Employee Competency Map

Employee Name	
Unit/Office Symbol	
Duty Position	

Recognizing your strengths and weaknesses aids in understanding your current capabilities. Knowing areas that need improvement is also imperative in developing competencies at the right place and at the right time. Conducting a self-assessment against the 1750 Occupational Competency Model will enable you to pin-point your current capabilities and identify the behaviors, knowledge, skills, and other characteristics needed in order to perform successfully on the job.

Instructions. Request your supervisor provide the competencies and targeted proficiency levels for your position and document them in the Targeted Proficiency Level column below. Then, perform a self-assessment of these competencies and proficiency levels and document the results in the Self-Assessed Proficiency Level column. Use the results to collaborate and assist with the creation of a development plan with your supervisor.

Competency / Sub-Competency	Targeted Proficiency Level	Self-Assessed Proficiency Level
Professional Foundations		
Learning and Educational Practices		
Communication		
Technology		
ISD		
Analysis		
Design and Development		
Evaluation		
Management		
Student Flow		
Personnel Management		
Resource Management		
Program Management		

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

	Proficiency Levels	Observable Behaviors
Competency Professional Foundations **Sub-Competency** Communication **Description** Clearly and effectively presents varied ideas and issues in both speaking and writing **Supporting Competencies** Active Listening Relationship Building Presentation Skills Teamwork	**Expert** Reach of influence is at MAJCOM/industry/AF levels	▪ 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
	Advanced Reach of influence is at wing/division/institutional levels	▪ 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 by-in on initiatives from organizational stakeholders
	Intermediate Reach of influence is at group/squadron levels	▪ 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
	Basic Reach of influence is at flight/individual levels	▪ Produces accurate and error free communication ▪ Updates stakeholders on project status ▪ Notifies leadership of appropriate issues and concerns

	Proficiency Levels	Observable Behaviors
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	**Expert** Able to innovate and formulate strategies	▪ 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	▪ 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	▪ 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	▪ Promotes and conveys key concepts and principles related to the use of technology ▪ Uses appropriate application of technology to enhance learning outcomes

	Proficiency Levels	Observable Behaviors
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	**Expert** Able to formulate new strategies; models/guides/teaches others how to apply the competency	▪ 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	▪ 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	▪ 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	▪ 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

	Proficiency Levels	Observable Behaviors
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	**Expert** Able to formulate new strategies; models/guides/teaches others how to apply the competency	▪ 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	▪ 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	▪ 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	▪ 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

	Proficiency Levels	Observable Behaviors
Competency ISD **Sub-Competency** Evaluation **Description** Continuous process throughout the life cycle of the instructional system **Supporting Competencies** Process Improvement Giving Feedback Analytical Thinking Results Focused	**Expert** Impact on Base, AF level or practices within industry	▪ Incorporates or employs new evaluation methods and processes to meet strategic intent
	Advanced Impact on management decisions	▪ 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	▪ 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	▪ 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 stakeholders requirements

	Proficiency Levels	Observable Behaviors
Competency Management **Sub-Competency** Student Flow **Description** Manage student throughput and classes in the learning enterprise **Supporting Competencies** Scheduling Accountability Organization Organizational Commitment	**Expert** Scope is integrated with AF level/industry	▪ 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	▪ 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	▪ 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	▪ Utilizes learning system resources to meet course scheduling requirements ▪ Identifies resources to overcome throughput short-falls

	Proficiency Levels	Observable Behaviors
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	**Expert** Scope is integrated with AF level/industry	▪ 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	▪ 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	▪ 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	▪ Monitors performance standards of the staff and faculty ▪ Coordinates the work of staff and faculty

	Proficiency Levels	Observable Behaviors
Competency Management **Sub-Competency** Resource Management **Description** Manage resources in support of the learning enterprise **Supporting Competencies** Organizational Awareness Research Networking Teamwork	**Expert** Able to formulate new strategies; models/guides/teaches others how to apply the competency	▪ 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	▪ 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	▪ 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	▪ 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	▪ 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	▪ Solves education and organizational program problems ▪ Suggests improvements or perform revisions to organization programs
	Intermediate Impact on specific workplace projects	▪ 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	▪ Explains how organizational programs support the learning enterprise ▪ Locates information on applicable unit programs

Note: The "Competency" header label appears in the top-left cell along with its content.