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Real Property Accountable Officer or Specialist



CFETP

CAREER FIELD EDUCATION AND TRAINING PLAN

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TABLE OF CONTENTS

Preface	03
 Part 1 - Career Field Information	
1.1 Section A: Introduction to Part 1 of the CFETP	05
1.2 Section B: Depth and Breadth of Experience	06
1.3 Section C: Competencies	16
1.4 Section D: Resource Constraints	20
 Part 2 - Training	
2.1 Section A: Professional Training/Education	22
2.2 Section B: Leadership/Mentorship	24
 Appendices	
Appendix A: Terms and Abbreviations	26
Appendix B: Competencies Checklist	34
Appendix C: Individual Development Plan Example	43
Appendix D: Training Courses and Resource Index	45

PREFACE

Welcome to the CFETP for Department of the Air Force Realty Specialists

This Career Field Education and Training Plan (CFETP) identifies and provides a description of recommended training, education, professional development, and experience to empower Department of the Air Force (DAF) Real Property Accountable Officers, Real Property Officers, and Real Property Specialists, herein after referred to as Realty Specialists in general schedule (GS) 1170 series; DAF includes both the Air Force and Space Force. See the Office of Personnel Management (OPM) standard documents for GS or GS interdisciplinary Standard Core Personnel Documents (SCPDs) ([here](#)).

This CFETP is meant to help any Realty Specialist to be successful in their position and help prepare them to reach their career goals, whether that goal is to remain at the installation as a technical expert or proceed down one of two primary tracks. Realty Specialist personnel may set a goal to ascend to a GS-14 Real Property Subject Matter Expert (SME), a Functional Leadership role at Air Force Civil Engineer Center (AFCEC); or ascend to a GS-15 within the Enterprise Leadership track as a mobile keystone member of the enterprise. As part of the leadership track, an individual may even be able to ascend to a Senior Executive Service (SES) leadership role at the Headquarters level with the Air Force Installation and Mission Support Center (AFIMSC), AFCEC, Headquarters Air Force level with the Directorate of Civil Engineers (A4C), or with the Assistant Secretary of the Air Force Installations (SAF/IEI). Also, there may be a few unique series, that an Installation Realty Specialist may transition into later in their career following the Functional Leadership track as a SME. This CFETP is intended to serve as a career roadmap for each Realty Specialist, whether they are new to a base level position or those with broad experiences at the intermediate and senior levels.

Serving as a Realty Specialist is an exciting, challenging, and rewarding career. Even early in your career serving in the Civil Engineer (CE) Squadron, you will have the opportunity to manage the Accountable Property System of Record, manage projects, and influence senior leaders on your base. DAF bases operate as small cities and base level Real Property Specialists contribute to support the DAF equivalent of an Assistant City Manager (Deputy Base Civil Engineer (DBCE)) and City Manager (Base Civil Engineer (BCE)), who support the equivalent of a municipalities' elected mayor (the Installation or Wing Commander) and voting members of the city council (the installation's Facilities Board).

Some Realty Specialists working at the installation level may not be mobile and wish to be a functional expert in their technical field that provides valuable expertise to installation leadership as a Subject Matter Specialist (SMS) following the Subject Matter Expert or Functional Leadership (SME) GS-14 track, others may wish to advance within the squadron to serve in a leadership role following the GS-15 Enterprise Leadership track, which may include serving as a Real Property Accountable Officer, an Asset Accountability Element Chief, or as an Installation Management Division Chief. Mobility is key in advancing to serve as a functional AFCEC SME within their technical field or enterprise leader at the Interim HQ or Strategic HQ level with depth and breadth of experiences both within and outside their functional field.

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

This CFETP provides detailed information about knowledge, skills, and abilities that Realty Specialists require to be successful in their careers. It includes typical career field progression information, duties and responsibilities relevant to the Realty Specialists career, training strategies, and career path information. It identifies the knowledge, education, training, and other skills required for Realty Specialists, whether they have a goal to be an advisor or leader within their squadron, a Functional Leader or technical SME, or an Intermediate or Enterprise Leader at the HQ level. Also, it suggests training that will help the individual prepare for the next step in their career.

Part I – Career Field Information

1.1 SECTION A: INTRODUCTION TO PART 1 OF THE CFETP

1.1.1 Purpose of the CFETP

The Deputy Chief of Staff, Logistics, Engineering & Force Protection's Directorate of Civil Engineers (AF/A4C), the Assistant Secretary of the Air Force for Installations (SAF/IEI), and our enterprise leaders throughout the Total Force are all committed to ensuring that our Realty Specialists have the depth, breadth, knowledge and capabilities they need to successfully serve our CE Enterprise and our Air and Space Forces.

This CFETP was developed to support the objectives of the CE Human Capital Roadmap [\(here\)](#). The Human Capital Roadmap emphasizes the importance of “cultivating workforce talent” through advanced education and training, talent management, and development of civilian workforce expertise. Throughout this document, you will find information about opportunities for Professional Military Education (PME), Professional Continuing Education, and Advanced Education. Also, this document includes information about positions available throughout the DAF enterprise to help Realty Specialists chart the next step of their career paths.

This CFETP supports the following CE Human Capital Roadmap lines of effort:

Envision the Force:

- Identifies experience needed for Realty Specialists to be successful in their role.
- Provides competencies needed to enable Realty Specialists to build a personalized career path to success, to include competencies in Installation Support, Organizational Leadership, and Community Engagement.

Recruit/Retain Airmen Engineers:

- Communicates the career field progression opportunities available to Realty Specialists and makes recommendations for advancement as a DAF leader or SME, to include detailed information about training and resources.

Develop Airman Engineers:

- Outlines professional training, education, and leadership/mentorship opportunities; and may include information about how to successfully engage within the DAF, Department of Defense (DoD), other Federal Agencies, and local off-base communities.

1.1.2 CFETP Format

The CE Career Field Team developed professional credentials key to progression within the CE enterprise: depth and breadth of experience, advanced academic degrees, and PME. Each of these credentials plays a role in individual career management and competitiveness for select jobs and training opportunities. This document is divided into two parts: Part I, which focuses on career field information and the education, experience, training, skills, and competencies required to help you meet your career goals as a Realty Specialist and Part II, which provides detailed information on training opportunities and mentorship.

Part 1 Career Field Information: Informs management of the Realty Specialists career.

- Section A explains how Realty Specialists should use this plan.
- Section B identifies career field progression information, duties, responsibilities, training strategies, and career field path information.
- Section C describes recommended competencies related to a Realty Specialists installation support role and how to support successful community engagement.
- Section D indicates resource constraints.

Part 2 Training Standards: Provides relevant training information for Realty Specialists.

- Section A details professional training and education requirements.
- Section B includes information on leadership and mentorship.

Appendices: Relevant key abbreviations and terms are in Appendix A. Appendix B provides a list of competencies. Appendix C provides an example of an Individual Development Plan (IDP). Appendix D provides an index of training courses and resources.

1.2 SECTION B: DEPTH AND BREADTH OF EXPERIENCE

1.2.1 Career Progression Information

Career progression can vary substantially for Realty Specialists due to a variety of factors including personal goals, availability of positions at an installation, geographic mobility, and training. Within the first five to ten years, career goals should start to solidify and align with serving in either a Functional Leader (SME) or an Enterprise Leader and establish the echelon or level of the CE enterprise that best meets the goals. The intent of the CFETP is to focus the traditional Realty Specialist on what they need to do to be successful in their current role, and what they should do to achieve their career aspirations. In some cases, Realty Specialists may not be geographically mobile, may enjoy the work they are doing at the installation level, and may not want to relocate to other installations. In this case, the CFETP can still assist with career development, as both leadership and key advisory opportunities exist at the base level. The ultimate goal of the CFETP is to support the CE Human Capital Roadmap lines of effort to envision the force and to recruit/retain Realty Specialists to meet the mission requirements across the full spectrum of the CE enterprise.

There is no single optimal career path to ensure career success. A successful career path includes steady growth in job responsibility and professional development with a broad variety of experience. Periodically, personal situations should be reviewed, as well as the organization's needs in order to reassess career path goals. Consider personal strengths,

weaknesses, training or experience gaps, commitment to the organization's mission, plus short and long-term goals. Organizationally, consider the organization's needs, training resources, position availability, and promotion opportunities. How well the Realty Specialist performs in his/her current position is the most important factor in determining future success.

1.2.2 AF Enterprise Career Building Blocks

The structure of the Realty Specialist workforce is described with career building blocks (CBBs), which rises from a broad base of installation level experiences to a GS-15 leadership role that can then open a path to serve at the senior executive service (SES) level or to serve as a GS-14 Functional Leader or SME. The DAF CBBs (Figure 1) show appropriate positions for various stages of the Realty Specialists career, available at each level of the CE enterprise: base, intermediate, and headquarters. Within each development level, the CBB recommends opportunities from the GS-9/11/12 to the GS-15 Enterprise Leadership track or GS-14 Functional Leader or SME track. Progression through these three levels allows Realty Specialists to obtain depth and breadth of experience required to lead at the higher levels of the CE enterprise. However, Realty Specialist professionals should not assume quick advancement between GS grades within the three levels of the CE enterprise as the norm. Instead, it is expected that a significant part of the early career will focus on obtaining depth and breadth of experience by holding various positions within an installation at the base and intermediate levels of the CE enterprise; mobility to other installations may be required to broaden experiences outlined on the CBB due to limited vacancies or size of the unit. Realty Specialists will typically gain their initial experience at the base level and may not formalize long-range goals or what track to follow until they reach the intermediate level of their career.

Base Level. These are base-level positions, with training and education orientated towards meeting basic requirements of the realty specialist occupational series, concentrating not only on development of technical skills, but effective writing, and briefing skills as well.

- To perform and/or advise on applying, capturing, and accounting for funds used to accomplish complicated Air Force real property acquisition, military construction (MILCON), minor construction, maintenance and repair, management, and disposal actions.
- Performs a wide range of complex real property functions relating to the acquisition, management, and disposal of government real property.
- Responsible for real property inventory maintenance, reporting, and data analysis. Determines need for and takes actions to outgrant property.
- Disposes of excess buildings, facilities, systems, and infrastructure or land involving significant complicating factors such as historical and cultural concerns.

