.8.20 Criteria:			
 3.8.19. 3) Applies Final Governing Standards in support of BE functions in collaboration with host nation and international partners 3.8.20. Criteria: 3.8.21. MAJCOM, Regulators, Host Nation 			
 3.8.19. 3) Applies Final Governing Standards in support of BE functions in collaboration with host nation and international partners 3.8.20. Criteria: 3.8.21. MAJCOM, Regulators, Host Nation 3.8.21.1. Advise PGC on enterprise lines of effort 	1	_	pk
 3.8.19. 3) Applies Final Governing Standards in support of BE functions in collaboration with host nation and international partners 3.8.20. Criteria: 3.8.21. MAJCOM, Regulators, Host Nation 3.8.21.1. Advise PGC on enterprise lines of effort 3.8.21.2. Provide enterprise-wide consultation to cross-functional Team Aerospace initiatives 	1	-	pk -
 3.8.19. 3) Applies Final Governing Standards in support of BE functions in collaboration with host nation and international partners 3.8.20. Criteria: 3.8.21. MAJCOM, Regulators, Host Nation 3.8.21.1. Advise PGC on enterprise lines of effort 3.8.21.2. Provide enterprise-wide consultation to cross-functional Team Aerospace initiatives 3.8.21.3. Facilitate efforts with external agencies on regulatory concerns 	1 1 2	- - pk	pk
 3.8.19. 3) Applies Final Governing Standards in support of BE functions in collaboration with host nation and international partners 3.8.20. Criteria: 3.8.21. MAJCOM, Regulators, Host Nation 3.8.21.1. Advise PGC on enterprise lines of effort 3.8.21.2. Provide enterprise-wide consultation to cross-functional Team Aerospace initiatives 3.8.21.3. Facilitate efforts with external agencies on regulatory concerns 3.8.21.4. Represent Wing on compliance and health risk issues involving external partners (e.g., 1000) 	1 1 2	- - pk	<u>pk</u> - -
 3.8.19. 3) Applies Final Governing Standards in support of BE functions in collaboration with host nation and international partners 3.8.20. Criteria: 3.8.21. MAJCOM, Regulators, Host Nation 3.8.21.1. Advise PGC on enterprise lines of effort 3.8.21.2. Provide enterprise-wide consultation to cross-functional Team Aerospace initiatives 3.8.21.3. Facilitate efforts with external agencies on regulatory concerns 3.8.21.4. Represent Wing on compliance and health risk issues involving external partners (e.g., congressional complaints, OSHA investigations, EPA, NRC, etc.) 	1 1 2 2	- - pk pk	pk - -
 3.8.19. 3) Applies Final Governing Standards in support of BE functions in collaboration with host nation and international partners 3.8.20. Criteria: 3.8.21. MAJCOM, Regulators, Host Nation 3.8.21.1. Advise PGC on enterprise lines of effort 3.8.21.2. Provide enterprise-wide consultation to cross-functional Team Aerospace initiatives 3.8.21.3. Facilitate efforts with external agencies on regulatory concerns 3.8.21.4. Represent Wing on compliance and health risk issues involving external partners (e.g., congressional complaints, OSHA investigations, EPA, NRC, etc.) 3.8.21.5. Integrate external governing standards into local requirements 	1 1 2 2 3	- - pk pk pk	pk - - -
 3.8.19. 3) Applies Final Governing Standards in support of BE functions in collaboration with host nation and international partners 3.8.20. Criteria: 3.8.21. MAJCOM, Regulators, Host Nation 3.8.21.1. Advise PGC on enterprise lines of effort 3.8.21.2. Provide enterprise-wide consultation to cross-functional Team Aerospace initiatives 3.8.21.3. Facilitate efforts with external agencies on regulatory concerns 3.8.21.4. Represent Wing on compliance and health risk issues involving external partners (e.g., congressional complaints, OSHA investigations, EPA, NRC, etc.) 3.8.21.6. Engage joint, host nation, and international partners to ensure local AF guidelines meet 	1 1 2 2 3 3	- - pk pk pk	pk - - - -
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 38.19. 3) Applies Final Governing Standards in support of BE functions in collaboration with host nation and international partners 38.20. Criteria: 38.21. <i>MAJCOM, Regulators, Host Nation</i> 3.8.21.1. Advise PGC on enterprise lines of effort 3.8.21.2. Provide enterprise-wide consultation to cross-functional Team Aerospace initiatives 3.8.21.3. Facilitate efforts with external agencies on regulatory concerns 3.8.21.4. Represent Wing on compliance and health risk issues involving external partners (e.g., congressional complaints, OSHA investigations, EPA, NRC, etc.) 3.8.21.6. Engage joint, host nation, and international partners to ensure local AF guidelines meet external requirements 3.8.22. FORCE INTEGRATION EXPERT 3.8.23. Required Behaviors: 3.8.24. 1) Provides subject matter expertise to develop and synchronize policy across functional areas (e.g., USAFSAM, HAF, DHA, Joint Staff, AFCEC, SAF/LL, etc.) 3.8.25. 2) Provides subject matter expertise to guide industry partners (e.g., AIHA, ACGIH, NIOSH, HPS, etc.) 3.8.27. MAJCOM, HAF, DoD, Industry, Government, Regulators, Working Groups, International Standards 3.8.27.1. Establish contacts across the Total Force 3.8.27.3. Establish contacts with other federal agencies 3.8.27.4. Advocate BE interest on behalf of the enterprise to other entities 3.8.27.5. Establish contacts across the industry partners 3.8.27.6. Synergize BE interest with external agencies 3.8.27.7.8. Identify enterprise-wide issues and look to external entities for potential solutions 	1 1 2 3 3 1 1 1 1 1 2 2 2 2 2 2	- pk pk pk - -	pk - - - - - - - - - - - - - - - - - - -

