

DEPARTMENT OF THE AIR FORCE
DCS/Logistics, Engineering & Force Protection
Directorate of Civil Engineers

CFETP 0081
Parts I and II
21 October 22

Job Series 0081

FIRE & EMERGENCY SERVICES



CFETP

CAREER FIELD EDUCATION AND TRAINING PLAN

ACCESSIBILITY: Publications and forms are available on the e-publishing website at <http://www.e-publishing.af.mil/> for downloading or ordering.

RELEASABILITY: There are no releasability restrictions on this publication.

OPR: AF/A4C | **CERTIFIED BY:** SUZANNE BILBREY, Civil Engineer Career Field Manager

SUPERSEDES: N/A | **NUMBER OF PRINTED PAGES:** 63

TABLE OF CONTENTS

Preface	<u>03</u>
Part I - Career Field Information	
1.1 Section A: Introduction to Part 1 of the CFETP	<u>06</u>
1.2 Section B: Career Progression, Duties, & Training Strategies	<u>07</u>
Figure 1. The Pillar Concept of the F&ESCPM	<u>07</u>
Figure 2. The AF F&ESCPM Roadmap	<u>09</u>
Figure 3. Department of the AF F&ES Career Building Blocks	<u>11</u>
Table 1. Occupational Series: GS-0081 Requirements & Recommendations	<u>12</u>
1.3 Section C: Affiliation & Designation	<u>16</u>
1.4 Section D: Competencies	<u>16</u>
1.5 Section E: Resource Constraints	<u>27</u>
Part II - Training	
2.1 Section A: Professional Training & Education	<u>29</u>
2.2 Section B: Leadership & Mentorship	<u>32</u>
Figure 4. OPM Leadership Journey Model	<u>34</u>
Appendices	
Appendix A: Terms and Abbreviations	<u>35</u>
Appendix B: F&ES Roles	<u>43</u>
Appendix C: Technical Requirements	<u>47</u>
Table 2. F&ES Proficiency & Certification Requirements	<u>47</u>
Table 3. Professional Development & Position Requirements	<u>50</u>
Appendix D: Figure 5. Air Force Individual Development Plan	<u>54</u>
Appendix E: Training Courses and Resource Index	<u>56</u>
Figure 6. Example Civilian Development Education Portfolio	<u>56</u>
Table 4. Civilian Development & Education	<u>57</u>
Appendix F: Mental Health Information & Resource Index	<u>59</u>
Table 5. Firefighter Resources	<u>59</u>

PREFACE

Welcome to the CFETP for the Department of the Air Force Fire and Emergency Services

This Career Field Education and Training Plan (CFETP) identifies and describes recommended training, education, and professional development, to gain experience and empower Department of the Air Force (DAF) Fire & Emergency Services (F&ES) personnel in the General Schedule (GS) 0081 occupational series; DAF includes both the Air Force and Space Force. This CFETP was developed in accordance with the requirements of DAFI 36-2670, *Total Force Development* ([here](#)).

Note: Unless organizational positions are specified, the terms firefighter and F&ES personnel are synonymous with all 0081 employees in this CFETP.

This CFETP serves as a career roadmap for each firefighter and F&ES personnel, whether new to a base level position or with broad experiences at the intermediate and senior levels. It is meant to help F&ES personnel be successful in their role and help them to reach their career goals, whether that is to remain at the installation level in their current position, develop further into a F&ES Program Manager at an Air Force Installation & Mission Support Center (IMSC) Detachment, Air Force Reserve Command (AFRC) or National Guard Bureau (NGB), become a Division Chief or Program Manager at the Air Force Civil Engineer Center (AFCEC), ascend to The Air Force Fire Chief, or grow into the leadership track as a mobile enterprise leader.

As part of the enterprise leadership track, an individual may progress to a Senior Executive Service (SES) leadership role at the Intermediate or Strategic level with the AFIMSC, AFCEC, or HQ Air Force (HAF) level within the Directorate of Civil Engineers (A4C), or within the Assistant Secretary of the Air Force Installations, Environment, and Energy (SAF/IEE).

The roadmap provides detailed information about firefighters' knowledge, skills, and abilities to succeed in their careers. In addition, it includes specific career field progression information, duties, and responsibilities relevant to the firefighter's career, training strategies, and career path information. Contained in this document is the knowledge, education, training, and skills recommended for firefighters, whether they have a goal to be a technical expert or leader within their agency, a career field technical Subject Matter Expert (SME), or an Intermediate or Strategic HQ level program manager or leader. It also suggests training to help the individual prepare for the next step in their career.

Part I - Career Field Information: Informs management of the firefighter's career.

- Section A ([here](#)) explains how to use this plan.
- Section B ([here](#)) identifies career field progression information, duties and responsibilities, training strategies, and career path information.
- Section C ([here](#)) describes recommended affiliations and designations related to F&ES.
- Section D ([here](#)) describes suggested competencies related to an installation support role.
- Section E ([here](#)) indicates resource constraints.

Part II - Training Standards: Provides relevant training information for firefighters.

- Section A ([here](#)) details professional training and education requirements.
- Section B ([here](#)) includes information on leadership and mentorship.

Appendices:

- Appendix A ([here](#)) includes relevant abbreviations and terms.
- Appendix B ([here](#)) provides a list of competencies.
- Appendix C ([here](#)) provides an example of an Individual Development Plan (IDP).
- Appendix D ([here](#)) provides an index of training courses and resources.
- Appendix E ([here](#)) provides a matrixed list of courses to assist in career development.
- Appendix F ([here](#)) provides information and resources for firefighter mental health.

Mental Health and Us

Whether brief or long, a career as a firefighter will expose you to trauma to others, small to large-scale disasters, and loss of life that could be patients, subordinates, peers, supervisors, mentors, and more. These tragic events can injure you physically and mentally for short or long-term periods. Because of this, we must understand and recognize the visible and underlying signs and symptoms to detect that another firefighter (including yourself) needs help. We owe ourselves and other firefighters a candid response and support for minor to destructive behavioral and mental health. **Note - Appendix F contains mental health information, resources, and links.**

A firefighter fell into a deep hole and called out for help. The first firefighter walking by sneered at the other firefighter and said, "Suck it up, we all have issues," and threw in a shovel. The next firefighter walked by as the struggling firefighter loudly asked for help; the firefighter told the firefighter stuck in the hole to use the tools he was given and threw in a bucket. The firefighter, in despair, dug deeper and filled the bucket. While still fighting at the bottom of the pit, a psychiatrist and psychologist passed by. They stopped and gave help through discussion and medication, saying they would come back next week to check on the firefighter; the firefighter stood there, still alone.

A recovering firefighter found the firefighter in the hole, and the stranded firefighter quietly screamed, "HELP." The recovering firefighter jumped into the hole with his fellow firefighter; panicked, the struggling firefighter said, "What are you doing!? Now we're both stuck!" The recovering firefighter said, "Settle down; it's okay. I've been here before; I know how to get out."

– *Unknown*

We are our family's keepers and must watch out for ourselves and others. Remember that although we may be separated by distance and experience, we are all a part of one another's rapid intervention crew.

A note from one firefighter to another:

The road to success is not linear nor defined and easy to walk down. It is, however, a road worth traveling. You will find victory and defeat along this road, lessons learned, and answers to the “why,” education and training, continuing education, career advancement, and academic opportunities to earn degrees and credentials—all of it leading to continuous change and refinement of your personal and professional life. You should always be ready for a “trial by fire” situation and the feeling like you just jumped into the deep end with a 100-pound weight strapped to you.