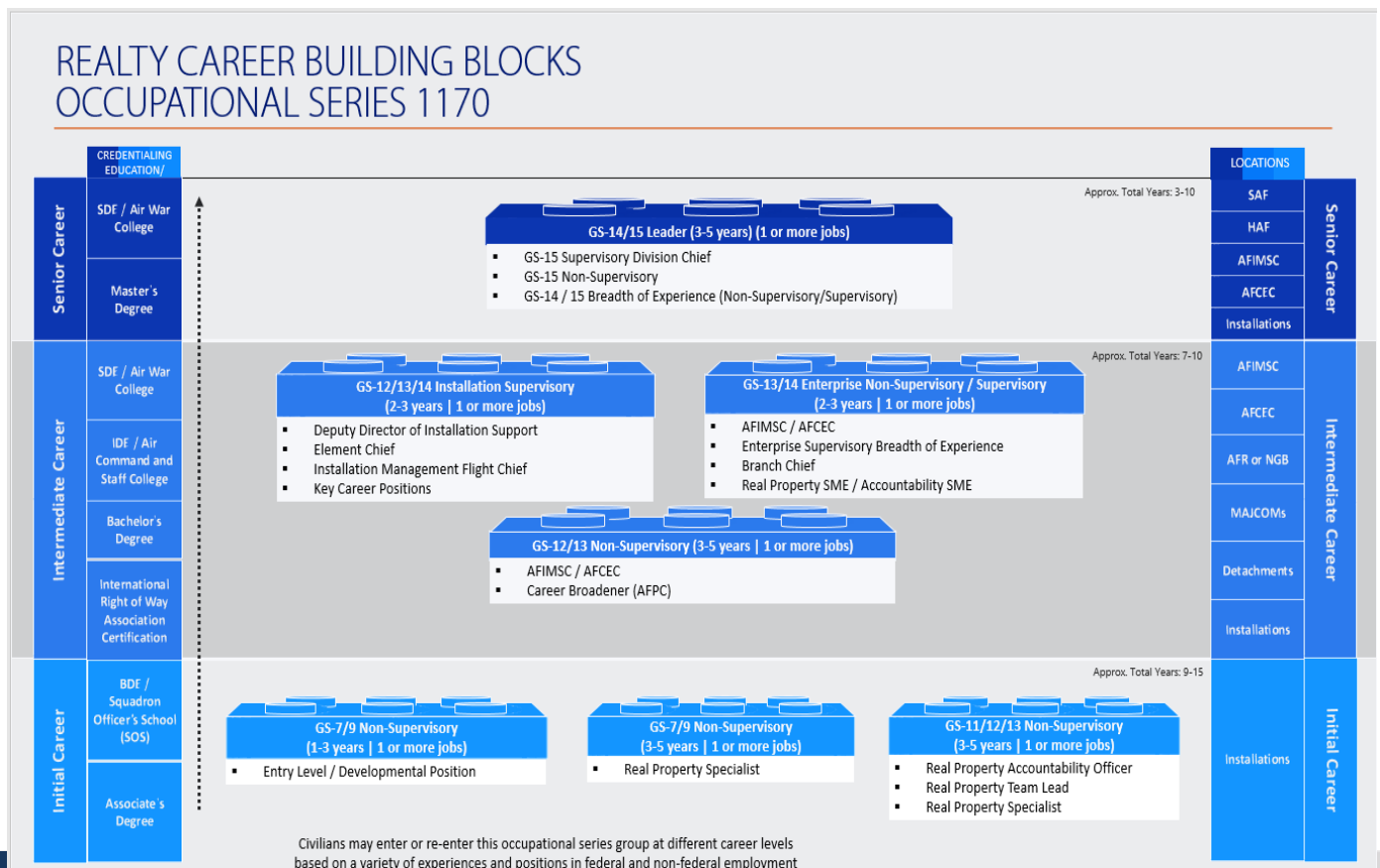
Base and Intermediate Level. The Realty Specialist must be competent in the transaction and accountability requirements involving the acquisition, management, and disposal of real property. Training and education are focused on preparing the employee to transition into leadership or more complex technical positions at the base, AFIMSC, AFCEC, or at a Major Command (MAJCOM). Intermediate level positions include advisory and technical roles as a Real Property Accountable Officer, Supervisory Realty Specialist (or Team Lead), and Asset Accountability Flight Chief at each base level.

Headquarters. These are normally complex AFCEC, AFIMSC, Headquarters Air Force Reserve Command (HQ AFRC), Headquarters National Guard Bureau (HQ NGB), or Headquarters Air Force (HAF) positions. These employees represent the DAF in managing engineering resources and human capital engaged in the formulation of strategic policies, plans, and programs that may involve other services, DoD, and the Secretariat. Training and education at this level are focused on further developing staff-level skills in support of installation engineering programs and human capital; and developing executive and managerial abilities.

- Branch, Division, or Directorate Chiefs at AFCEC, AFIMSC, HQ AFRC, or HQ NGB
- AF Program Managers
- AFCEC Program Managers and SMEs

Management of the Realty Specialists career beginning at the installation level will provide the broad level of experiences necessary to compete for positions at the intermediate and headquarters levels and make individuals more competitive for leadership positions of increasing responsibility later in their career. A career path could consider moving to positions at different levels within the CE enterprise, such as moving back and forth between the installation level, intermediate level, and strategic level, in order to remain in touch with current issues facing CEs at the tactical level. Experiencing a broad variety of positions (to include other service components), both leadership and non-leadership, best prepares potential candidates to hold a Real Property SME (Functional Leadership) position and/or senior Enterprise Leadership position in the CE enterprise.

Figure 1. Department of the Air Force Real Property Specialist Career Building Blocks



1.2.3 Master Development Plan (MDP)

The MDP is a comprehensive list of desired education, self-development, training, and typical assignments for each level of the career path. The MDP will assist Realty Specialists in the development of their IDPs and aligns with the CBBs. MDPs are shown in Table 1 for those pursuing a leadership role at the Installation, MAJCOM, AFCEC, AFIMSC, or HAF and Table 2 for installation advisory roles as a Functional Leader or Subject Matter Specialist (SMS) that can lead to a Functional Leadership SME position. Each phase includes desirable training, education, and self-improvement from the previous phases/grade groups. Refer to Appendix D for more information on education opportunities and training resources.

TABLE 1
ORGANIZATIONAL LEADER
OCCUPATIONAL SERIES Realty Specialist

This MDP covers the following series: 1170

Grade	Formal Education (1170 does not have a formal education requirement)	CDE	Training	Certification (1170 does not have a formal certification requirement)	Experience	Typical Jobs
GS - 15	<ul style="list-style-type: none"> • May have MS/MBA/MPA • PhD possible 	<ul style="list-style-type: none"> • SDE completed • Consider others 	Leadership competency	<ul style="list-style-type: none"> • May have initial certification, consider PMP and Greenbelt 	<ul style="list-style-type: none"> • Seek Deputy Director Role 	<ul style="list-style-type: none"> • Air Staff • AFIMSC • AFCEC • MAJCOM • Division Chief • Base Senior Leader
GS - 14	<ul style="list-style-type: none"> • May have MS/MBA/MPA • Could pursue PhD 	<ul style="list-style-type: none"> • Obtain SDE • Consider others <ul style="list-style-type: none"> ◦ Academic ◦ Fellowships ◦ Leadership Seminars ◦ Short Courses add to competitiveness 	<ul style="list-style-type: none"> • WMGT 301, Intro to Asset Management • WMGT 513, Financial Management for CE Leaders • WENG 519, Air Force Installation Planning Principles • WENG 520, Comprehensive Planning Development • WMGT 531, Installation Management Flight Commander Course • AFCEC Advanced Realty Course • Leadership development 	<ul style="list-style-type: none"> • May have initial certification, consider PMP, and Greenbelt 	<ul style="list-style-type: none"> • Seek broader leadership experience • Expert program manager role 	<ul style="list-style-type: none"> • Air Staff senior Program Manager • AFIMSC • Det • AFCEC • MAJCOM Branch Chief • Deputy Director of Installation Support • Career Broadener
GS - 13	<ul style="list-style-type: none"> • Obtain bachelor's degree 	<ul style="list-style-type: none"> • Obtain IDE • Consider others • ACSC 	<ul style="list-style-type: none"> • WMGT 301, Intro to Asset Management • WMGT 513, Financial Management for CE Leaders • WENG 519, Air Force Installation Planning Principles • WENG 520, Comprehensive Planning Development 	<ul style="list-style-type: none"> • May have initial certification, consider PMP, and Greenbelt or other certifications 	<ul style="list-style-type: none"> • Seek supervisory experience. • Broad program management/team leader position • At least two years at this grade 	<ul style="list-style-type: none"> • AFMISC • Det • AFCEC • MAJCOM • Career Broadener • Base Flight Chief.