Attachment 3

43E RECOGNIZED PROFESSIONAL CERTIFICATIONS

BE Skill Set	Certification/ Specialty	Applicability	Specialty Certifying Organization	Organization Contact Information
_	Certified Industrial Hygienist*	43EXB	American Board of Industrial Hygiene (ABIH)	http://www.abih.org/
d alth	Certified Safety Professional*	43EXA/B	Board of Certified Safety Professionals (BCSP)	http://www.bcsp.org/
ano Hes	Certified Safety and Health Manager	43EXA/B	Institute for Safety and Health Management	http://www.ishm.org/
al]	Certified Hazardous Materials Manager	43EXA/B/D	Institute of Hazardous Materials Management (IHMM)	http://www.ihmm.org/
ior	Registered Environmental Health	43EXA/B/D	National Environmental Health Association (NEHA)	http://www.neha.org/creden
pat	Specialist/Registered Sanitarian			tial/index.shtml
Lon	Certified Environmental Professional	43EXA/B/D	Academy of Board-Certified Environmental Professionals (ABCEP)	http://www.abcep.org/
Oc Oc	Qualified Environmental Professional	43EXA/B/D	Institute of Professional Environmental Practice (IPEP)	http://www.ipep.org/
Ē	Board Certified Environmental Engineer*	43EXB/D	American Academy of Environmental Engineers	http://www.aaee.net/
ering	Engineer-in-Training*	43EXA/D/G	National Council of Examiners for Engineering and Surveying (NCEES) and state engineering registration boards	http://www.ncees.org/
Engine	Professional Engineer (PE)*	43EXA/D/G	National Council of Examiners for Engineering and Surveying (NCEES) and state engineering registration boards	http://www.ncees.org/
Health Physics/ Radiation Safety	Certified Health Physicist*	43EXG	American Academy of Health Physics/American Board of Health Physics American Board of Radiology American Board of Medical Physics American Board of Science in Nuclear Medicine	http://www.hps1.org/aahp/ http://www.theabr.org/ http://abmpexam.com/ http://www.snm.org/absnm/
icy ient	Certified Emergency Manager	43EXA/B/D/ G	International Association of Emergency Managers (IAEM)	http://www.iaem.com/
Emergen Managen	Associate Emergency Manager	43EXA/B/D/ G	IAEM	http://www.iaem.com/
*Approved for certifying age	r award of "M" prefix to an AFSC under AF ncies.	FI 41-104, Profess	sional Board and National Certification Examinations. Reference the AF	I for a listing of approved