In most cases, you will feel like you are going it alone and that you are the trailblazer dealing with new topics. You’re not! Reach out and ask your mentors and peers; someone knows someone who can help put your eyes on the correct target. One KEY item to remember is that our degree of separation in the AF Fire and DoD Fire community is usually three or less. With certainty, I’ll tell you that the answers, assistance, or litmus test you seek is just a peer of a peer away.

A considerable collective effort has helped birth this document. It provides almost absolute transparency on how to succeed and meet your individual goals while serving as a Firefighter in the Department of the Air Force, helping the enterprise thrive. Firefighting should always be a labor of love; it should be a career that we are all passionate about and want to see progress while keeping tradition. Clearly defining all aspects of the GS-0081 Series roadmap is the best way we can help each other become better than we are.

- A Random Firefighter

Part I – Career Field Information

1.1 SECTION A: INTRODUCTION TO PART I OF THE CFETP

1.1.1. Purpose of the CFETP

The AF/A4C, SAF/IEE, and our enterprise leaders throughout the Total Force are committed to ensuring that our F&ES personnel have the depth, breadth, knowledge, and capabilities to successfully serve the 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 the development of civilian workforce expertise. Throughout this document, you will find information about Civilian Developmental Education (CDE) and continuing and advanced educational opportunities. This document also includes information about positions available throughout the DAF enterprise to help firefighters chart the next step of their career paths.

1.1.2. CFETP Format

The CE Functional Advisory Council (FAC) developed critical elements crucial to progression within the CE enterprise: depth and breadth of experience, advanced academic degrees, CDE, individual credentialing, and professional certification. In addition, these credentials play a role in individual career management and competitiveness for select jobs and training opportunities. This document is formatted with these elements in mind. It is divided into two parts: Part I focuses on career field information and the education, experience, training, skills, and competencies required to help you meet your career goals as a firefighter, and Part II provides detailed information on training opportunities and mentorship.

1.1.3. CFETP Use

This document is best used to guide the individual employee and their mentors and supervisor to determine the best path to meet defined goals and objectives. The intent is to provide an enduring roadmap for the employee as they progress through their career. In addition, the development of skills, education, and credentialing are outlined to provide a framework for supervisors to best assist employees in functional skills. Therefore, developing a clear understanding of this document is vital to clarify the steps necessary for professional growth.

1.2 SECTION B: CAREER PROGRESSION INFORMATION, DUTIES AND RESPONSIBILITIES, TRAINING STRATEGIES, AND CAREER PATH INFORMATION.

1.2.1. Career Progression Information

Career progression can be substantially different for firefighters due to various factors, including personal goals, availability of positions at an installation, geographic mobility, professional certification, training, and continuing education. Within the first five to ten years, career goals should solidify and establish the echelon or level of the CE and F&ES enterprise that best meet the objectives. The CFETP intends to focus the traditional firefighter on what they need to do to succeed in their current role and what they should do to achieve their career aspirations. In some cases, firefighters may not be geographically mobile, may enjoy their work 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 leadership and key employee development efforts align with the CE Human Capital Roadmap directive. The result helps recruit/retain firefighters 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 various experiences. Periodically, personal situations should be reviewed, and the organization should aim to reassess career path goals annually. F&ES personnel should consider individual strengths, weaknesses, training or experience gaps, commitment to the organization's mission, and short/long-term goals. Additional considerations are the organization's needs, training resources, position availability, and promotion opportunities.

1.2.2. DAF Fire and Emergency Services Career Progression Model (F&ESCPM)

While it is possible to remain in a static position for an entire career, most personnel aspire to attain professional development and reach career goals. Understanding the AF F&ESCPM will help manage careers and achieve personal and professional goals.

The AF F&ESCPM integrates a “4-pillar” concept ([Figure 1](#)) into the F&ES career path on top of the established foundation of the DoD certifications. The AF F&ESCPM roadmap balances experience, professional development, education, and professional affiliations/designations into a structure that identifies career milestones crucial for increasing technical and managerial responsibilities ([Figure 2](#)).



Figure 1. The pillar concept of the F&ESCPM.

1.2.2.1. The Foundation: DoD Certification

DoD Firefighter Certifications are required for individuals to fill the position before permanent selection. Additionally, candidates must meet the certification requirements for the next duty position prior to applying for a position.

1.2.2.2. Pillar 1: Diversity of Experience

The first pillar focuses primarily on the diversity of work experience. It gauges both the candidate's depth and breadth of work experience and their qualifications at different levels of the organization. The range of expertise consists of the various divisions within the flight and opportunities outside of the F&ES prism. This experiential development may be geographical, core/non-core mission sets, organizational, or breadth in the current assignment.

1.2.2.3. Pillar 2: Professional Development

The second pillar focuses on professional development. This pillar consists of Professional Military Education (PME), Office of Personnel Management (OPM) Leadership Training, National Fire Academy (NFA), and Air Force Institute of Technology (AFIT) courses. These offerings benefit a candidate by providing a holistic understanding of Air Force Doctrine, history, and service-centric issues and help prepare candidates to integrate operations with organizations outside the department. Finally, professional development allows candidates to expand their vision across the joint horizon. It helps them better understand how the Air Force works and interacts with its sister services or other defense-related organizations. NFA courses encourage development through a wide range of topics across different levels in the department. OPM leadership training helps identify and fortify critical leadership skills, while AFIT courses deliver professional-level continuing education programs.

1.2.2.4. Pillar 3: Education

Formal education from accredited institutions benefits candidates by diversifying their perspectives, exposing them to dynamic, non-fire-centric ways of thinking, and increasing their breadth of solution development. Higher degrees may be more appropriate as the individual progresses in their career. Developing from duty positions requiring technical knowledge to managerial positions requiring professional, management, or administrative expertise, their educational focus transitions.

1.2.2.5. Pillar 4: Affiliation/Designation

The last pillar, professional affiliation/designation, validates the first three pillars by attesting to the qualifications and competencies by third-party entities. These designations benefit the candidate by validating their career experiences and bringing recognition as competent professionals in the F&ES community. In addition, by joining professional organizations, candidates deepen their knowledge of fire service issues, increase networking opportunities with other professionals, and create avenues of expertise development.