			<ul style="list-style-type: none"> • WMGT 531, Installation Management Flight Commander Course • AFCEC Advanced Realty Course • Leadership development 			
GS-12	<ul style="list-style-type: none"> • Pursue bachelor's degree 	<ul style="list-style-type: none"> • Obtain BDE • Consider others • SOS 	<ul style="list-style-type: none"> • WMGT 301, Intro to Asset Management • WMGT 424, Realty Management • AFCEC Advanced Realty Course • WMGT 513, Financial Management for CE Leaders • WENG 519, Air Force Installation Planning Principles • WMGT 531, Installation Management Flight Commander Course 	<ul style="list-style-type: none"> • May consider pursuing IRWA certification 	<ul style="list-style-type: none"> • Seek supervisory / element leader/team leader position • At least two years at this grade 	<ul style="list-style-type: none"> • Base real property specialist/real property accountability officer
GS-11	<ul style="list-style-type: none"> • Consider bachelor's degree, but must have at least a high school diploma or GED 	<ul style="list-style-type: none"> • Consider BDE, SOS 	<ul style="list-style-type: none"> • WMGT 424, Realty Management • AFCEC Advanced Realty Course • WMGT 301, Intro to Asset Management • WMGT 513, Financial Management for CE Leaders 	<ul style="list-style-type: none"> • May consider pursuing IRWA certification 	<ul style="list-style-type: none"> • Excel in current base-level role • At least two years at this grade 	<ul style="list-style-type: none"> • Base real property specialist/real property accountable officer •
GS-9	<ul style="list-style-type: none"> • Consider an associates degree, but must have at least a high school diploma or GED 	<ul style="list-style-type: none"> • Consider BDE 	<ul style="list-style-type: none"> • WMGT 424, Realty Management • AFCEC Advanced Realty Course • WMGT 301, Intro to Asset Management • WMGT 513, Financial Management for CE Leaders 	<ul style="list-style-type: none"> • May plan for pursuing IRWA certification 	<ul style="list-style-type: none"> • At least one year at this grade 	<ul style="list-style-type: none"> • Base level

GS-7	<ul style="list-style-type: none"> • Must have at least a high school diploma or GED 	<ul style="list-style-type: none"> • Consider BDE 	<ul style="list-style-type: none"> • WMGT 101, AF CE Basic Course (for military and PAQs only) • WMGT 301, Intro to Asset Management • WMGT 424, Realty Management 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Base Level
GS-7/9	<ul style="list-style-type: none"> • Must have either a bachelor's or master's degree 	<ul style="list-style-type: none"> • Palace Acquire 	<ul style="list-style-type: none"> • WMGT 424, ACQ 101, USACE Disposal 101, USACE Acquisition 101 		<ul style="list-style-type: none"> • Palace Acquire CES rotations 	<ul style="list-style-type: none"> • Base level
Basic Requirements: High School Diploma or GED						

TABLE 2
SUBJECT MATTER EXPERT (SME)
OCCUPATIONAL SERIES Realty Specialist
 This MDP covers the following series 1170

Grade	Formal Education (1170 does not have a formal education requirement)	CDE	Training	Certification (1170 does not have a formal certification requirement)	Experience	Typical Jobs
GS - 15	Positions not available at this grade.					
GS - 14	<ul style="list-style-type: none"> May have MS/MBA/MPA Could pursue PhD 	<ul style="list-style-type: none"> Obtain SDE Consider others <ul style="list-style-type: none"> Academic Fellowships Leadership Seminars Short Courses add to competitiveness 	<ul style="list-style-type: none"> WMGT 301, Intro to Asset Management WMGT 513, Financial Management for CE Leaders WENG 519, Air Force Installation Planning Principles WENG 520, Comprehensive Planning Development WMGT 531, Installation Management Flight Commander Course AFCEC Advanced Realty Course Leadership development 	<ul style="list-style-type: none"> Multiple certifications preferred 	<ul style="list-style-type: none"> Capstone – Air Force Functional Leader or Subject Matter Expert 	<ul style="list-style-type: none"> AFCEC
Basic Requirements: High School Diploma or College Degree						

1.2.4 MyVector

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

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

One way for a Realty Specialist to determine a desired career path is to go through the Career Development Plan process known as “Vectoring.” The CE Career Field Team (CFT) manages the process with an annual call, which typically goes out late summer. While the vectoring cycle is annual, it generally alternates between grades (e.g., GS-11, 13 on odd years; GS-12 and 14 on even years, and GS-15s every year). The Vectoring process will assist a Realty Specialist with identifying educational, professional, or experiential gaps or needs in their career experience, and get valuable feedback from CE senior leaders on steps to successfully achieve their plan. It is not a promise of a promotion or a commitment to move, but an opportunity to gain insight on how to achieve career goals, which could include: what jobs to seek, professional registration, career program choices, PME, or Civilian Development (CD) recommendations. Realty Specialists should consider updating their Career Brief on MyVector and explore PME and CD options on the site. Note that MyVector is used to register for Vectoring as well as serve as the hub for Realty Specialists to self-nominate for PME and CD. The nomination process for these programs usually opens in January for a March final submittal each year. Access MyVector [\(here\)](#).

1.2.4.1 Individual Development Plan

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

1.2.5 Breadth of Experience

Experiencing a wide variety of Realty Specialist roles, beginning within the CE Squadron or Group at the installation level is an important part of gaining depth and breadth of experience, knowledge and capabilities. It is recommended to obtain a diversity of experience at more than one installation falling under different MAJCOMs or components to include varied assignments within other CE Squadrons. Realty Specialists should plan to hold an installation level position at the target grade for three to five years prior to holding a base level leadership position. Whenever possible, obtaining experience as an installation supervisor at the early stages of a career is essential to ensure advancement to headquarters level leadership position later in the career.

1.2.6 Geographic Mobility

For those willing and able to be geographically mobile, there may be more opportunities to achieve breadth and depth in career experiences. Effective civilian force development depends upon filling high-level positions with those who have a variety of work experiences. Holding positions at multiple installations exposes a Realty Specialist to a wider understanding of DAF missions. For example, experiencing operations at a fighter or heavy aircraft, research and development, or training and education focused installation provides unique experiences. Also, Realty Specialists should consider size of installation and geographic location when considering breadth of experiences at the installation level. Engineer requirements at an

overseas base are different from those at a Continental United States (CONUS) base, as are the requirements at a small single mission installation vis-à-vis a large multi-mission installation. Experience working with a Reserve Component mission will also provide an understanding of the benefits, limitations, authorities, and proper application of the different components to meet Total Force mission requirements. Variations in climate (southern coastal vs northern tier) can also provide breadth of experience. When applying for installation level leadership positions, this depth and breadth of experience may be the factor that makes a Realty Specialist the best-qualified candidate for a selection to fill a vacancy. This is increasingly true when applying for non-leadership or leadership positions at the intermediate and headquarters level of development.

1.2.7 Career Broadening

This CFETP has addressed the need for Realty Specialists to broaden their career through a breadth of experiences. The DAF and the CE community also have a formal career-broadening program, which is an integral part of the DAF leadership development framework. It is designed to build functional and institutional competencies while enhancing leadership perspective. More information is available [\(here\)](#) (log into myFSS first to access the site) and in [DAFMAN 36-142](#). Career broadening assignments advertised on USAJobs [\(here\)](#), although of relatively short duration (36 months), are complex and demanding, but also increase and broaden experiences. Career broadening assignments are designed to enhance CE professional's breadth of experience and diversity of thought. The key in determining which career broadening assignment to pursue is to consider which opportunity will enhance the strategic skills and perspective required to meet individual goals.

1.2.8 Professional Licensing/Registration/Certification

Several positions within the CE enterprise require engineers with professional licenses or registration. Typically, at the base level only the engineering flight chief requires a professional license or registration. Professional licensing or registration is also highly desirable, if not required for Enterprise Leadership positions and Functional Leaders or SMEs. For those positions in the CE enterprise that do not require registration, selecting officials are encouraged to consider registration as an indicator of the candidates' professionalism and excellence and it is a factor in evaluating candidates for promotion. However, currently there are no specifically required professional licenses, registration, or certification for real property.

Additional details on certifications may be found at the Department of Defense (DoD) Civilian Credentialing Opportunities On-Line (DCOOL) website [\(here\)](#). The site allows users to search by occupational series code or title and find general information on credentialing relating to the individual federal occupational series. Clicking on a credential title in the system provides detailed information about the credential, such as a description, its eligibility requirements, exam topics, and recertification requirements.

Expenses for training and professional registration can be paid by the unit. Specifically, Title 5, U.S.C., Section 5757, provides that an agency may use appropriated funds to pay for expenses for employees to obtain professional credentials, including expenses for professional accreditation, State-imposed and professional licenses and professional certification; and examinations to obtain such credentials. This authority may not be exercised on behalf of any employee occupying or seeking to qualify for appointment to any position that is excepted from

the competitive 16rofesse because of the confidential, policy-determining, policymaking, or policy advocating character of the position. This authority is permissive, not mandatory. It does NOT establish an entitlement. Because the authority is codified in Title 5 U.S.C., Government Organization and Employees, this authority is applicable to civilian employees only and not to military members. The use of appropriated funds to pay expenses to obtain professional credentials does not extend to employees' memberships in professional organizations unless the membership is a prerequisite to obtaining 16rofesssional license of certification.

1.3.1. Introduction

While most duties and responsibilities are position-specific, Realty Specialists generally must demonstrate facilitation, collaboration, and functional analysis skills through leadership and core occupational competencies (OCs) where core OCs are foundational, common, critical, and cultural to being a leader in the CE enterprise.

1.3 SECTION C: COMPETENCIES

1.3.2 Leadership Competencies

The Federal Managerial Framing Network identifies additional leadership competencies for managers at different stages of their career, including: Technology Management; Leveraging Diversity; Financial Management; Creativity and Innovation; Political Savvy; Partnering; Human Capital Management; Resilience; Influence/Negotiating; External Awareness; Strategic deThinking; Entrepreneurship and Vision. Effective writing skills and oral communications are also a key skill required of strategic leaders. More information is available [\(here\)](#).

Realty Specialists wishing to pursue strategic leadership roles may wish to begin developing the Executive Core Qualification (ECQ) leadership competencies of:

Competency 1. Leading Change: Ability to bring about strategic change, both within and outside the organization, to meet organizational goals with an inherent ability to establish an organizational vision and implement it in a continuously changing environment.

Competency 2. Leading People: Ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

Competency 3. Results Driven: Ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

Competency 4. Business Acumen: Ability to manage human, financial, and information resources strategically.

Competency 5. Building Coalitions: Ability to build coalitions internally and with other federal agencies, state and local governments, non-profit and private sector organizations, foreign governments, or international organizations to achieve common goals.

More information on ECQs is available [\(here\)](#).

1.3.3 Occupational Competencies

Core Occupational Competencies (OC) are foundational, common, critical, and cultural to being a leader in the CE enterprise, as well as providing the building blocks for further force development as a SMS or SME. A foundational OC is the expectation that the Realty Specialists possess a sound understanding of basic real property principals. A common OC is expected in many positions filled by a Realty Specialist. A critical OC is one where a Realty Specialist must be able to make informed decisions that can affect the DAF, the Installation, surrounding community, and understanding the capabilities and limitations of financial or real property resources. Lastly, a cultural OC is one that is important as a representative of a leader within the CE enterprise. All competencies fall under one of the four criteria for core CE OCs.

The OCs are not comprehensive for all positions. It is expected that positions available to the growth of the Realty Specialist will be centered on one of the two career tracks as an Enterprise Leader or Functional Leader or SME.

