



1750 Career Series 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
Professional Foundations	Learning and Educational Practices	Apply current research and theory to the foundational discipline of instructional design
	Communication	Clearly and effectively presents ideas and issues in both speaking and writing
	Technology	Apply a variety of instructional technologies to address specific learning needs
ISD	Analysis	Process used to identify critical tasks and identify the standards, conditions, performance measures and other criteria needed to perform each task
	Design and Development	Processes used to determine the instructional strategies and select the instructional methods and media; and develop instructional materials
	Evaluation	Continuous process throughout the life cycle of the instructional system
Management	Student Flow	Manage student throughput and classes in the learning enterprise
	Personnel Management	A wide array of talent management and other personnel related actions that ensure continued success of a learning organization
	Resource Management	Manage resources in support of the learning enterprise
	Program Management	Manage organizational programs that support the learning enterprise

1750 Occupational Competency Model Proficiency Levels and Observable Behaviors

Competency	Proficiency Levels	Observable Behaviors
<p>Professional Foundations</p> <p>Sub-Competency Learning and Educational Practices</p> <p>Description Apply current research and theory to the foundational discipline of instructional design</p> <p>Supporting Competencies Critical Thinking Verbal Communication Problem Solving Written Communication</p>	<p>Expert Able to formulate new strategies; models/guides/teaches others how to apply the competency</p>	<ul style="list-style-type: none"> ▪ Advises and mentors internal and external stakeholders on applying innovative theories and concepts to affect learning outcomes ▪ Synthesizes theoretical approaches to meet complex learning situations
	<p>Advanced Sustained application of competency in complex situations</p>	<ul style="list-style-type: none"> ▪ Applies concepts, techniques, and theories from other disciplines to learning and performance management ▪ Promotes how instructional design research, theory, and practice literature may affect design practices in a given situation
	<p>Intermediate Sustained application of competency in a variety of situations</p>	<ul style="list-style-type: none"> ▪ Applies systems approach to instructional design and performance improvement projects across multiple learning environments ▪ Evaluates theoretical approaches and designs instruction to maximize learning
	<p>Basic Sustained application of competency over time</p>	<ul style="list-style-type: none"> ▪ Explains key concepts and principles related to instructional design to others ▪ Employs aspects of instructional design within a learning environment

Competency	Proficiency Levels	Observable Behaviors
<p>Professional Foundations</p> <p>Sub-Competency Communication</p> <p>Description Clearly and effectively presents varied ideas and issues in both speaking and writing</p> <p>Supporting Competencies Active Listening Relationship Building Presentation Skills Teamwork</p>	<p>Expert Reach of influence is at MAJCOM/industry/AF levels</p>	<ul style="list-style-type: none"> ▪ Coaches others on organizational and personal strategies and new perspectives ▪ Negotiates with stakeholders to reach best possible outcomes ▪ Creates culture that fosters efficient and effective interactions and decision making
	<p>Advanced Reach of influence is at wing/division/institutional levels</p>	<ul style="list-style-type: none"> ▪ Conducts presentations and briefings for high-level leadership officials ▪ Creates channels for open communication across and within levels of responsibilities ▪ Seeks and provides further information to clarify ambiguity and obtain stakeholder buy-in ▪ Solicits feedback and buy-in on initiatives from organizational stakeholders
	<p>Intermediate Reach of influence is at group/squadron levels</p>	<ul style="list-style-type: none"> ▪ Conveys information clearly and concisely to ensure staff or team members remain focused ▪ Provides thoughtful and constructive feedback appropriate for the situation ▪ Delivers well-organized, impactful presentations ▪ Applies active listening techniques to understand stakeholder concerns at the operational level ▪ Engages in conversations with stakeholders using appropriate modes and methods to achieve desired outcomes
	<p>Basic Reach of influence is at flight/individual levels</p>	<ul style="list-style-type: none"> ▪ Produces accurate and error free communication ▪ Updates stakeholders on project status ▪ Notifies leadership of appropriate issues and concerns