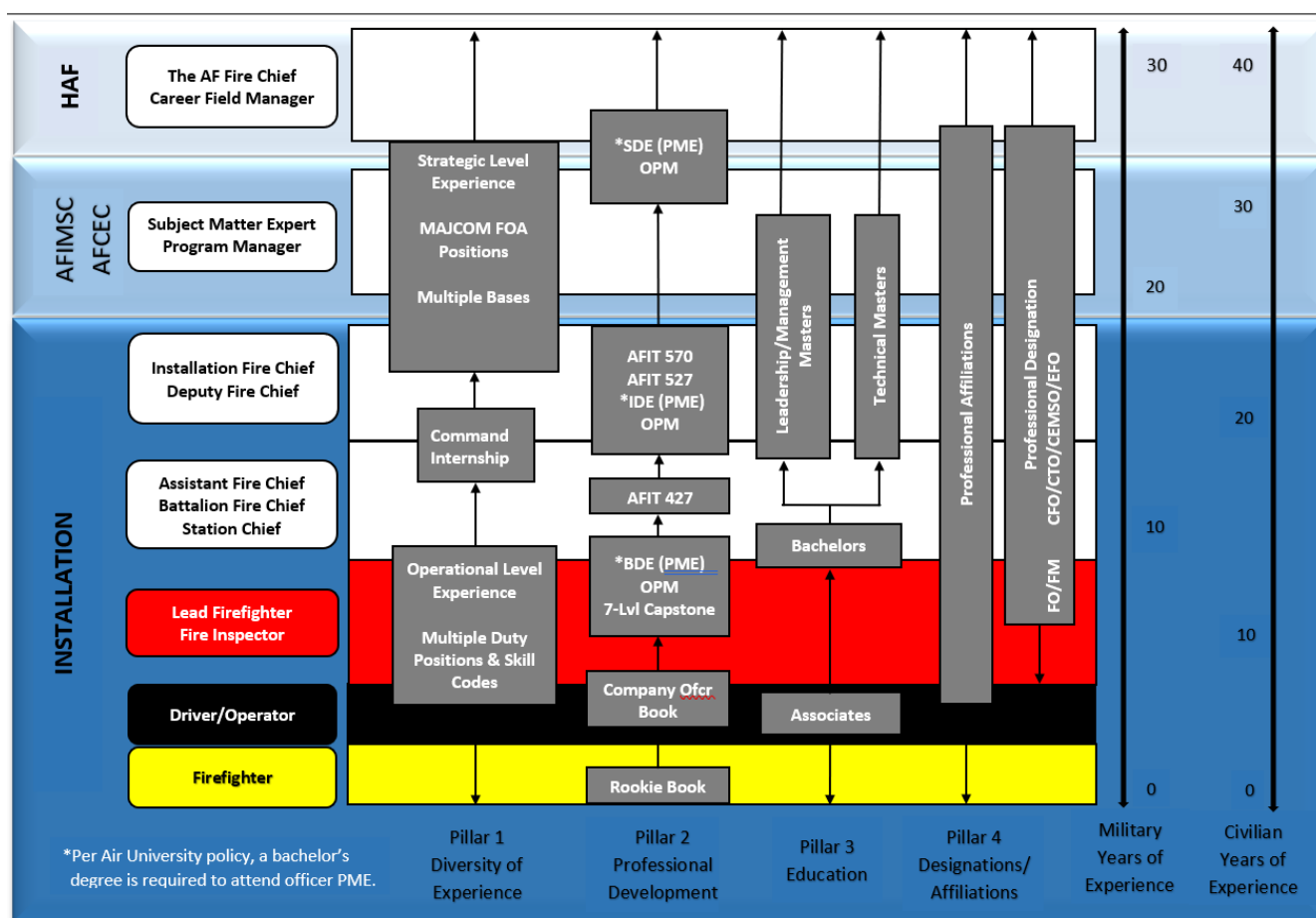


Figure 2. The AF F&ESCPM Roadmap.

1.2.3. Career Building Blocks (CBBs)

The structure of the F&ES workforce is described with Career Building Blocks (CBBs), which rise from a broad base of installation level experiences to GS-13 and -14 leadership roles that can then open a path to serve at the GS-14 SME level potentially or step outside of the functional career field to serve in the Senior Executive Service (SES). The CBB (Figure 3) shows appropriate positions for various stages of the firefighter's career, available at each level of the CE enterprise: base, intermediate, and headquarters. The CBB recommends opportunities from the GS-11/12 to the GS-15 leadership track or GS-14 SME track within each development level. Progression through these three levels allows firefighters to obtain the depth and breadth of experience required to lead at the higher levels of the CE enterprise. However, F&ES professionals should not assume quick advancement between GS grades within the three groups. Instead, it is expected that a significant part of the early career will focus on obtaining depth and breadth of experience by holding multiple positions within an installation at the base and intermediate levels of the CE enterprise. Due to limited vacancies or the unit size, mobility to other installations may be required to broaden the experiences outlined on the CBB. Firefighters will typically gain their initial experience at the base level. They may not formalize long-range goals or decide which track to follow until they reach the intermediate level of their career.

Base Level. These are base-level positions, with training and education oriented towards meeting the basic requirements of the F&ES occupational series through participation in planning, organizing, and executing mission service delivery, concentrating not only on the development of technical and managerial skills but also practical communication skills. In addition, the firefighter should pursue professional certifications, development, education, and credentialing/affiliation. Typically, firefighters do not have developmental positions, except for the GS-3 thru 7 firefighter grades. Depending on installation size and mission, target grades for the Installation Fire Chief are GS-11 through 14.

Base and Intermediate Level. The firefighter must be competent in managing resources and direction of planning, organizing, exercising personnel and resource management, representing the agency at various organizations, and overseeing Fire Protection activities. 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 MAJCOM. Intermediate level positions include advisory roles as a Subject Matter Specialist (SMS), Subject Matter Experts (SME), or Program Managers (PM) responsible for managing focused functional programs or major systems, providing guidance and technical services, advocating for resources, representing F&ES at the Enterprise-level and the AF on national, international, and DoD-level committees and panels. Depending on the position's scope of responsibility and mission, the target grades are GS-11 through 14.

Senior Level. These usually are complex AFCEC, AFIMSC, AFRC, NGB, or HAF positions. These employees represent the DAF in managing resources and human capital engaged in formulating 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 supporting the installation F&ES programs such as human capital and developing executive and managerial abilities.

Management of the firefighter's career beginning at the installation level will provide the broad experience 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 of the CE enterprise and between service components, such as moving from the installation level to the intermediate level, then back to the installation level, then to the strategic level, then back to the installation level, to remain in touch with current issues facing CEs at the tactical level. Experiencing a wide variety of leadership and non-leadership positions best prepares potential candidates to hold a F&ES SME/SMS position and senior leadership positions in the CE enterprise.