The Department of the Air Force defines competencies as an attribute that an individual possesses to successfully and consistently perform a given task, under specified conditions, or meet a standard of performance. This enables engineers to perform their jobs and contribute to the overall success of the Department of the Air Force. Competencies influence human performance and have a subsequent impact on mission and organizational success.

Realty Specialists turn OCs into required capabilities. The success of current and future operations lies in the direct and deliberate development of its Airmen. Development occurs across the distinct, but related elements of education, training, and experience. Foundational education is primarily provided to the CE career field through The Air Force Institute of Technology (AFIT) and other resources. Specialized (to include advanced degrees although not required) and leadership training can be found through various sources and is discussed in other sections of the CFETP. Lastly, experience is the application of education and training for the individual at his or her organization. The elements of the continuum of learning are complementary; each enhances the values of others. The blend of all three elements across an entire career is key in the development of Ces who pursue leadership roles to achieve occupational competencies and meet DAF operational needs.

Force development is a responsibility of both the individual and CE CFT. Realty Specialists that wish to advance their careers and take on positions with a greater depth of knowledge and experiences must take on the responsibility to guide their own competency development, while the CFT provides a wide range of developmental opportunities.

1.3.3.1 Occupational Competency Structure

The OCs provide a framework that describes the technical/functional skills, knowledge, abilities, and other characteristics required to perform at that level. The technical competency list consists of 4 competencies and 24 sub competencies grouped into four categories of real property acquisition, real property management, real property disposal, and real property accountability (see Appendix B).

1.3.3.2 Occupational Competency Categories

Real Property Acquisition: This group can be broken down into six competencies which all relate to the application of real property concepts, principles, theories, and methods to acquire real property.

Real Property Management: This group consists of six competencies dealing with the application of real property management concepts, principles, theories, and methods to administer Air Force and withdrawn Federal lands, to include real estate instruments.

Real Property Disposal: This group includes six competencies supporting the application of real property concepts, principles, theories, and methods to dispose of real property.

Real Property Accountability: This group encompasses six competencies regarding the application of real property concepts, principles, theories, and methods to account for real property as necessary to support the installation and meet Federal real property accountability requirements.

- **Competency 1. Use of Tools & Best Practices:** Recognize a wide range of complex realty principals, concepts, and practices relating to Real Property acquisition, management, disposal, and accountability. The real property tools and best practices that aid in completion (e.g., Accountable Property System of Record (APSR), DAF Playbooks, Environmental Impact Analysis, SharePoint sites)
- **Competency 2. Knowledge & Application of Policy:** Recognize the policies, standards, and guidance (e.g., Department of Air Force Instructions (DAFIs), Department of Defense Instructions (DODIs), United States Codes (USCs) that influence real property acquisition, management, disposal and accountability.
- **Competency 3. Information Collection & Analysis:** Recognize, gather, evaluate, and interpret data to identify real property information (e.g., the results of business cases, economic analyses, environmental analyses, appraisals) used to prepare a package for proposed actions and ensure Key Supporting Documents (KSDs) are maintained appropriately.
- **Competency 4. Problem Identification & Resolution:** Recognize factors affecting real property acquisitions, management and disposal actions to include common accounting and data analysis principles and the types of issues that may arise (e.g., environmental contamination, title encumbrances, fair market value) to arrive at conclusion and recommendations regarding courses of action.
- **Competency 5. Professional Development & Communication:** Attend applicable courses and training opportunities (e.g., Worldwide Real Property Symposium, bi-monthly webinars on current real property topics, AFIT WMGT 424 course, Advanced Realty course (ARC)).
- **Competency 6. Process / System Application:** Identify components of the asset life-cycle process utilizing the DAF Accountable Property System of Record (APSR)

1.3.3.4 Proficiency Levels

A developing Realty Specialist will pass through three proficiency levels of each of the 24 technical sub competencies during their career: Basic, Advanced, and Master. Proficiency

levels are progressive in that they build on top of one another. The general criteria for each proficiency level are discussed below. Each criterion helps enable members to determine attainment of a competency at the different proficiency cycles through observable and measurable behaviors. At some point, typically early in the career, a Realty Specialist may decide to pursue an Enterprise Leadership or Functional Leader or subject matter expert (SME) role either throughout the DoD or federal agencies.

- **Basic:** The member comprehends the basic order of tasks but requires guidance and supervision to minimize errors and ensure successful accomplishment. The skills learned at this proficiency is at a foundational knowledge level.
- **Advanced:** The member demonstrates ability to perform most tasks with limited guidance and supervision with some errors and omissions. The skills learned at this proficiency allows the member to apply the foundational knowledge earned at the basic level with various degrees of success.
- **Master:** The member consistently performs tasks with little or no assistance, and the result contains few, if any, errors or omissions. The skills learned at this proficiency allows the member to create and synthesize products past the basic and advanced level. This is most often achieved with experience gained throughout a career.

1.3.3.5 Competency Checklist

The technical competency checklist (Appendix B) was developed as a tool for individuals to self-assess their own personal development. It can also be used as a talking point with supervisors in the preparation of IDPs. The list is broken down by the competencies, sub-competencies, and descriptors on the left and the expected proficiency level on the right. Each descriptor shows the grade level and years of experience, that should be achieved, as the individual progresses through their career. The expected proficiency levels at each stage of an individual's career should be used as a guide to determine the progress of an individual's force development.

Note: Descriptors are balanced at a level specific enough to provide a basic expectation for both the Realty Specialist and their supervisor, but not so specific as to limit the application of a descriptor to an overly restrictive scenario. Both the Realty Specialist and their supervisor should use their best judgment in determining the exact behaviors that demonstrate a descriptor, and at what proficiency level each is achieved.

Through self-assessment, the Realty Specialist can determine the required skills he/she needs to develop their career. The structure of the competencies allows one to look at overall areas that are lacking and can tie to an education or training program or a job opportunity that will provide the experience. An individual can look at the list and determine if he/she is lacking in any overall areas and can look deeper into the descriptors that are part of those sub-competencies. If an individual is lacking in a certain area, there are several steps that can be taken to gain or broaden their experience.

The competency list is also a tool for supervisors to mentor and develop Realty Specialists. The supervisors have the intimate knowledge of specific jobs and opportunities Realty Specialists will need to meet the competency requirements of their short, mid and long-range goals in addition to having a balanced career necessary to achieve those goals.

The use of this list is not intended to be punitive or tied to performance evaluations. It is merely a tool to help guide career development for Realty Specialists and is designed for those with a goal to be future leaders.

This section identifies known resource constraints, which preclude optimal and desired training from being developed or conducted, including information such as costs and manpower. Limiting resources will put strains on the career field to adequately cover all training. Priority will go to mission essential training courses, then focus on mission enhancement training. The Civil Engineer School (TCES) continues to develop Distance Learning courses to mitigate the effects of resource limitations.

1.4.1 Tuition Assistance (TA)

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

1.4.1.1 Eligibility

1.4 SECTION D: RESOURCE CONSTRAINTS

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

1.4.1.2 Funding Management and Limitations

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

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

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

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

1.4.2 TDY Funding

Many training opportunities exist away from the installation and personnel would attend in a temporary duty status (TDY) that pays for transportation, lodging, meals, incidentals, and course costs. Funding for TDYs come from various sources to include The Civil Engineer School (TCES), AFCEC, MAJCOMs, and the unit.

Part II – Training

2.1 SECTION A: PROFESSIONAL TRAINING/EDUCATION

2.1.1 Purpose

Formal training covers the classes, either in person or distance learning. Successful Realty Specialists will establish technical competencies and understand the DAF culture. Individuals will join the DAF Civil Service at different points in their careers; this CFETP is written from the perspective of entering into the CE enterprise at any time in a Realty Specialists career. Foundational training requirements are detailed in Appendices D and E.

2.1.2 Training

Career goals will likely evolve as one navigates their career. As an individual increases their depth and breadth of experience and moves to different positions within or among organizations, perspectives and desires will contribute to shaping those goals. However, it is important to determine ultimate career goal, in terms of Functional leadership or Enterprise Leadership or technical track, as early as possible. Training decisions should be informed with the long-game in mind, which may impact the type of training an individual should pursue.

The DAF defines Force Development as, “a deliberate process of preparing Airmen through the Continuum of Learning (training, education, and experience) with the required competencies to meet the challenges of the 21st Century.” The below topics discuss additional ways to obtain training, education and experience through offerings available to DAF Civil Servants. Additional information about these and other topics are available at the CE CFT SharePoint site [\(here\)](#).

2.1.3 Civilian Developmental (CD) Programs

Development programs, including the new employee orientation, resident and nonresident PME, leadership training, experiential focused learning, and higher-level strategic leadership programs are learning opportunities available to selected personnel to enhance their professional growth. CD can consist of short- and long-term leadership, academic, and fellowship training programs. There are three types of CD: PME, Academic programs and Fellowships, and Leadership Seminars. Individuals are chosen for the in-residence version of these programs through a formal nomination and selection process, which begins with self-nomination and a recommendation from their leadership chain as part of annual nomination calls. Individuals should discuss their interest in CD programs with their supervisor to understand how these programs could enhance their professional growth. Previous job performance, accomplishments, and leadership potential are typically factored into each nomination and selection.

PME includes learning the history and strategic business of the DAF. Eligibility for each CD level of PME is based upon a Realty Specialist's grade:

Basic Developmental Education (BDE)—GS-07 to 12, or equivalent (Squadron Officer School)

Intermediate Developmental Education (IDE) —GS-12 to 13, or equivalent (Air Command & Staff College)

Senior Development Education (SDE) —GS-14 to 15, or equivalent. (Air War College)

Completing PME courses at the appropriate level (distance learning or in-person) is key for advancement within the CE Career Field. Note, completing the previous PME course is not a prerequisite for starting the next PME course; individuals should take the PME course appropriate for their current grade.

Most programs do not require the applicant to be mobile; some include a short-duration TDY. Basic eligibility is 2 years of “Federal” civil service by the application deadline. Distance Learning programs for CD can be started at any time, if minimum requirements are met.

Individuals apply to Air University directly. Details on all CD opportunities are available on the myFSS Civilian Force Development Home Page, to include PME, the various Academic programs, and Fellowships, and Leadership Seminars ([here](#)).