Competency Professional Foundations Sub-Competency Technology Description Apply a variety of instructional technologies to address specific learning needs Supporting Competencies Innovation Research Technology Savvy Problem Solving	Proficiency Levels	Observable Behaviors
	Expert Able to innovate and formulate strategies	<ul style="list-style-type: none"> ▪ Develops strategic vision on use of new and emerging technologies ▪ Designs strategies to integrate technology to support learning environments
	Advanced Sustained application of competency in complex situations	<ul style="list-style-type: none"> ▪ Determines requirements for creation of technology to support learning environments ▪ Researches technologies for use in ways other than designed to resolve content delivery challenges
	Intermediate Sustained application of competency in a variety of situations	<ul style="list-style-type: none"> ▪ Seeks-out and incorporates emerging technologies in the learning environment that are sufficient, scalable, and sustainable ▪ Advocates for the appropriate uses of technology in an instructional system
	Basic Sustained application of competency over time	<ul style="list-style-type: none"> ▪ Promotes and conveys key concepts and principles related to the use of technology ▪ Uses appropriate application of technology to enhance learning outcomes

Competency ISD Sub-Competency Analysis Description Process used to identify critical tasks and identify the standards, conditions, performance measures and other criteria needed to perform each task Supporting Competencies Analytical Thinking Critical Thinking Strategic Thinking Research	Proficiency Levels	Observable Behaviors
	Expert Able to formulate new strategies; models/guides/teaches others how to apply the competency	<ul style="list-style-type: none"> ▪ Creates and influences processes that aligns mission, policy, and organizational values for potential impact to instructional design ▪ Adopts and teaches others on new approaches of analysis that may affect design solutions and strategies
	Advanced Sustained application of competency in complex situations	<ul style="list-style-type: none"> ▪ Analyzes needs assessment findings to recommend potential instructional solutions, estimates, costs, and benefits ▪ Represents the learning enterprise at planning and analysis workshops and conferences
	Intermediate Sustained application of competency in a variety of situations	<ul style="list-style-type: none"> ▪ Assesses existing infrastructure capability to address instructional problems ▪ Tracks planning and analysis progress for multiple instructional systems ▪ Assesses and uses learner profile information and environmental characteristics to design instruction and optimize learning outcomes ▪ Coordinates requirements with stakeholders to create instructional design plans
	Basic Sustained application of competency over time	<ul style="list-style-type: none"> ▪ Participates on an instructional design team to analyze and identify requirements ▪ Conducts needs assessment as required ▪ Establishes milestones for course development/sustainment ▪ Performs an analysis on existing materials to determine suitability of the learning content

Competency ISD Sub-Competency Design and Development Description Processes used to determine the instructional strategies and select the instructional methods and media; and develop instructional materials Supporting Competencies Strategic Thinking Creative Thinking Design Sense Organization	Proficiency Levels	Observable Behaviors
	Expert Able to formulate new strategies; models/guides/teaches others how to apply the competency	<ul style="list-style-type: none"> ▪ Benchmarks and promotes key practices on the design and development of instructional systems ▪ Provides guidance and advises others on design and development of instructional systems
	Advanced Sustained application of competency in complex situations	<ul style="list-style-type: none"> ▪ Advocates for/against non-instructional solutions that potentially impact design and development ▪ Makes necessary adjustments to the design and development process by using emerging/advanced learning theories
	Intermediate Sustained application of competency in a variety of situations	<ul style="list-style-type: none"> ▪ Builds reliable and valid methods of assessing learning and performance ▪ Builds instructional materials in a variety of delivery platforms
	Basic Sustained application of competency over time	<ul style="list-style-type: none"> ▪ Develop materials that align with needs analysis, technologies, delivery methodologies, and instructional strategies ▪ Selects and identifies instructional strategies that align with learning goals and outcomes ▪ Ensures assessments are aligned with lesson objectives, learning outcomes, and instructional strategies ▪ Integrates existing instructional materials into the design process

Competency ISD Sub-Competency Evaluation Description Continuous process of analyzing the instructional system throughout its life cycle Supporting Competencies Process Improvement Giving Feedback Analytical Thinking Results Focused	Proficiency Levels	Observable Behaviors
	Expert Impact on Base, AF level or practices within industry	<ul style="list-style-type: none"> ▪ Incorporates or employs new evaluation methods and processes to meet strategic intent
	Advanced Impact on management decisions	<ul style="list-style-type: none"> ▪ Provides guidance and makes recommendations to leadership based on evaluation data ▪ Analyzes evaluation data and makes recommendations to improve validity, effectiveness, and efficiency of instructional systems
	Intermediate Impact on specific workplace projects	<ul style="list-style-type: none"> ▪ Conducts internal and external feedback on instructional systems ▪ Tailors evaluation processes to meet unique learning situations ▪ Compiles data to produce evaluation reports and makes necessary adjustments to the instructional system
	Basic Impact specific workplace tasks	<ul style="list-style-type: none"> ▪ Implements formative evaluation plan to ensure instructional goals and objectives are met ▪ Implements summative evaluation plans to ensure the course's/program's outcomes are effectively meeting stakeholder requirements