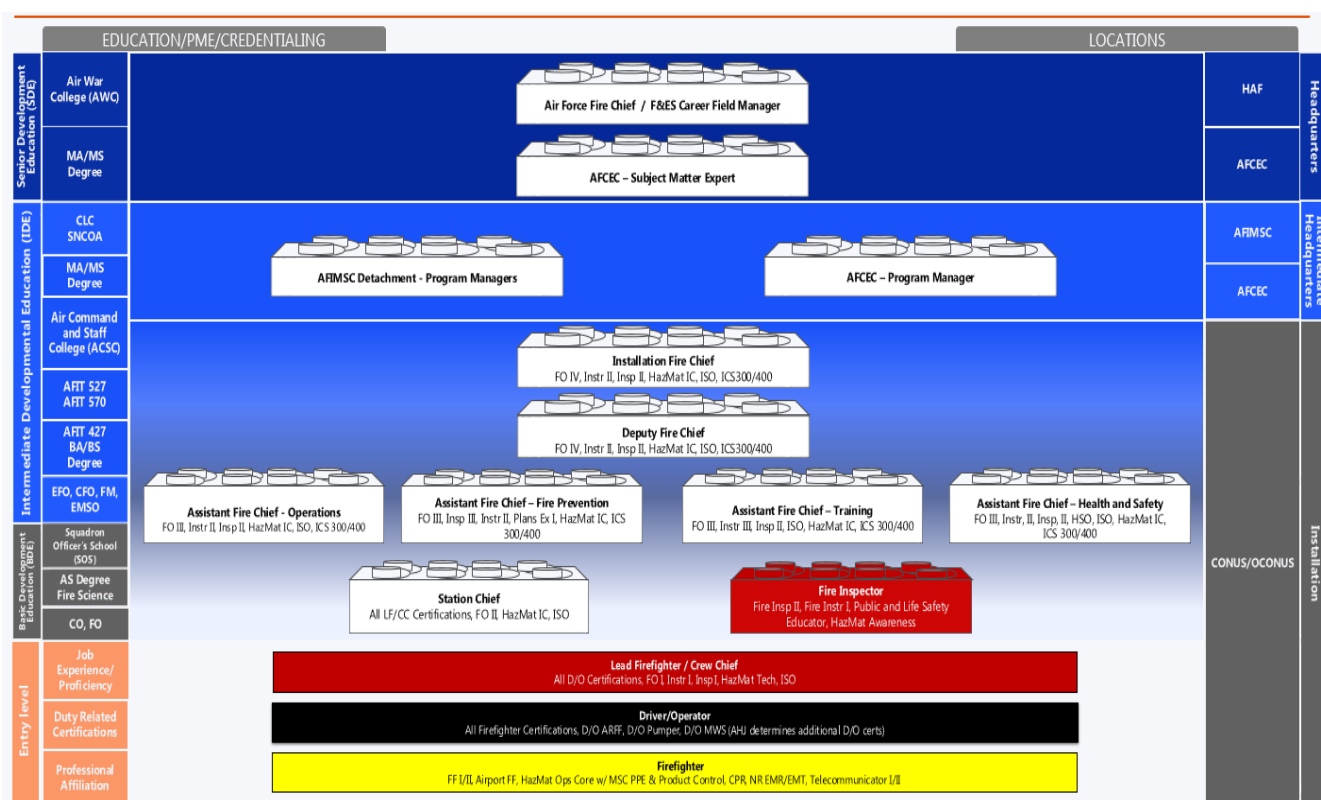


Figure 3. Department of the Air Force F&ES Career Building Blocks.

1.2.4. 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 Firefighters in developing their Individual Development Plan (IDP) and aligns with the CBBs. MDP requirements and recommendations are shown in Table 1 for those pursuing a leadership role at the Installation, AFIMSC, or HAF. Basic Developmental Education (BDE), Intermediate Developmental education (IDE), and Senior Developmental Education (SDE) are shown at the grade level in which they should be obtained and are not required for those specific roles/grades. Refer to Appendix D for more information on education opportunities and training resources.

The following MDP breakdown per DoDM 6055.06 helps identify the elements necessary to maximize one's potential when pursuing Senior, Chief, and Executive level Fire Officer management positions. Table 1 ([here](#)) provides a holistic view, starting at the ground floor of GS-4/5/6. When reading through Table 1, you should not interpret it as a "wait until assignment" to work towards and achieve the certifications, education, professional affiliations, and designations. Continuing education throughout one's career is highly recommended.

Table 1. Occupational Series: GS-0081 Requirements & Recommendations.

Grade	Required IFSAC or Pro-Board Certification	Recommended CDE/PME	Recommended Education ⁶	Encouraged Education ⁶	Encouraged Affiliations / Designations	Typical Jobs
GS - 13/14	<ul style="list-style-type: none"> • Fire Officer IV • Fire Instructor II • Fire Inspector II • Airport Firefighter • ICS 300/400 	<ul style="list-style-type: none"> • SDE • Air War College ⁶ • Academic / Fellowship • Leadership Seminars • CSLP 	BA/BS in: <ul style="list-style-type: none"> • Emergency Management • Fire Science • Leadership • Management 	MA/MS in a closely related discipline as: <ul style="list-style-type: none"> • Emergency Management • Public Administration • Fire Protection Engineering • Safety • Business Administration • Management • Political Science 	<ul style="list-style-type: none"> • Executive Fire Officer • Chief Fire Officer • Membership in related Fire Emergency Services Organizations 	<ul style="list-style-type: none"> • HAF • MAJCOM • AFCEC PM/SME
GS - 11/12 /13	<ul style="list-style-type: none"> • Fire Officer IV ^{1, 2, 4, 5} • Fire Instructor II • Fire Inspector II • HazMat Incident Commander • ICS 300/400 	<ul style="list-style-type: none"> • IDE • Air Command & Staff College ⁶ • Senior NCO Academy • Academic / Fellowship • Leadership Seminars • CSLP • AFIT 527 • AFIT 570 	BA/BS in: <ul style="list-style-type: none"> • Emergency Management • Fire Science • Leadership • Management 	MA/MS in a closely related discipline as: <ul style="list-style-type: none"> • Emergency Management • Public Administration • Fire Protection Engineering • Safety • Business Administration • Management • Political Science 	<ul style="list-style-type: none"> • Executive Fire Officer • Chief Fire Officer • Membership in related Fire Emergency Services Organizations 	<ul style="list-style-type: none"> • Fire Chief • Deputy Fire Chief • AFIMSC PM/SME • AFCEC PM/SME
GS - 10/11	<p>All Assistant Chiefs:</p> <ul style="list-style-type: none"> • HazMat Incident Commander • ICS 300/400 • Fire Officer III ^{1, 2, 4, 5} <p>Operations:</p> <ul style="list-style-type: none"> • Fire Instructor II • Fire Inspector II <p>Training:</p> <ul style="list-style-type: none"> • Fire Instructor III • Fire Inspector II <p>Prevention:</p> <ul style="list-style-type: none"> • Fire Inspector III • Fire Instructor II • Plans Examiner I <p>Health & Safety:</p> <ul style="list-style-type: none"> • Fire Instructor II • Fire Inspector II • Health/Safety Officer • Incident Safety Officer 	<ul style="list-style-type: none"> • BDE • Squadron Officer School (SOS) ⁶ • SNCO Academy • Academic / Fellowship • Leadership Seminars • AFIT 427 	AAS in: <ul style="list-style-type: none"> • Fire Science Technology 	BA/BS in: <ul style="list-style-type: none"> • Emergency Management • Fire Science • Leadership • Management 	<ul style="list-style-type: none"> • Chief Fire Officer • Credentialing • Incident Commander • Membership in related Fire Emergency Services Organizations 	<ul style="list-style-type: none"> • Assistant Fire Chief