2.1.4 Civilian Strategic Leadership Program (CSLP)

The Civilian Strategic Leadership Program (CSLP) is the DAF civilian enterprise development program designed to provide selected GS-13/14/15 (or equivalent) DAF employees competencies needed to build a federal corporate culture that drives for results, services customers, and builds successful teams and coalitions within and outside the organization. GS-13s may apply for permanent promotion opportunities for GS-14 Installation-level assignments. More information about the CSLP can be found ([here](#)). The Deputy Director of Installation Support/Deputy Mission Support Group Commander is one of the more common positions, which is usually filled by the CSLP.

2.1.5 Key Career Positions (KCP)

Key Career Positions (KCPs) are stepping-stones for individuals to gain expertise that may qualify them to move from functional experts to functional leaders. KCPs help applicants gain experience at the intermediate and headquarters levels. KCPs are peppered throughout AFCEC, AFIMSC, MAJCOM, and HAF. These positions have a mobility agreement requiring the incumbent to move positions after three to five years. The KCPs ensure multiple intermediate-level personnel have the opportunity to gain breadth of experience.

2.1.6 Temporary Duty (TDY)/Temporary Assignments

When considering areas an individual may be lacking in experience, they may consider a TDY or Temporary Assignment. TDY opportunities are available for both CONUS and OCONUS. Additionally, it may be possible to request a temporary assignment, or additional duty request, within their organization to gain the experience needed to more fully understand the many facets of the Engineering/Architecture workforce.

2.1.7 Documentation of Training

Use the IDP in Appendix C to document training requirements and completion of formal training requirements. Each Realty Specialists career IDP should be developed with an understanding of the basic competencies and skills required to be a DAF CE SME Functional or Enterprise Leader. The IDP should be reviewed and updated annually.

2.1.8 Competencies

Section D is designed to ensure Realty Specialists have the occupational competencies to successfully perform their jobs. Realty Specialists are encouraged to develop Leadership Competencies from section 1.3.2. (Leading Change, Leading People, Results Driven, Business Acumen, and Building Coalitions); especially those on an Enterprise leadership track. Section 1.3.3 highlights the Occupational Competencies of Installation Planning and Programming, Execution, Operations Management, Installation Recovery and Closure, Employ Engineer Capabilities, and Manage Resources.

2.1.9 Symposium/Workshop Attendance

One opportunity for training that allows Realty Specialist to receive many training hours in a short period attending symposiums or workshops. Many DAF and larger DoD sponsored events include courses relevant to or geared towards any Real Property Specialist development path.

2.1.10 Air Force Institute of Technology (<https://www.afit.edu/CE/>): is a source for professional continuous education, which in most cases is free of charge for Department of the Air Force employees.

2.1.10.1 Other Training Available (at a cost and is not currently required)

International Right of Way Association (IRWA) <https://www.irwaonline.org/>

USACE Learning Center (PROSPECT): <https://ulc.usace.army.mil/crsschedule.aspx>

2.2 SECTION B: LEADERSHIP/MENTORSHIP

2.2.1. Mentoring for Department of the Air Force Realty Specialists

Realty Specialists should make it a priority to seek advice from more experienced DAF leaders, to include seeking advice and mentorship from military leaders, as well as senior civilians (e.g., SES mentor). DAF leaders, be they military or civilian leaders, as well as other senior personnel in various functional areas, have rich insights developed and learned through years of experience, and they are often excited to coach and mentor other professionals. When seeking this opportunity, Realty Specialists should have questions prepared, have a vision/plan for the next 5-10 years included on an IDP (Appendix C), which may include plans for CD, career broadening, separation, retirement, etc., plus have a biography and resume ready. Prior to meeting with a mentor or coach, Realty Specialists should contemplate how they may be viewed by the mentor (i.e., consider the perspective of others when evaluating personal performance) and anticipate the types of questions the mentor may ask, such as career

aspirations, work values, unique knowledge, skills, or abilities, and preferred types of work and learning.

Technical Realty Specialists at all levels should explore the competencies (discussed in Section 1.3 of this CFETP) then use the competencies to first self-assess their level of proficiency for each competency and identify a plan to develop these competencies by pursuing education, training and experience throughout his/her career to attain the highest level of proficiency possible. These plans should be identified in an IDP. Not all Realty Specialists may achieve the desired level of proficiency; however, gaps that exist between expected and actual proficiency levels should be used as a discussion tool with mentors to help target growth and development issues. Realty Specialists should discuss these gaps with their mentors and help identify training and experiences to be added to the IDP that might help the Realty Specialists to build upon these competencies. Realty Specialists should focus on competencies needed for the current assignment first, and then explore competencies needed for the next assignment.

Also, Realty Specialists may wish to review resources used to mentor CE officers at the Air Force Officer Classification Directory (AFOCD) on the AFPC website ([here](#)). See also AFMAN 36-2643, Air Force Mentoring Program ([here](#)). Finally, the Treasury Executive Institute offers online and in-person leadership courses and coaching for GS-14s through SES, or equivalent ([here](#)).

There is no single, optimal career path to ensure career success for a Realty Specialist. A successful career path includes steady growth in job responsibility and professional development with a broad variety of experience. Periodically, Realty Specialists should review their personal situation and their organization's needs in order to reassess their career path goals. They may consider personal strengths, weaknesses, training or experience gaps, commitment to the organization's mission, and short and long-term goals. Organizationally, Realty Specialists should consider their organization's needs, training resources, position availability, and promotion opportunities. How well a Real Property Specialist performs in his/her current position is the most important factor in determining their future success.

2.2.2. Mentorship

The DBCE is often one of the highest-level civilians that many CE Airmen come into contact with at the installation, and often he/she has a good deal of knowledge and advice that can be passed on to first or second -level civilian supervisors and leaders within the squadron. All Realty Specialists in a leadership role should work with high performing civilian team members to develop an IDP that identifies training and career path activities valuable to the growth of future civilian leaders. Leaders should encourage deserving team members to complete the civilian Vectoring process, pursue training opportunities and explore career broadening assignments. A myriad of training opportunities are available for leaders on how to coach and develop employees at ACQ NOW ([here](#)).

Courses can be taken at Defense Acquisition University (DAU's) digital campus ([here](#)).

OPM's center for Leadership Development helps training officers, managers and supervisors meet the challenge of succession management to include helping future

leaders assess leadership effectiveness, gain core knowledge and develop critical skills. The current course schedule is available [\(here\)](#).

Appendices

APPENDIX A: TERMS AND ABBREVIATIONS

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

AFCFM or CFM. Air Force Career Field Manager. The AF focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating functional concerns across various staffs. Responsible for the career field policy and guidance. Must be appointed by the Functional Manager (FM) and hold the grade of colonel/GS-15 (or equivalent).

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

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

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

AFOCD. Air Force Officer Classification Directory The official directory for all military officer classification descriptions, codes, and identifiers.

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

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

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

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

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

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

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

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

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

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

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

CONUS/OCONUS. Continental United States/Outside Continental United States. CONUS refers to United States territory, including the adjacent territorial waters, located within North America between Canada and Mexico. (JP 1)/ Areas outside the 48 contiguous states. Alaska and Hawaii are defined as non-foreign OCONUS.

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

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

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

DE. Developmental Education. An array of educational opportunities comprised of professional and specialized education programs, research and doctrinal studies, fellowships,

and graduate-level studies. DE spans a member's entire career and provides the knowledge and abilities needed to develop, employ, and command air, space and cyberspace forces.

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

DAWIA. Defense Acquisition Workforce Improvement Act

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

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

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

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

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

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

FM. Functional Manager. Senior leaders, designated by the appropriate functional authority (FA), who provide day-to-day management responsibility over specific functional communities at the MAJCOM, field operating agency (FOA), direct reporting unit (DRU), primary supporting unit (PSU), or air reserve component (ARC) level. While they should maintain an institutional focus regarding resource development and distribution, FMs are responsible for ensuring their teams are equipped, developed, and sustained to meet the functional community's mission as

well as encourage force development opportunities in order to meet future needs of the total Air Force mission. The FM for Air Force Civil Engineering is the Deputy Director of Engineers (AF/A4C-2).

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

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

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

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

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

LEED. Leadership in Energy and Environmental Design. Leadership in Energy and Environmental Design is the most widely used green building rating system in the world. Available for virtually all building types, LEED provides a framework for healthy, highly efficient, and cost-saving green buildings.

MAJCOM. Major Command. The level of command below Headquarters Air Force (HAF) and directly above Numbered Air Forces (NAF). The Air Force is organized on a functional basis in the U.S. and a geographical basis overseas. The functional MAJCOMs are Air Combat Command (ACC), Air Education and Training Command (AETC), Air Force Global Strike Command (AFGSC), Air Force Materiel Command (AFMC), Air Force Reserve Command (AFRC), Air Force Special Operations Command (AFSOC), Air Mobility Command (AMC), and Air National Guard (ANG). The geographic MAJCOMs are U.S. Air Forces in Europe and Air Forces Africa (USAFE) and Pacific Air Forces (PACAF).

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

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

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

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

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

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

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

SAF/IEI. The Deputy Assistant Secretary for Installations. SAF/IEI is responsible for all matters pertaining to short- and long-term strategic planning, policy, oversight and interagency coordination and engagement for Department of the Air Force installations to promote installation sustainability, security and operability. This includes responsibility for all real

property transactional activity, including without limitation, acquisition (to include withdrawal of public lands), allowing temporary use, disposal of Department of the Air Force real property, privatization of family housing or similar initiatives, but excluding real property transactions that are part of a utility privatization transaction. SAF/IEI is also responsible for providing planning, to include processes and analyses to support installation planning decisions such as decisions on base closures and realignment (BRAC or similar); the Air Force Strategic Basing process to include force structure basing changes; joint basing; climate adaptation and resiliency to severe weather and other effects; Department of the Air Force military housing strategy; Integrated Installation Planning processes and requirements to include Installation Development Planning, Facility Space Planning, the Air Force Environmental Impact Analysis Process (EIAP); and mission sustainment, which includes the Air Force Installation Compatible Use Zone (AICUZ) program, the Air Force Noise program, the Compatible Use Program, , the Readiness and Environmental Protection Integration (REPI) program, and Climate Resilience. SAF/IEI has broad authority for community interface matters and programs, to include, for example, the community partnership program, compatible land use planning and economic adjustment, community planning and impact assistance, multiple military service operations and joint land use, public/private partnerships for installation support joint military-civil airfield usage, changes in legislative jurisdiction of Department of the Air Force real property, annexation of installations by local governments, and encroachment management, to provide efficient and effective operations and services for Department of the Air Force installations. SAF/IEI interfaces with outside organizations on matters concerning Department of the Air Force-wide installations and strategic land use planning matters. SAF/IEI, in cooperation with AF/A4C, has specially arranged lines of authority to and oversight of the Installations Directorate within the Air Force Civil Engineer Center (AFCEC/CI), which is responsible for supporting, executing, and managing Air Force real property transactions, BRAC matters, REPI, housing privatization, installation legislative jurisdiction and annexation matters, community partnership initiatives involving real property transactions and providing corporate level portfolio management and legislative support for Department of the Air Force property.

