1712
Occupational Competency Model

Occupational competencies are a set of competencies required of all Airmen within a specific workforce category. They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to perform that function's mission successfully. Occupational competency development results in technical skill proficiency. They are not training standards or tasks, but are a culmination of knowledge, skills, abilities, and other characteristics (KSAO) that when clustered together, correlate to job performance behaviors that can be measured against a well-developed set of standards.

Competency	Sub-Competency	Description
Instructional Design	Analysis	The process of determining the learning needs of a target audience.
	Design and Development	The process of creating and developing learning experiences that align with learning objectives.
	Evaluation	The process of analyzing the learning experience and measuring results.
Learning Design	Content Delivery	The means and methods of delivering subject matter to learners.
Training Management	Student Management	A system designed to manage and support students throughout the training process.
	Instructor Management	A system designed to train, develop, and evaluate instructors.
	Program Management	The process of overseeing programs that support organizational mission requirements.

1712 Occupational Competency Model Proficiency Levels and Observable Behaviors

Sub-Competency: Analysis

Competency Group: Instructional Design

Description: The process of determining the learning needs of a target audience.

Proficiency Levels	Observable Behaviors
BASIC **Depth of Knowledge:** Established practice with some workplace elements.	▪ Identifies tools and techniques for conducting a training needs analysis. ▪ Collects data (e.g., target audience, learning needs, and resources) using a standardized process to identify the training needs. ▪ Follows established production timelines. ▪ Recommends a solution from training needs analysis.
INTERMEDIATE **Depth of Knowledge:** Established practices of all workplace elements.	▪ Draws conclusions from training needs analysis to identify multiple potential solutions. ▪ Collaborates with stakeholders to recommend potential solutions and courses of action. ▪ Establishes production timelines to manage stakeholder expectations based on analysis.
ADVANCED **Depth of Knowledge:** New practices of all workplace elements.	▪ Modifies analysis techniques to identify training needs in unique environments. ▪ Recommends solutions to stakeholders that fulfill their learning needs and return on investment.
EXPERT **Depth of Knowledge:** New practices/concepts and theories of all workplace elements; is a credible resource in this area.	▪ Advises others (stakeholders, peers, industry partners, etc.) on advanced approaches of analysis that may affect design solutions and strategies. ▪ Adopts other analysis approaches to formulate new strategies for identifying training requirements.

Supporting Competencies

Analytical Thinking   Communication   Creative Thinking   Decision Making

Sub-Competency: Design and Development

Competency Group: Instructional Design

Description: The process of creating and developing learning experiences that align with learning objectives.

Proficiency Levels	Observable Behaviors
BASIC **Depth of Knowledge:** Established practice with some workplace elements.	▪ Audits existing materials to determine the suitability of the learning content. ▪ Constructs learning objectives that align to expected student behaviors, ▪ Identifies and selects an instructional strategy that aligns with learning objectives. ▪ Develops a curriculum that aligns with learning objectives using limited instructional strategies.
INTERMEDIATE **Depth of Knowledge:** Established practices of all workplace elements.	▪ Identifies and selects multiple instructional strategies that aligns with learning objectives. ▪ Develops a curriculum aligned with learning objectives using a variety of instructional strategies.
ADVANCED **Depth of Knowledge:** New practices of all workplace elements.	▪ Identifies and selects the most appropriate instructional strategy that maximizes learning outcomes. ▪ Develops or revises instructional materials by leveraging emerging technologies and learning theories. ▪ Analyzes curricula under development and provides feedback regarding instructional material to validate the intended outcomes. ▪ Trains instructors in implementation techniques to deliver new curriculum.
EXPERT **Depth of Knowledge:** New practices/concepts and theories of all workplace elements; is a credible resource in this area.	▪ Validates training materials and approves selected strategies for implementation. ▪ Provides guidance and advises others (stakeholders, peers, industry partners, etc.) on design and development.

Supporting Competencies

Analytical Thinking   Creative Thinking   Teamwork   Communication

Sub-Competency: Evaluation

Competency Group: Instructional Design

Description: The process of analyzing the learning experience and measuring results.

Proficiency Levels	Observable Behaviors
BASIC **Consistency of Application:** Sustained application of competency over time.	▪ Collects evaluation data using established methods. ▪ Identifies strengths and weaknesses of instructional results based on gathered data.
INTERMEDIATE **Consistency of Application:** Sustained application of competency over time in a variety of situations.	▪ Analyzes instructional results to identify opportunities for improvement. ▪ Communicates recommended instructional improvements to stakeholders.
ADVANCED **Consistency of Application:** Sustained application of competency over time in complex situations.	▪ Modifies evaluation processes for improved efficiency and effectiveness. ▪ Leads internal and external evaluation teams to provide feedback on instructional systems. ▪ Collaborates with stakeholders on the impacts of recommended revisions.
EXPERT **Consistency of Application:** Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency.	▪ Develops evaluation strategies by integrating multiple models tailored to organizational needs. ▪ Collaborates with external agencies (MAJCOMS, industry partners, joint services, etc.) to research new evaluation techniques.