Grade	Required IFSAC or Pro-Board Certification	Recommended CDE/PME	Recommended Education ⁶	Encouraged Education ⁶	Encouraged Affiliations / Designations	Typical Jobs
GS - 9/10	<ul style="list-style-type: none"> • Fire Officer II ^{1, 2, 4, 5} • Fire Instructor I • Fire Inspector I • Incident Safety Officer (ISO) • HazMat Incident Commander 	<ul style="list-style-type: none"> • BDE - Squadron Officer School (SOS) ⁶ • NCO Academy • Academic / Fellowship • Leadership Seminars 		AAS in: <ul style="list-style-type: none"> • Fire Science Technology 	<ul style="list-style-type: none"> • Chief Fire Officer • Fire Officer • Credentialing • Incident Commander • Membership in related Fire Emergency Services Organizations 	<ul style="list-style-type: none"> • Station Chief • Battalion Chief
GS - 8	Lead Firefighter <ul style="list-style-type: none"> • Fire Officer I ^{1, 2, 4, 5} • Fire Instructor I • Fire Inspector I Fire Inspector <ul style="list-style-type: none"> • Fire Inspector II ^{2, 3, 4, 5} • Fire Instructor I • HAZMAT Awareness 	<ul style="list-style-type: none"> • BDE - NCO Academy • BDE - ALS • Academic / Fellowship • Leadership Seminars 		AAS in: <ul style="list-style-type: none"> • Fire Science Technology 	<ul style="list-style-type: none"> • Fire Officer • Membership in related Fire Emergency Services Organizations 	<ul style="list-style-type: none"> • Lead Firefighter • Crew Chief • Captain • Fire Inspector
GS - 6/7	<ul style="list-style-type: none"> • Firefighter I/II ^{2, 4, 5} • HAZMAT Technician • Apparatus Driver Operator • Pumper • ARFF 	<ul style="list-style-type: none"> • BDE - ALS 			<ul style="list-style-type: none"> • Membership in related Fire Emergency Services Organizations 	<ul style="list-style-type: none"> • Lieutenant • Firefighter – Driver Operator
GS - 4/5/6	<ul style="list-style-type: none"> • Firefighter I/II • HAZMAT Operations 					<ul style="list-style-type: none"> • Firefighter

¹ All Firefighter, HazMat Ops, and Crew Chief Certifications.

² Airport Firefighter is required for all positions with a flying mission.

³ HAZMAT Ops, Airport Firefighter, and Firefighter I/II are required to support a firefighter operations position. Inspectors who support a Lead Firefighter position will have a minimum of Firefighter – Driver Operator and all Lead Firefighter certifications.

⁴ National Registry Emergency Medical Responder is the AF F&ES minimum medical certification for all F&ES positions. (Exception- Assistant Fire Chiefs through Installation Fire Chief do not require EMR certification.)

⁵ National Registry Emergency Medical Technician (or higher) is determined locally. Driver Operator - Aerial or Mobile Water Supply is required if the apparatus is assigned to the installation.

⁶ Per Air University policy, one must have a bachelor's degree to qualify for Officer PME.

* Wildland Firefighting and Telecommunicator I/II certifications are installation specific and determined locally.

** National Fire Academy (NFA) classes are encouraged at all levels as additional professional education opportunities.

1.2.5. MyVector

The MyVector site provides numerous resources for firefighters, such as information related to Mentoring, Career Planning, and Knowledge sharing. The Mentoring section of MyVector can be used to fine-tune career goals, experiences, and plans. A mentor search capability is

available in which firefighters can search for a mentor by profile details or make a by-name request for a mentor. MyVector also allows for knowledge sharing through forum-based discussion groups.

Additionally, MyVector includes multiple training resources. The site's "Air Force Competencies" section contains a competencies self-assessment function and related resources. The competencies include the traditional ones such as developing self and others and emerging topics such as "Digital Literacy." Based on the self-assessment results, the platform includes a "Competency Improvement Plan" with suggested videos, books, courses, and 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 firefighter to determine a desired career path is to go through the Career Development Plan "vectoring" process. The CE Career Field Team (CECFT) manages the process with an annual call, which typically goes out each fall. While the vectoring cycle is annual, it generally alternates between grades (e.g., GS-12s and GS-14s on even years and GS-11s and GS-13s on odd years). The vectoring process will assist a firefighter with identifying educational, professional, or experiential gaps or needs in their career experience and get valuable feedback from senior leaders on steps to achieve their plan successfully. It is not a promise of a promotion or a commitment to move but an opportunity to gain insight into achieving career goals, including which jobs to seek, professional registration, career program choices, PME, or CDE recommendations. Firefighters should consider updating their Career Brief on MyVector and explore CDE options on the site. Note that MyVector is used to register for Vectoring and serves as the hub for firefighters to self-nominate for CDE. The nomination process for these programs usually occurs in the winter—access MyVector ([here](#)).

1.2.5.1. Individual Development Plan (IDP)

An IDP will help lay out long-term professional career goals, identify knowledge, skills, and abilities needed to meet those goals, and developmental assignments, positions, training, and activities, which will assist a supervisor in helping 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. A DAF IDP Resource Guide is available ([here](#)). A1 recommends using MyVector to develop IDPs; MyVector is also used for career development opportunities. For example, applicants who apply for CDE submit their applications through MyVector to obtain supervisor reviews and endorsements of their applications.

1.2.6. Breadth of Experience

Candidates seeking accession to leadership positions must gain a broad understanding of the fire service in its entirety. By stepping outside traditional operational roles in the fire service, candidates expose themselves to new experiences and increase their breadth of knowledge and experience. Command internship begins the candidate's transition from operational to strategic planning by introducing them to policy development and command-level initiatives. Diversity of experience is demonstrated in:

Depth of work experience

- Multiple job responsibilities (e.g., Firefighter, Fire Inspector, Trainer)

The breadth of work experience

- Multiple chief officer assignments (e.g., Fire Chief, Deputy Chief, Assistant Chief)

Strategic level work experience

- Multiple base-level assignments
- AFIMSC/MAJCOM/FOA level assignments

1.2.7. Geographic Mobility

There may be more opportunities to achieve breadth and depth in career experiences for those willing and able to be geographically mobile. Effective civilian force development depends upon filling enterprise leadership positions with those with various work experiences. Holding positions at multiple installations exposes a firefighter to a broader 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. Firefighters should also consider the size of the installation, its mission, and geographic location when considering the breadth of experiences at the installation level. Requirements/Duties at an overseas base may differ 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 or sister service will also understand 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 a breadth of experience. When applying for installation-level leadership positions, this depth and breadth of experience may be the factor that makes a chief or executive fire officer 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.

1.2.8. Career Broadening

This CFETP has addressed the need for firefighters to broaden their careers through a breadth of experiences, whether at the installation or by relocating to another installation. 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 perspectives. More information is available ([here](#)) (log into myPers first to access the site) and in AFMAN 36-606, *Civilian Career Field Management and Force Development* ([here](#)). Career broadening assignments advertised on USAJobs ([here](#)), although short duration (36 months), are complex and demanding and increase and broaden experiences. Career broadening assignments are designed to enhance CE professionals' breadth of experience and diversity of thought. The key in determining which career-broadening assignment to pursue is considering which opportunity will improve the strategic skills and perspective required to meet individual goals.

1.2.9. DoD Certification

The DoD Certification Program exists to satisfy training requirements through a nationally accredited training and certification system. Certification provides quality F&ES for DoD assets, improves the quality of training for all DoD F&ES personnel, standardizes the quality and efficiency of training programs, and provides national professional recognition for DoD

personnel. Additionally, the certification program offers a comprehensive career progression program for Total Force F&ES personnel, encourages, and enhances the professional development of personnel, enhances emergency response capability, and ensures firefighters are medically qualified to perform F&ES duties.

Minimum qualification standards and certification requirements can be found in DoDM 6055.06, *DoD F&ES Certification Program*, and Type-A or -B positions for Operations, Fire Prevention, and Higher Headquarters. Additionally, DoD Components determine appropriate certifications for Specialists in Type-A positions, Emergency Medical Services (EMS) certifications for operational and non-operational roles, and expanding certification levels for fire prevention chief officer and specialist positions.