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

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

SES. Senior Executive Service. The Senior Executive Service (SES) lead America's workforce. As the keystone of the Civil Service Reform Act of 1978, the SES was established to "...ensure that the executive management of the Government of the United States is responsive to the needs, policies, and goals of the Nation and otherwise is of the highest quality." These leaders possess well-honed executive skills and share a broad perspective on government and a public service commitment that is grounded in the Constitution. Members of the SES serve in the key positions just below the top Presidential appointees. SES members

are the major link between these appointees and the rest of the Federal workforce. They operate and oversee nearly every government activity in approximately 75 Federal agencies. The U.S. Office of Personnel Management (OPM) manages the overall Federal executive personnel program, providing the day-to-day oversight and assistance to agencies as they develop, select, and manage their Federal executives.

SME. Subject Matter Expert. A subject matter expert is a Functional Leader who has a unique blend of experience, education, and training to be an authority in their respective field of expertise.

SMS. Subject Matter Specialist. A subject matter specialist excels in various components within their engineering discipline and provides advice to leadership on course of actions required to sustain facilities or infrastructure.

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

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

APPENDIX B: COMPETENCIES CHECKLIST

REALTY SPECIALIST COMPETENCIES

The competency model has three proficiency levels: Basic, Advanced, and Master. Proficiency levels are progressive in that they build on top of one another. The general criteria for each proficiency level are discussed below. Each criterion helps enable members to determine attainment of a competency at the different proficiency levels through observable and measurable behaviors.

- **Basic (B)** – The member comprehends the basic order of tasks but requires guidance and supervision to minimize errors and ensure successful accomplishment. The skills learned at this proficiency is at a foundational knowledge level.
- **Advanced (A)** – The member demonstrates the ability to perform most tasks with limited guidance and supervision with some errors or omissions. The skills learned at this proficiency allows the member to apply the foundational knowledge earned at the basic level with various degrees of success.
- **Master (M)** – The member consistently performs tasks with little or no assistance, and the result contains few, if any, errors or omissions. The skills learned at this proficiency allows the member to create policy, best practices, and training.

INSTALLATION SUPPORT			
REAL PROPERTY ACQUISITION			
Requirements for Real Property Acquisition			
	GS 7-9 (1-3 yrs)	GS 11-12 (3-10 yrs)	GS 13-15 (10+yrs)
Recognize/use/apply the real property acquisition tools and best practices (e.g., Real Estate Transactions Playbook, property planning reports, Environmental Impact Analysis, SharePoint site) to determine the best method for acquisition and prepare packages for final approval. Review and evaluate real property acquisition packages and initiate any necessary updates or changes.	B	A	M
Direct/propose/develop the development of new or improved acquisition tools and best practices, and evaluate recommendations to senior leadership, and disseminate once approved. Develop new or improved acquisition tools and best practices and recommend them for approval.		B-A	M
Recognize/utilize/apply the policies, standards, and guidance (e.g., DAFIs,	B	A-M	M

DODIs, USCs) that influence and recommend and advocate for the best real property acquisition method, type, execution level, and limitations to initiate, justify and defend the proposed real property acquisition.			
Develop/direct/propose/evaluate new or update current policies, standards, and guidance for real property acquisitions, and recommend to senior leadership for approval and disseminate once approved.		B-A	M
Identify/collect/evaluate/analyze real property information (e.g., the results of business cases, economic analyses, environmental analyses, appraisals) used to prepare a package and to determine its relevance for proposed acquisitions. Develop frameworks (criterion) for the analysis of acquisition packages for accuracy and completeness in order to obtain final approval.	B	A-M	M
Lead the development of frameworks (criterion) for the analyses of acquisition packages and synthesize enterprise-wide trends based upon analyses of packages in order to influence future acquisitions.	B	A	M
Recognize/describe the factors affecting real property acquisitions and the types of issues that may arise (e.g., environmental contamination, title encumbrances, fair market value) and propose options for resolution. Take proactive steps and develop/recommend alternatives toward mitigation of issues with acceptance and transfer of real property (e.g., change of acquisition method or condemnation, monitor DD Form 1354 preparation to validate accuracy) to obtain necessary approvals. Advocate with AF and other acquisition stakeholders to resolve issues. Lead acquisition negotiations and provide recommendations for approval authority and advise internal acquisition stakeholders on risks associated with various acquisition methods. Formulate strategies for acquisition risk management based upon enterprise-wide lessons learned and advise enterprise-wide stakeholders on risks associated with various acquisition methods.	B	A	M
Expand/leverage professional network and collaborate/build and lead cross-functional teams, local municipalities, and federal agency staff, , congressional staffers, etc. to coordinate acquisitions. Participate, develop content, establish plan, develop syllabus, and present at real property acquisition courses and training opportunities (e.g., bi-annual worldwide real estate symposium, bi-monthly webinars on	B	B-A	M

current real property topics, AFIT WMGT 424 course, advanced realty course). Advocate for senior leadership approval in order to complete acquisitions.			
Identify components of the acquisition life-cycle process. Participate in the acquisition process by obtaining supporting documentation and supporting the development of the draft acquisition approval package. Execute acquisition processes by determining requirements, analyzing supporting documentation, and staffing the final acquisition approval package. Provide guidance regarding alternative methods or corrective measures needed to complete the acquisition process. Review portfolio of enterprise-wide AF acquisitions and establish priorities.	B-A	A	M
REAL PROPERTY MANAGEMENT			
Requirements for Real Property Management			
Identify/demonstrate and apply use of real property management tools and best practices (e.g., Real Estate Transactions Playbook, Real Property database, Planning Reports, appraisals, EBS documents) to recommend and prepare appropriate real property management actions to include ingrats, outgrants, legislative jurisdiction, etc. Provide guidance as necessary and participate in the review and development of new or updated real property management tools and best practices. Evaluate and approve real property management packages. Direct and lead the review and development of new or updated real property management tools and best practices.	B-A	A	M
Recognize/apply the policies, standards, and guidance (e.g., DAFIs, DODIs, Unified Facilities Criteria (UFCs), USCs, Executive Orders (EOs) to perform simple to complex real property management actions. Assure management of real property is compliant with applicable policies, standards, and guidance. Support development of new or updated real property policies, standards, and guidance. Provide instruction to the career field regarding the application of real property policies, standards, and guidance. Direct and initiate the development of new or updated real property policies, standards, and guidance (e.g., AFIs, DODIs, UFCs, USCs, EOs) and advocate for new or updated policy with senior leadership.	B-A	A	M
Participate in and initiate data collection to aid in the validation of real property requirements and determine the real property data to be collected and validate/analyze real property requirements through performance of	B-A	A	M

boundary surveys, compliance inspections, and reviewing of instruments, etc. Identify opportunities for consolidation or disposal through real property inventories. Conduct cost benefit analyses to recommend realignment of assets/space for consolidation, disposal, or use by other stakeholders. Compile, evaluate, and analyze results from enterprise-wide data collection efforts to make real property management recommendations to senior leadership. Plan and direct enterprise-wide real property management data collection efforts, defend data integrity, and advocate for management recommendations to senior leadership.			
Identify problems or issues with real property based on data collection efforts. Evaluate and recommend corrective measures to real property problems or issues identified during data collection efforts (e.g., terminate instruments, issue cease and desist memorandums, litigation, property exchanges, legislative jurisdiction) required to resolve simple to complex real property management problems. Negotiate with stakeholders to resolve simple to complex encroachment issues and real property disputes. Direct the resolution of complex real property management problems. Approve recommended resolutions to enterprise-wide real property management problems and direct dissemination of lessons learned to the field. Advocate with senior leadership for the AF position in complex negotiations with stakeholders to resolve encroachment issues and real property disputes.	B-A	A	M
Expand/leverage professional network and collaborate/build and lead cross-functional teams, local municipalities, and federal agency staff, , congressional staffers, etc. to coordinate real property management actions. Participate, develop content, establish plan, develop syllabus, and present at real property management courses and training opportunities (e.g., bi-annual worldwide real estate symposium, bi-monthly webinars on current real property topics, AFIT WMGT 424 course, advanced realty course). Review and approve reports and background information provided in response to inquiries into AF real property activities.	B-A	A	M
Recognize/determine applicable real property management processes (e.g., ingrats/outgrants, withdrawn lands, legislative jurisdiction, property rights) and recommend appropriate course of action as necessary. Compile/utilize reports from real property databases to support the effective management of expiring grants and encroachment mitigation. Identify alternate uses of real property (e.g., grazing leases, timber sales, agricultural leases, saleable	B-A	A	M