Competency Management Sub-Competency Student Flow Description Manage student throughput and classes in the learning enterprise Supporting Competencies Scheduling Accountability Organization Organizational Commitment	Proficiency Levels	Observable Behaviors
	Expert Scope is integrated with AF level/industry	<ul style="list-style-type: none"> ▪ Analyzes learning systems and projects future course scheduling requirements ▪ Generates and provides student scheduling program guidance to standardize processes
	Advanced Scope is integrated with organizational strategies	<ul style="list-style-type: none"> ▪ Modifies established schedules due to programmatic or resource changes ▪ Advises on resolving scheduling issues to ensure stakeholder requirements are met
	Intermediate Scope is integrated with concerned areas	<ul style="list-style-type: none"> ▪ Analyzes student performance within the learning system and modifies schedules and quotas to meet stakeholder requirements ▪ Recommends solutions to improve student flow ▪ Synchronizes multi-course pipeline and/or multi-agency training schedules
	Basic Scope is integrated within a single course	<ul style="list-style-type: none"> ▪ Utilizes learning system resources to meet course scheduling requirements ▪ Identifies resources to overcome throughput short-falls

Competency Management Sub-Competency Personnel Management Description A wide array of talent management and other personnel related actions that ensure continued success of a learning organization Supporting Competencies Develops People Teamwork Mentoring Motivating	Proficiency Levels	Observable Behaviors
	Expert Scope is integrated with AF level/industry	<ul style="list-style-type: none"> Mentors subordinate supervisors on how to properly develop faculty and staff Tailors/creates opportunities to teach the applications of personnel management (i.e. seminars, summits, consortium) Analyzes workforce requirements to develop plans addressing needs
	Advanced Scope is integrated with organizational strategies	<ul style="list-style-type: none"> Works with universities, professional education associations, and other outside organizations to provide self-development opportunities for staff and faculty members Studies developments in the field of education and training for possible application to the program
	Intermediate Scope is integrated with concerned areas	<ul style="list-style-type: none"> Establishes performance standards and analyzes the development needs of staff and faculty Synthesizes the work of staff and faculty to ensure proper application of proven methods and techniques
	Basic Scope is integrated within a specific area	<ul style="list-style-type: none"> Monitors performance standards of the staff and faculty Coordinates the work of staff and faculty

Competency Management Sub-Competency Resource Management Description Manage resources in support of the learning enterprise Supporting Competencies Organizational Awareness Research Networking Teamwork	Proficiency Levels	Observable Behaviors
	Expert Able to formulate new strategies; models/guides/teaches others how to apply the competency	<ul style="list-style-type: none"> Advises community how POM process works Obtains resources when nobody else can Develops sustainment plans for selected technologies
	Advanced Sustained application of competency in complex situations	<ul style="list-style-type: none"> Identifies required resources when dealing with complex situations Submits POM inputs to align resource requirements Creates collaborative environments to facilitate management functions across organizations Ensures resources for supporting the effective use of technology are sufficient, scalable and sustainable
	Intermediate Sustained application of competency in a variety of situations	<ul style="list-style-type: none"> Maintains resources for multiple projects Plans for scheduled upgrades or additions Selects appropriate application of technology to streamline management functions
	Basic Sustained application of competency over time	<ul style="list-style-type: none"> Utilizes systems and applications to manage resources Maintains resources for specific projects, typically in a steady state Uses appropriate application of technology to streamline management functions

Competency Management Sub-Competency Program Management Description Manage organizational programs that support the learning enterprise Supporting Competencies Strategic Thinking Process Improvement Organization Organizational Commitment	Proficiency Levels	Observable Behaviors
	Expert Impact on AF-level/ industry practices	<ul style="list-style-type: none"> Creates policy that support organizational goals, objectives and mission that are consistent with current laws and directives Provides program guidance to key organizational leadership on policy
	Advanced Impact on management decisions	<ul style="list-style-type: none"> Solves education and organizational program problems Suggests improvements or perform revisions to organization programs
	Intermediate Impact on specific workplace projects	<ul style="list-style-type: none"> Utilizes organizational programs in support of the organization's mission Maintains data integrity when using organizational programs (e.g. STARS-FD, MICT)
	Basic Impact on specific workplace tasks	<ul style="list-style-type: none"> Explains how organizational programs support the learning enterprise Locates information on applicable unit programs