1.3 SECTION C: AFFILIATION & DESIGNATION

1.3.1. Introduction

Affiliations/designations benefit firefighters by adding credibility to their career experiences and recognition as competent experts. While the following list of collaborations and designations is not all-inclusive, it is a good starting point. Candidates are encouraged to seek affiliation with any recognized professional organization whose goal is to advance the cause of the F&ES community. For example, the Chief Fire Officer (CFO) designation is an ongoing validation process of a person's continuing education activities. The CFO process focuses on the total person in education, while training and community activities/partnerships are ingrained in the application and renewal process. A credentialed peer evaluates each candidate's CFO application, then recommends for award/non-award to the credentialing agency. Credentialed firefighters complete a re-designation package with specific criteria every three years.

Professional Affiliations Examples:

- National Fire Protection Association ([NFPA](#))
- International Association of Fire Chiefs ([IAFC](#))
- International Association of Arson Investigators ([IAAI](#))
- International Society of Fire Service Instructors ([ISFSI](#))
- State, Regional, or National Firefighter Associations
- Fraternal Firefighter Organizations

Professional Designation Agencies

- Center for Public Safety Excellence ([CPSE](#))
- Institution of Fire Engineers ([IFE](#))
- Certified Fire Protection Specialists ([CFPS](#))
- National Fire Academy ([NFA](#))

1.4 SECTION D: COMPETENCIES

1.4.1. Introduction

While most duties and responsibilities are position-specific, firefighters 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.

1.4.2. Leadership Competencies

The Federal Managerial Framing Network identifies additional leadership competencies for managers at different stages of their careers, including Technology Management; Leveraging Diversity; Financial Management; Creativity and Innovation; Political Savviness; Partnering; Human Capital Management; Resilience; Influence/Negotiating; External Awareness; Strategic Thinking; Entrepreneurship and Vision. In addition, practical writing skills and oral communications are also vital skills required of strategic leaders. More information is available ([here](#)).

Chief and executive fire officers wishing to pursue strategic leadership roles may want to begin developing the Executive Core Qualifications (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 a corporate 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 high-quality decisions by applying technical knowledge, analyzing problems, and calculating risks.
- **Competency 4. Business Acumen:** Ability to strategically manage human, financial, and information resources.
- **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](#)).

1.4.3. Occupational Competencies (OC)

Core OCs are foundational, common, critical, and cultural to being a leader in the CE enterprise and providing the building blocks for further force development as an SMS or SME. A standard OC is expected in various positions that a chief or executive fire officer fills. A critical OC is one where a chief or executive fire officer must be able to make informed decisions that can affect the overall life, safety, and health of squadron members, base personnel, or the

surrounding community, understanding the limitations of financial or personnel resources. Lastly, a cultural OC is important as a leader's representative 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 for the growth of the firefighter will be centered on one of the two career tracks as an enterprise leader or functional SME. While chief and executive fire officers are expected to demonstrate portions of the competencies of an Assistant Chief for Fire Prevention, for example, the member is not expected to know all the competencies unique to being an Assistant Chief for Fire Prevention unless they have filled that position.

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 performance standard. This enables Airmen to perform their jobs and contribute to the overall success of the Department of the Air Force. Competencies influence human performance and subsequently impact mission and organizational success.

Chief and executive fire officers 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 education, training, and experience elements. Specialized education, training, experience (to include advanced degrees), and leadership training can be found in various sources and are discussed in other sections of the CFETP. Lastly, experience is the application of education and training for the individual in their organization. The elements of the continuum of learning are complementary; each enhances the values of others. Combining all three elements across an entire career is vital in developing firefighters who pursue leadership roles to achieve occupational competencies and meet DAF operational needs.

Force development is a responsibility of both the individual and CECFT. Firefighters that wish to advance their careers and take on positions with a greater depth of knowledge and experience must take on the responsibility to guide their competency development. At the same time, the CECFT provides a wide range of developmental opportunities.

1.4.3.1. CE General Competency Structure.

CE General Competencies				
Technical Competency	Asset Management	Fire & Emergency Management	Resource Management	Leadership
<ul style="list-style-type: none"> Laws, guidance & directives Processes Products 	<ul style="list-style-type: none"> Planning Programming Life Cycle Management Built Infrastructure Management Natural Infrastructure Management Facility Operations & Maintenance 	<ul style="list-style-type: none"> Prevention Protection Integrated Base Response and Recovery 	<ul style="list-style-type: none"> Financial Management Force Management IT Systems 	<ul style="list-style-type: none"> Effective Communication Human Capital Management Organizational Leadership Diversity & Inclusion

1.4.3.2. Core Occupational Competency Structure

The OCs provide a framework that describes the core technical/functional skills, knowledge, abilities, and other characteristics required to perform at that level. The technical competency list comprises competencies broken down by position, from firefighter to installation Fire Chief. These competencies are broad, based upon Air Force Standard Core Personnel Documents (SCPD), recognizing that installations across the Air Force may add local requirements.

Firefighter (GS – 4/5/6)

- **Competency 1. Firefighting:** As a crew member, capable of controlling and extinguishing fires by operating hoses and employing ladders and hydrants. Requires firefighting knowledge to extinguish fires involving buildings, fuels and explosive storage, and large and small frame aircraft.
- **Competency 2. Rescue and First Aid:** Uses basic first aid techniques to alleviate further injury and prepare patients for transport to a medical facility.
- **Competency 3. Equipment and Fire Station Maintenance:** Possesses the ability to perform functional tests, inspections, and preventive maintenance on equipment and housekeeping duties associated with assigned facilities.
- **Competency 4. Health and Safety compliance:** Understands and complies with health, safety, and environmental rules/procedures, while performing work in a manner that produces a safe work environment.

Driver/Operator (GS - 7/8)

- **Competency 1. Drives/Operates firefighting apparatus:** Maintains ability to drive and operate firefighting vehicles, such as pumpers, aerial ladder trucks, and Airport Rescue Fire Fighting (ARFF) vehicles to the fire scene. The individual can operate pumps and other equipment to determine adequate pressures and relays requirements for firefighting handlines. When operating a crash apparatus, maneuver the vehicle to keep the fire in optimum range while ensuring that a backflash will not occur.
- **Competency 2. Performs aircraft rescue and firefighting activities:** Individuals must be able to direct water through turrets and handlines to cool weapons and ammunitions during rescue and firefighting duties at airfields handling aircraft. Additionally, individuals must perform standby duty during aircraft refueling and defueling, engine maintenance, and testing. Lastly, individuals must operate or deactivate specialized mechanisms and systems, such as hatch or canopy release mechanisms, ejection seat mechanisms, or oxygen supply systems.
- **Competency 3. Performs structural rescue and firefighting activities:** As a crew member, participates in controlling and extinguishing fires by operating hoses, ladders, and hydrants. Performs pre-incident planning by physically going through structures to become familiar with the layout, fire hazards, and location of fixed fire protection systems.
- **Competency 4. Rescue and First Aid:** Uses basic first aid techniques to alleviate further injury and prepare patients for transport to a medical facility.
- **Competency 5. Equipment and Fire Station Maintenance:** Possess the ability to perform functional tests, inspections, and preventive maintenance on equipment and housekeeping duties associated with assigned facilities.
- **Competency 6. Health and Safety compliance:** Understands and complies with health, safety, and environmental rules/procedures, while performing work in a manner that produces a safe work environment.