<p>minerals) to maximize utilization of real property assets and submit real property management packages for approval. Manage real property inspection schedules to ensure grant renewals and boundary inspections are completed. Review and analyze real property packages with proposed uses of real property and recommend for approval or correction. Evaluate enterprise-wide utilization of real property assets and make programmatic recommendations. Review real property management processes and systems to assess their effectiveness in managing real property assets. Direct the development and review of real property management processes and system improvements and advocate for the required resources.</p>			
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REAL PROPERTY DISPOSAL			
Requirement for Real Property Disposal			
Recognize/identify/apply the best practices, tools, and factors (e.g., Real Estate Transactions Playbooks, SharePoint site, other Knowledge Management tools) that influence real property disposal decisions to contribute to the preparation/assemble of disposal packages for approval. Review and evaluate disposal packages. Develop new or improved tools and best practices for disposals and recommend for approval. Direct the development of new or improved tools and best practices for disposals, and evaluate recommendations. Propose new or improved tools and best practices for disposals to senior leadership, and disseminate once approved.	B	A	M
Identify/interpret policies, regulations, and factors (e.g., GSA, Demolition, etc.) to determine viable options for disposal. Review/evaluate proposed DAF disposal actions for compliance with policies and regulations (e.g., AFIs, DODIs, USCs, Playbooks) to identify near and long-term impacts. Manage strategies for remaining compliance with disposal policies and regulations. Develop new or updated policies, standards for guidance for real property disposals, and recommend for approval. Direct the development of new or updated disposal policies, standards or guidance to ensure DAF disposal compliance with new and emerging laws and regulations. Propose new or updated disposal policies, standards or guidance to senior leadership, and disseminate once approved.	B	A	M
Recognize/gather data to support the preparation of disposal packages and determine the affects of disposals (i.e., political, social, and economic). Analyze complicating factors to determine disposal method and proposed disposal action, and assemble the draft package. Develop framework (criterion) for analyses of disposal packages. Analyze real property disposal package for accuracy and completeness to obtain final approval. Design guidance for the analyses of disposal actions to ensure that political, social, and economic factors are duly considered.	B	A	M
Identify factors involved in the disposal of real property. Recognize and investigate real property issues (e.g., environmental, legal, political) and document/recommend disposal method that results in the best value to the government. Partner with stakeholders to	B	A	M

coordinate solutions that resolve potential impediments to disposal actions. Collect enterprise-wide lessons learned and propose solutions to disposal problems. Advocate with GSA to resolve issues related to AF disposals.			
Expand/leverage professional network and collaborate/build and lead cross-functional teams, local municipalities, and federal agency staff, , congressional staffers, etc. to coordinate acquisitions. Participate, develop content, establish plan, develop syllabus, and present at real property disposal courses and training opportunities (e.g., bi-annual worldwide real estate symposium, bi-monthly webinars on current real property topics, AFIT WMGT 424 course, advanced realty course). Review and approve reports and background information provided in response to inquiries into AF real property activities.	B	A	M
Identify the processes and associated resources involved in a disposal action. Determine the proper disposal method and related requirements based on the proposed disposal. Perform due diligence to validate disposal justification, determine approval, and reporting authority. Execute facility disposal actions. Develop recommendations for improving disposal process. Approve recommendations and initiate changes to the AF disposal process.	B	A	M

REAL PROPERTY ACCOUNTABILITY			
Requirements for Real Property Accountability			
Identify/demonstrate and apply best practices and locate tools (e.g., Real Property Accountability Playbook, Real Property database reports, surveys or studies) to respond to real property data inquiries, to input information in authoritative database, and to ensure accuracy of real property records. Capture and analyze trends to improve the audit readiness of real property records. Lead development of tools and best practices based on accountability trends to overcome deficiencies and ensure audit readiness of property records.	B	A	M
Identify/recognize and apply the Federal policies (e.g., AFIs, DODIs, USCs) that affects real property records (e.g., AFIs, DODIs, USCs) to comply with Federal accounting procedures and to ensure accuracy and compliance of real property records. Evaluate real property policies, standards, and guidance to determine impact on the management of inventory programs and provide recommendations for policy change. Develop, modify, and provide policy for the real property inventory programs to maintain compliance with federal accounting procedures.	B	A-M	M
Identify the sources of real property data required for real property accounting. Compile and analyze real property data for accounting in real property databases and reconcile against existing facility inventories, studies, surveys, etc. to update databases as necessary. Manage the analysis of real property data and generate reports to ensure the proper accountability of real property assets. Design analyses that identify errors and anomalies in databases and develop and implement strategies for increasing the integrity of data (i.e., new reports).	B	A-M	M
Recognize and investigate errors and anomalies in real property databases to identify possible solutions of underlying causes of error. Review real property inventory for accuracy, audit readiness, and compliance and take corrective action as necessary. Evaluate real property inventory issues to identify enterprise-wide implications and manage the development of corrective actions. Advocate changes to resolve enterprise-wide RP inventory issues and develop	B-A	A	M

interim solutions that mitigate impact to the integrity of real property data.			
Expand/leverage professional network and collaborate/build and lead cross-functional teams, local municipalities, and federal agency staff, congressional staffers, etc. to coordinate acquisitions. Participate, develop content, establish plan, develop syllabus, and present at real property disposal courses and training opportunities (e.g., bi-annual worldwide real estate symposium, bi-monthly webinars on current real property topics, AFIT WMGT 424 course, advanced realty course). Review and approve reports and background information provided in response to inquiries into AF real property activities.	B	A	M
Recognize real property end-of-year closeout process and data required to support annual submission. Identify the appropriate process to use for database input based on the real property action (e.g., capitalization, transfer in, transfer out). Investigate the root cause of database issues and correct the known data errors as indicated. Process real property actions within the database of record to maintain accurate inventory. Compile real property end-of-year submission, validate data for completeness and submit for senior leadership review. Analyze the existence and completeness of real property data to identify database deficiencies and take corrective action as necessary. Manage consolidation of real property inventory reports for end-of-year closeout process and verify annual submission. Evaluate real property inventory trends and provide system and process development expertise to enhance database design, transparency, and reporting of real property inventory. Assemble enterprise-wide real property inventory reports and produce final submission to OSD. Design real property inventory processes and advocate for system changes to enhance databases and improve audit readiness.	B-A	A-M	M

APPENDIX C: INDIVIDUAL DEVELOPMENT PLAN EXAMPLE

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

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

APPENDIX D: TRAINING COURSES AND RESOURCE INDEX

Introduction to Training Course and Resource Index

This section includes a list of formal training requirements for Realty Specialists, as they progress through their careers. This index is not all inclusive and is a general guide to assist Realty Specialists to achieve career goals. A more comprehensive list of courses can be found through myFSS, which links to AFIT, CD, and MyVector which contain course catalogs for their various programs. Additional sources include professional organizations. Career paths generally align with being a Realty Specialists at the base level, SME at AFCEC or HHQ, or executive leadership roles at the command, AFCEC, HAF or SAF levels. Realty Specialists can use the Individual Development Plan in Appendix C or MyVector to establish goals and training required to achieve those goals. The Individual Development Plan should be a living document that you revise as you advance in your career or change short/long range goals. Course availability at TCES changes annually and should be reviewed for currency when developing an IDP or when annual updates are made.

Basic Skills & Knowledge	
Course Title	Description
Air Force Culture / Organizational Leadership	<p>New employee orientation https://lms-jets.cce.af.mil/moodle/course/index.php?categoryid=62</p> <p>NEO - New Employee Orientation. To provide newly hired civilian employees a course of instruction that provides insight into the environment, function, and culture of the United States Air Force. The topics for this course include Air Force Heritage, Institutional Basics, Customs and Courtesies, Wingman Concepts, Force Development, and Personnel Administration, depending on which version of NEO you complete.</p>
Asset and Resource Management	
Course Title	Description
WMGT 131	SMS BUILDER Level 1. This course describes what BUILDER is, how it works, and why we use it. Other topics included are Direct Condition Ratings, key terms, reports, best practices, FAQs, and a detailed walk-through of the BUILDER website, the Custom Reports Guide, and several common reports.
WMGT 301	This 10-hour course introduces the fundamental concepts and principles of asset management in the Air Force Civil Engineer Enterprise. Topics include basic asset management principles, decision making, and Air Force asset management-related policies.
WMGT 424	Real Property Management Course. The curriculum focuses on the duties and responsibilities of the base-level Realty officer. It also focuses on the roles and interrelationships between Congress, the Secretary of the Air Force, Headquarters Air Force, MAJCOM, the Corps of Engineers, and the General Services Administration. Basic Realty principles and general management topics are also included to increase the student's ability to function effectively as a member of the civil engineer squadron.
ARC	Advanced Realty Course. For each student to understand advanced realty skills in the areas of acquisition, grants, management, accountability and disposal that will enhance ability to support and sustain Air Force missions.
WMGT 513	Financial Management for Civil Engineer Leaders. This course focuses on strategic financial management concepts, principles, and programs in order to lead within the civil engineer organization.

Environmental Conservation & Compliance & Management	
Course Title	Description
WESS 250	Early Considerations for EIAP Seminar. The objective of this course is for each student to understand their Environmental Impact Analysis Process (EIAP) role in the multiple project delivery process steps prior to the start of EIAP. The course will support Environmental Planning Function (EPF), environmental staff, and project proponents in identifying and planning the Pre-environmental Impact Analysis Process (PREIAP) requirements. The course will also identify which actions are required and who is responsible to complete prior to the initiation of the formal PREIAP process.
WENV 450	This in-resident course provides a fundamental understanding of the National Environmental Policy Act (NEPA), the implementing regulations of the Council on Environmental Quality (CEQ), and the Air Force Environmental Impact Analysis Process regulation (32 CFR Part 989). Key topics include NEPA law, roles and responsibilities, EIAP and planning integration, funding, affected environment, proponent responsibilities, Categorical Exclusion application, Environmental Assessments and Impact Statements, public involvement, and mitigation.

Planning & Programming

Course Title	Description
WENG 519	Air Force Installation Planning Principles. This distance learning course will introduce the students to Air Force master planning and increase their ability to implement and manage the installation comprehensive planning process. The increasing complexity and visibility of the community planner's job requires knowledge and skills in many diverse yet intricately interrelated topics. The course is organized along three areas of instruction: (1) Introduction to Organization and Role (2) Core Competencies of the Planner (3) Ancillary Planning Information and Professional Development. The majority of the course will address topics of concern to the base level community planner as a pre-requisite to the in-residence WENG 520 Comprehensive Planning Development course.
WMGT 423	Project Programming Course. Comprehend the process, program avenues, rules, and documentation of AF project planning and programming for natural and built infrastructure.

Project Management

Course Title	Description
WMGT 322	Introduction to Project Management Course. This course introduces the principles and terminology of Air Force Project Management. Students will be introduced to the phases of Air Force project management: planning & programming, design & contracting, construction, and closeout. Concepts introduced throughout this course include time management, cost management, and quality management of Air Force construction projects.
WMGT 422	Project Management Course. This course applies the concepts of Project Management to Civil Engineering projects. Concepts taught will augment students' abilities to ensure that quality construction projects are delivered on time and on budget. Specific topics include project planning, project scheduling, construction management, change management, and construction close-out.