Supporting Competencies

Analytical Thinking   Accountability   Communication   Decision Making

Sub-Competency: Content Delivery

Competency Group: Learning Design

Description: The means and methods of delivering subject matter to learners.

Proficiency Levels	Observable Behaviors
BASIC **Depth of Knowledge:** Established practice with some workplace elements.	▪ Instructs content within learner-centered methodologies to solidify the learning process under the guidance of a qualified instructor. ▪ Assesses performance based on rubric criteria to ensure student comprehension and progression. ▪ Utilizes technology applications (Zoom, Teams, Canvas, etc.) to facilitate course delivery during any condition.
INTERMEDIATE **Depth of Knowledge:** Established practices of all workplace elements.	▪ Delivers material independently to ensure learning objectives are met. ▪ Maintains proficiency in computer and distance learning technology to prevent degradation of training. ▪ Adopts teaching methodologies based on emerging technologies and practices to facilitate the continuum of learning.
ADVANCED **Depth of Knowledge:** New practices of all workplace elements.	▪ Researches and recommends alternative delivery methods based on new industry standards to enhance student learning and ensure objectives are met. ▪ Collaborates as subject matter expert with curriculum developers to modify materials as needed. ▪ Fosters life-long learning practices within the student community by providing additional resources. ▪ Collaborates with peers within a community of practice to enhance instructional practices.
EXPERT **Depth of Knowledge:** New practices/concepts and theories of all workplace elements; is a credible resource in this area.	▪ Approves delivery methods based on new industry standards to enhance student learning and ensure objectives are met. ▪ Establishes standards regarding various teaching styles to ensure student needs are met. ▪ Champions multiple delivery methods and strategies to communicate the advancement of the continuum of learning to organizational personnel and learning professionals.

Supporting Competencies

Communication   Creative Thinking   Develops People   Flexibility

Sub-Competency: Student Management

Competency Group: Training Management

Description: A system designed to manage and support students throughout the training process.

Proficiency Levels	Observable Behaviors
BASIC Scope: Specific Area – Classroom.	▪ Identifies student issues or concerns (academic, mental, financial, etc.) to facilitate the student-learning process. ▪ Addresses student issues or concerns (academic, mental, financial, etc.) and makes referrals, if necessary, to facilitate the student-learning process. ▪ Implements classroom management strategies to promote positive learning behaviors (collaboration, group work, discussion, etc.). ▪ Utilizes Learning Management System (Blackboard, Canvas, Moodle, etc.) to document student progress. ▪ Assesses and measures student data to provide recommendations on student progression.
INTERMEDIATE Scope: Integration with concerned areas – Work center.	▪ Evaluates referral outcomes on student issues and concerns. ▪ Collaborates with peers on classroom management strategies to promote positive learning behaviors (collaboration, group work, discussion, etc.). ▪ Collaborates with peers on advanced Learning Management System tools (Blackboard, Canvas, Moodle, etc.) to document student progress. ▪ Assesses and measures course data to provide recommendations on progression.
ADVANCED Scope: Integration within organizational strategies – Flight.	▪ Initiates actions to alter student progression (e.g., academic failures, behavioral, medical issues) to support mission objectives. ▪ Approves classroom management strategies to promote positive learning behaviors (collaboration, group work, discussion, etc.). ▪ Evaluates class data to alter progression outcomes.
EXPERT Scope: Integration with AF Level/within industry – Squadron.	▪ Implement new classroom management strategies to promote positive learning behaviors (collaboration, group work, discussion, etc.). ▪ Collaborates on student progression initiatives and continuous process improvements. ▪ Establishes classroom culture to promote positive learning outcomes. ▪ Approves alternate outcomes to facilitate course progression.

Supporting Competencies

Accountability   Communication   Decision Making   Develops People

Sub-Competency: Instructor Management

Competency Group: Training Management

Description: A system designed to train, develop, and evaluate instructors.

Proficiency Levels	Observable Behaviors
BASIC **Consistency of Application:** Sustained application of competency over time.	• Advises instructors on professional development opportunities. • Fosters an inclusive environment. • Advises instructors on qualification and supplemental training (special skills). • Monitors instructor (subject matter) qualifications and makes recommendations for improvement.
INTERMEDIATE **Consistency of Application:** Sustained application of competency over time in a variety of situations.	• Modifies instructional methods based upon feedback to enhance professional practices. • Assesses instructor qualifications and supplemental training (special skills) and makes recommendation for improvement.
ADVANCED **Consistency of Application:** Sustained application of competency over time in complex situations.	• Provides instructional method modifications (e.g., adjust teaching styles and presentation techniques). • Supports non-traditional environment for instruction. • Certifies instructor qualification and supplemental training. • Certifies subject matter qualifications.
EXPERT **Consistency of Application:** Able to innovate and formulate strategies; able to model/guide/teach others the competency of how to apply the competency.	• Mentors instructors to improve performance such as a counselor, evaluator, manager, etc. • Partners with other agencies and industries on innovation, technology, and best practices. • Manages instructor functional, supplemental, and qualification training system.

Supporting Competencies

Communication   Develops People   Leadership   Relationship Building

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Supporting Competencies	
Communication Develops People Leadership Relationship Building	