Firefighter/Advanced Emergency Medical Technician (GS-08)

- **Competency 1. Performs Intermediate Life Support duties:** Performs emergency procedures by providing advanced or detailed patient assessments. Conducts and interprets electrocardiographs (EKG). Following established protocols, may start intravenous fluids or administer some medications. Performs advanced airway techniques, including using an esophageal or dual-lumen airway device and oral intubation using laryngoscopy; utilizes pulse oximeter, capnometry, capnography, or other secondary confirmation methods to ensure correct placement of emergency advanced airway devices.
- **Competency 2. Performs crash-rescue and firefighting duties:** Performs work at airfields handling aircraft (e.g., fighters, bombers, cargo, passenger) carrying large volumes of fuel, conventional and sometimes nuclear weapons, or highly flammable or explosive cargo, or handling a large number of air moves, or a moderate number involving pilot training, or other air moves with a high crash or fire potential.
- **Competency 3. Performs structural firefighting duties:** Performs structural firefighting duties at facilities engaged in the production, storage, and testing of fuels, explosives, gases, or other chemicals and materials capable of producing extensive and hazardous toxicological, biological, or radiological products.
- **Competency 4. Maintains firefighting equipment and fire station facilities:** Performs functional tests and inspections. Additionally, individuals must perform preventive maintenance on equipment and housekeeping duties associated with assigned facilities.

- **Competency 5. Complies with health, safety, and environmental rules and procedures:** Performs work in a manner that enhances the safety of the work environment

Firefighter/Paramedic (GS-09)

- **Competency 1. Provides advanced life support:** Directs EMS providers (First Responders, EMTs, and Paramedics) in delivering medical aid to sick and injured patients. Conducts a methodical and systematic patient assessment/physical exam and determines the patient's condition's nature, extent, and seriousness.
- **Competency 2. Performs structural firefighting duties:** Performs structural firefighting duties at facilities engaged in the production, storage, and testing of fuels, explosives, gases, or other chemicals and materials capable of producing extensive and hazardous toxicological, biological, or radiological products.
- **Competency 3. Maintains firefighting equipment and fire station facilities:** Performs functional tests and inspections. Additionally, individuals perform preventive maintenance on equipment and housekeeping duties associated with assigned facilities.
- **Competency 4. Complies with health, safety, and environmental rules and procedures:** Performs work in a manner that enhances the safety of the work environment.

Station Chief (GS – 8/9)

- **Competency 1. Personnel oversight:** Plans and assigns work to be accomplished by subordinates based on priorities and deadlines, selective consideration of the difficulty and requirements of assignments, and employees' capabilities. Initiates and advocates corrective and adverse action for performance or conduct, schedules, and grants leave. Directs and participates in practice drills and training classes for assigned stations.
- **Competency 2. Directs firefighting vehicle operations:** Supervises positioning of firefighting vehicle(s), considering factors such as wind direction, rescue, sources of water, hazards from falling structures, and location of armament on aircraft. Additionally, take charge of all firefighting activities at the scene in the absence of the Fire Chief or Assistant Fire Chief. Lastly, they direct the training of other firefighters on driving vehicles and operating equipment.
- **Competency 3. Supervises airfield crash rescue and firefighting duties:** Maintains a constant awareness of the frequent changes in cockpit design, ordinance placement, and cabin layouts to determine how they affect the difficulty of rescue and firefighting. Directs water application through turrets, extended waterways, and handlines to cool weapons and ammunitions during a rescue and operation or deactivation of specialized mechanisms and systems such as hatch or canopy release mechanisms, ejection seat mechanisms, or oxygen supply systems.
- **Competency 4. Supervises structural firefighting and Basic Life Support duties:** Supervises employees in controlling and extinguishing fires by operating hoses, ladders, and hydrants. Leads firefighters in performing Basic Life Support and HAZMAT technician containment and control duties. Performs pre-incident planning by physically going through structures to become familiar with the layout, fire hazards, and location of fixed fire protection systems.
- **Competency 5. Supervises rescue and first aid for patient transport:** Uses direct pressure and tourniquets to stop bleeding, checks windpipe for obstructions, performs CPR, and provides appropriate assistance.

- **Competency 6. Supervises firefighting equipment and station maintenance:** Directs and demonstrates functional tests and inspections. Directs/demonstrates preventive maintenance on equipment and housekeeping duties associated with facilities.
- **Competency 7. Health and Safety compliance:** Understands and complies with health, safety, and environmental rules/procedures, while performing work in a manner that produces a safe work environment.

Fire Inspector (GS – 7/8)

- **Competency 1. Elicit support and involvement in fire prevention, detection, and suppression (Public Education):** Regularly disseminates information through various media, such as the base bulletin, the base newspaper, special base events/gatherings, and regular orientations and workshops. Coordinates established fire watch programs, such as the fire marshal program, through building custodians/facilities managers. Develops and conducts extensive fire protection and prevention education and training programs. Provides materials and both situational and classroom training at installation fire prevention activities such as Fire Prevention Week and Open Houses and addresses a variety of client groups in fire program methods and goals.
- **Competency 2. Performs periodic fire inspections:** Conducts inspections for all installation areas where the potential severity and expectancy for fire is high and involves hazards that are difficult to recognize and, once identified, require advanced or innovative methods to reduce or eliminate them. Locates, identifies, and isolates actual or potential fire hazards and fire safety deficiencies and initiates appropriate corrective action.
- **Competency 3. Corrects fire suppression system deficiencies:** Maintains close checks on newly installed systems to ensure installation and performance follow established standards.
- **Competency 4. Reviews construction plans:** Recommends changes and additions to ensure plans include appropriate fire protection requirements in agency regulations, National Fire Protection Association (NFPA) building codes, and other applicable guidelines. Attends preconstruction conferences to brief contractors on their fire protection/prevention responsibilities while working on the base.
- **Competency 5. Develops and maintains documentation:** Develops fire prevention inspection schedules and folders on assigned facilities, including information on hazards, pre-fire plans, risk assessment codes (RAC), and regularly scheduled and special inspections. Additionally, approves or disapproves the issuance of various permits such as welding/cutting, open burning, and fuel transfer operations.
- **Competency 6. Health and Safety compliance:** Understands and complies with health, safety, and environmental rules/procedures, while performing work in a manner that produces a safe work environment.

Assistant Chief, Training (GS – 9/10/11)

- **Competency 1. Administration and Planning:** Assesses the applicability of current program objectives and recommends change when necessary; plans a comprehensive program of on-the-job and proficiency training for all fire protection and prevention personnel. Observe training conducted by other instructors to ensure compliance with current procedures and oversee lesson plan development for recurring proficiency training utilizing methods following established guidelines of the International Fire Service Training Association (IFSTA).

- **Competency 2. Prepares training schedules for approval:** Plans and schedules work to meet program goals and objectives and independently develops and revises training materials. Analyzes course content, evaluates outcomes of training programs and functions to measure the effectiveness of program efforts, coordinates with the Fire Chief and other assistant chiefs, and makes modifications to program methods and approaches.
- **Competency 3. Conducts functional area proficiency training:** Conducts live (announced and unannounced) crash rescue fire training and structural exercises in coordination with the Fire Chief, participating in practical training sessions. Evaluate all personnel's performance and proficiency during training sessions and actual emergencies. Additionally, provides personal coaching and instructional guidance to personnel involved in completing practical and academic projects such as automobile extraction.