Leadership Skills & Knowledge

Course Title	Description
New Supervisor Course	Focus on hiring principles and authorities/workplace management, labor management relations/civilian personnel fundamentals, performance management/workforce incentives, and employee engagement/handling unacceptable performance. Required for all first time supervisors of civilians within one year of appointment. CLDS Supervisor / Manager (af.edu)
USAF Military Personnel Management Course	First level supervisors of <u>AF military personnel</u> learn about the military airman (military standards, discipline, the role of JAG/First Sergeant, Benefits), Career Management (evaluations, promotions, assignments and retention), and AF education and training. Home (af.mil)
Experienced Supervisor Course (ESC)	Understand fundamentals in Labor Management Relations, Employee Management Relations, Staffing/Hiring, Performance Management, and Handling Unacceptable Performance. Attend supervisory refresher training at least once every three years available via the AF Portal.

	CLDS Supervisor / Manager (af.edu)
WMGT 531	Installation Management Flight Commander Course. This course focuses on managerial and functional responsibilities needed to effectively and efficiently manage Base Civil Engineer Installation Management Flight efforts in the areas of Asset Accountability (I.e., Real Property, Resources, Force Management and NexGenIT Administration); Housing Management (I.e., Family Housing, Unaccompanied Housing, and Furnishings); and Environmental (I.e., Compliance, Restoration, and Assets).
Squadron Officer School (BDE)	Application for in-residence or Air University Distance Learning (GS-9 through GS-12) More info for DL https://www.airuniversity.af.edu/eSchool/SOS/
Air Command and Staff College (IDE)	Application for in-residence or Air University Distance Learning (GS-12 through GS-13) More info for DL and CD (GS 12-13) https://www.airuniversity.af.edu/eSchool/ACSC/
Air War College (SDE)	Application for in-residence or Air University Distance Learning (GS-13/14/15) https://www.airuniversity.af.edu/eSchool/AWC
Continuing Education Resources	
myLearning	
myLearning	Sign in to JOSCE(U) SSO
Air Force Institute of Technology (AFIT)	
AFIT Civil Engineer School	http://www.afit.edu/CE/ The CE career field's main source of professional continuing education.
The Civil Engineer School (TCES)	The Civil Engineer School is one of four schools within the Air Force Institute of Technology, located at Wright-Patterson AFB, OH. The Civil Engineer School provides professional continuing education to Civil Engineers. Course list is available (here) .
AFIT GEM Distance Learning Program	https://www.afit.edu/DL/ Online graduate degree program run by AFIT https://www.afit.edu/ADMISSIONS/ The Graduate School of Engineering and Management is a nationally-recognized, Carnegie-classified High Research Activity doctoral institution and is the sole degree-granting entity at AFIT. It offers research-based, graduate degrees and certificates in engineering, applied science, mathematics and management. It maintains a typical enrollment of over 650 in-residence students and about 220 students in various non-resident programs. The school provides its students with several significant advantages, including a more personalized educational experience; academic programs with a defense-related focus; and research on high-priority defense problems. Faculty and students are directly engaged in game-changing technologies, such as Hypersonics, Directed Energy, Data Analytics, Autonomy, Digital Engineering, Defense Innovation, and Artificial Intelligence.
Other AF – Sponsored Training Resources	
AF MyLearning	https://lms-jets.cce.af.mil/moodle/ Provides resources to enhance personal and professional knowledge.

AFIMSC Installation Health Assessment Data Analytics and Collaboration Site	https://usaf.dps.mil/teams/13298/IHA/SitePages/Home.aspx Training available for IHA Tools.
Developing Team Leader Course (DTLC)	76 hour elective course to develop enable civilian personnel to acquire the competencies needed to transition into team leaders.
Emerging Leader Course	32 hour elective course to develop interpersonal communication and leadership skills for AF civilians pursuing future leadership roles. https://www.airuniversity.af.edu/Eaker-Center/DAFCS/Leadership-Development/
Virtual Force Development Center	https://www.my.af.mil/gcss-af/USAF/ep/globalTab.do?channelPageId=s0ECF2BB84DBEAE7B014DD46E712201EF Designed with all Airmen in mind. It is a one-stop site that links to numerous self-development and foundational force development resources. The links are in the left navigation area. Choose your category (Civilian, Officer, or Enlisted) to begin your self-development journey.
US Army Corps of Engineers Learning Center	Course Schedule: https://ulc.usace.army.mil/CrsSchedule.aspx
Other DOD – Sponsored Training Resources	
Office of the Secretary of Defense Readiness and Environmental Protection Integration Program	Multiple webinars available: http://www.repi.mil/Resources/Webinars.aspx
DOD COOL. Department of Defense Credentialing Opportunities On-Line	DOD COOL is a website focused on civilian credentialing opportunities for federal workers. The site provides information about certifications and licenses providing professional growth opportunities in their career areas. The site is available (here) .
Supervisor Resources	
myLearning	https://lms-jets.cce.af.mil/moodle/
Air University Air Force Negotiation Center	www.airuniversity.af.edu/AFNC
Air University Press	Air University Press (af.edu) General Lorenz on Leadership, Lessons on Effectively Leading People, Teams, and Organizations. Book available on Air University website.
Supervisor Resources cont'd	

Employee Assistance Program	<p>https://foh.psc.gov/fohservices/bhs/management.html</p> <p>Counselors available to work with supervisors, managers and union representatives to help engage with employees on productivity concerns. Coaching resources available.</p> <p>Work Life Training and Federal Occupational Health Website: Health & Wellness (opm.gov)</p> <p>Multiple webinars available to share with employees such as pre-retirement prep, overcoming depression, making life work for you, safeguard your personal security, life changes, optimizing output, safeguarding your financial future, calming your concerns, communicating with clarity, the power of being present.</p>
National Defense University	<p>https://www.ndu.edu/</p>
National Intelligence University	<p>http://ni-u.edu/wp/leadership-and- management/</p>
Office of Personnel Management (OPM)	<p>OPM's Center for Leadership Development: Center for Leadership Development</p> <p>Helps training officers, managers and supervisors meet the challenge of succession management. Helps future leaders assess leadership effectiveness, gain core knowledge and develop critical skills. (Current course schedule: https://leadership.opm.gov/courses.aspx)</p> <p>LEAD Certification Program: OPM's Federal Leadership Development Program: Leadership (opm.gov) Catalog of hundreds of Federal leader development programs available through Federal agencies across the government.</p> <p>OPM Federal Managerial Training Framework: OPMSupervisoryAndManagementTrainingFramework-NCTCSolutions.pdf (fws.gov) Outlines mandatory training and recommended training for supervisors.</p> <p>OPM Training and Development Policy Wiki: https://www.opm.gov/WIKI/training/Individual-Development-Plans.ashx Information for supervisors on Individual Development Plans</p>
Miscellaneous Resources	
Career Development and Progression Resources	

CE Career Field Team (CFT) SharePoint	<p>Civilian Career Broadening (af.mil) Includes information on Civilian Development Education, Tuition Assistance, Recruitment/Retention, the Key Career Position Program, Mentoring/Vectoring, Policies, Memos and Guidance, Acquisition Coding, etc.</p> <p>Questions: contact the Civil Engineer CFT at afpc.ce.cft@us.af.mil or</p>
eOPF	<p>EHRI Electronic Official Personnel Folder (opm.gov) View Your Electronic Official Personnel File</p>
MyBiz	<p>https://compo.dcpds.cpms.osd.mil/ Database for civilians that includes career brief with information on duty history, previous education and training</p>
myFSS Civilian Force Development Home Page	<p>https://mypers.af.mil/app/answers/detail/a_id/54020 Force Development: Includes annual CD Nomination Data Call.</p> <p>Discussion forums and links to online resources, to include books and courses</p>
MyVector	<p>https://myvector.us.af.mil</p> <ul style="list-style-type: none"> • Build resume in MyVector • CD applications, Info on Civilian Strategic Leader Program • Discussion forums, links to online books • Air Force Competencies <p>Information on mentoring, career planning and more</p>

References	
Number	Title
DOD Directive 4165.06	<p>Real Property DoDD 4165.06, "Real Property," July 19, 2022 (whs.mil)</p>
DOD Instruction 4165.69	<p>Return of DOD Sites Overseas DoDI 4165.69, Return of DoD Sites Overseas, December 20, 2021 (whs.mil)</p>
DOD Instruction 4165.70	<p>Real Property Management DoDI 4165.70, April 6, 2005, Incorporating Change 1, August 31, 2018 (whs.mil)</p>
DOD Instruction 4165.71	<p>Real Property Acquisition DoDI 4165.71, January 6, 2005, Incorporating Change 1, August 31, 2018 (whs.mil)</p>

DOD Instruction 4165.72	Real Property Disposal DoDI 4165.72, December 21, 2007, Incorporating Change 2 on August 31, 2018 (whs.mil)
AFI 32-9001	Acquisition of Real Property afi32-9001.pdf
AFI 32-9002	Management of Real Property afi32-9002.pdf
AFI 32-9003	Granting Temporary Use of AF Real Property afi32-9003.pdf
AFI 32-9004	Disposal of Real Property afi32-9004.pdf
DAFI 32-9005	Real Property Accountability dafi32-9005.pdf
DAFMAN 32-9006	Army and Air Force Basic Real Estate Agreements dafman32-9006.pdf
AFI 36-130	<i>Civilian Career and Developmental Programs</i> https://static.e-publishing.af.mil/production/1/af_a1/publication/afi36-130/afi36-130.pdf
DAFI 36-2670	<i>Total Force Development</i> dafi36-2670.pdf
DAFMAN 36-2689	<i>Training Program</i> dafman36-2689.pdf
DODI1400.25V451_AFI 36-1004	<i>Civilian Recognition Program</i> DoDI 1400.25 CPM (whs.mil)
AFH 36-2643	<i>Air Force Mentoring Program</i> https://static.e-publishing.af.mil/production/1/af_a1/publication/afh36-2643/afh36-2643.pdf
AFI 36-2639	<i>Education With Industry Program</i> https://static.e-publishing.af.mil/production/1/saf_aq/publication/afi36-2639/afi36-2639.pdf