Assistant Chief, Health and Safety (GS – 9/10/11)

- **Competency 1. Implements Fire Department Occupational Safety and Health program:** Develops goals and objectives to integrate health and safety principles into all facets of Fire Emergency Services. Researches, interprets, analyzes, and applies US Code of Federal Regulations, Air Force Instructions, Manuals, Pamphlets and Handbooks, National Fire Protection Association Standards, DoD policy directives and guidelines. Additionally, develops standard operating procedures (SOPs) and standard operating guidelines (SOGs) on the safety and health program, reporting to the fire chief on the adequacy and effectiveness of the program, as well as compliance ratings.
- **Competency 2. Develops guidelines for mishap prevention:** Evaluates new trends for policy development or further inquiry and study leading to new methods for eliminating or controlling severe hazards to life and property. Coordinates with other installation offices regarding comprehensive occupational health matters affecting emergency response personnel and devises specialized operating practices involving various hazards.
- **Competency 3. Hazardous Materials (HazMat) Program Manager: Manages HazMat response readiness:** Develops specialized program guidance, Flight Management Plans, Standard Operation Policies/Guides, and risk management tools about hazardous materials incidents involving CBRN, terrorists' use of CBRNE, CBRNE attacks, and naturally occurring disease outbreaks. Manages and directs procedures for acquiring and sustaining all hazmat response equipment considering best practices, industry standards, applicable regulatory directives, Equipment Supply Listings, Allowance Standards, and higher headquarters guidance.
- **Competency 4. Serves as Primary Incident Safety Officer:** Monitor the incident action plan, conditions, activities, and operations to determine compliance with the department's risk management plan. Responsible for developing and recommending measures to ensure the safety of personnel assigned to the incident and assess and anticipate hazardous situations. Additionally, ensures compliance with NFPA 1521, Fire Department Safety Officer, regarding: General Functions; Fire Suppression; Emergency Medical Operations; Technical Rescue; Hazardous Materials Operations; Accident Investigation; and Post Incident Analysis.
- **Competency 5. Mishap analysis and investigation:** Compiles and analyzes mishap data, identifies trends, and develops comprehensive recommendations to reduce or eliminate mishaps. Prepares reports that support recommendations for changes in operating procedures, regulations, and use of protective devices for any emergency response activities of the installation.

Assistant Chief, Fire Prevention (GS – 9/10/11)

- **Competency 1. Administration and Planning:** Manages the Hazard Assessment Inspection Program, Public Fire Prevention and Education Program, Fire Protection Engineering, and Extinguisher Maintenance Program. Additionally, prepare inspection and testing schedules for all buildings, facilities, fire alarm systems, sprinkler systems, and other extinguishing systems tested by fire prevention and suppression personnel.
- **Competency 2. Administers Public Education program:** Coordinates public relations activities and uses the news media to promote fire safety, providing demonstrations and lectures to groups or organizations. Additionally, develops base fire regulations, training programs, and fire hazard assessment schedules. Lastly, directs the development and implementation of training of the base populace on Air Force and nationwide fire prevention practices and home-base unique fire hazards.
- **Competency 3. Reviews construction and modification plans:** Uses building codes and various manuals and specifications, prepares reports, conducts fire investigations, evaluates hazardous conditions, and provides recommendations to correct dangerous conditions. Coordinates work requests and provides input in the planning and developing all significant construction or renovation projects. Additionally, applies practical knowledge of codes, standards, blueprint reading, and engineering principles applicable to life safety and fire prevention.
- **Competency 4. Performs personnel/management responsibilities:** Advises and counsels employees regarding management policies, procedures, and directives. Selects or recommends selecting candidates for vacancies, promotions, details, and reassignment considering skills, qualifications, and mission requirements. Holds employees responsible for completing work assignments and appraises subordinate workers' performance ensuring consistency and equity in rating techniques.

Assistant Chief, Operations (GS – 9/10/11)

- **Competency 1. Administration and Planning:** Responsible for planning, developing, implementing, reviewing, and evaluating the firefighting and rescue program. Receives new regulations or procedures from the Fire Chief and disseminates information to subordinates who assist in carrying out the program on a regular and recurring basis. Prepares, executes, and schedules assignments of assigned personnel to stations, duties, and equipment and conducts no-notice and pre-briefed fire drills. Develops recommendations to the Fire Chief on the level and mix of resources needed to maintain an effective firefighting program.
- **Competency 2. Serves as Incident Commander:** Determines the best course of action to minimize loss or damage from fires or explosions. Directs the placement of firefighting equipment and personnel to ensure maximum utilization in fire control or aircraft crash/rescue operations. Assesses the fire scene/emergency situations to facilitate fire/rescue operations and brief the Fire Chief or Deputy Fire Chief upon arrival.
- **Competency 3. Supervises Fire Alarm Communications Center Operations:** Ensures the communications center is always staffed. Additionally, oversees the checkout of communications equipment at the beginning of the shift.
- **Competency 4. Performs personnel/management responsibilities:** Advises and counsels employees regarding management policies, procedures, and directives. Selects or recommends selecting candidates for vacancies, promotions, details, and reassignment considering skills, qualifications, and mission requirements. Holds employees responsible for completing work assignments and appraises subordinate workers' performance ensuring consistency and equity in rating techniques.

Deputy Fire Chief (GS – 11/12/13)

- **Competency 1. Administration and Planning:** Responsible for the overall direction of the activities of the training, technical services, and operations programs and operation of the communications center. As necessary, reassigning employees to balance subordinate programs' staffing and otherwise ensures that all programs are staffed to accomplish the mission. Responsible for review of base plans, policies, strategy, tactics, and procedures for fire suppression and prevention to ensure compliance with current and new national consensus standards, National Fire Codes, uniform building codes, Code of Federal Regulations, Occupational Safety and Health Administration policies and procedures, and environmental laws and regulations as they apply to fire protection.
- **Competency 2. Serves as Incident Commander:** Determines the best course of action to minimize loss or damage from fires or explosions. Directs the placement of firefighting equipment and personnel to ensure maximum utilization in fire control or aircraft crash/rescue operations. Assesses the fire scene/emergency to facilitate fire/rescue operations and briefs the Fire Chief upon arrival.
- **Competency 3. Helps represent Fire Protection Flight:** Establishes, develops, and maintains effective working relationships with personnel, workforce, other staff officials, and municipal and federal fire departments. Coordinates with off-base fire departments in planning, developing, and conducting training for mutual aid agreements.
- **Competency 4. Assists Fire Chief with personnel management responsibilities:** Directs, coordinates, and oversees work through subordinate assistant chiefs. Approves or selects candidates for subordinate non-supervisory positions and recommends selections for subordinate supervisory positions considering skills, qualifications, and mission requirements. Hears and resolves group grievances and employee complaints referred by subordinate supervisors and employees. Initiates action to correct performance or conduct problems of employees directly supervised and reviews and approves serious disciplinary actions (e.g., suspensions, removals) involving non-supervisory subordinates.

Fire Chief (GS – 11/12/13)

- **Competency 1. Plans, organizes, and oversees Fire Protection activities:** Develops goals and objectives that integrate organization and Civil Engineering objectives. Balances workload and provides overall direction and vision to the subordinate unit chiefs on fire protection, prevention, crash rescue, and administrative issues. Establishes metrics and analysis systems for units that assess efficiency, effectiveness, and compliance with regulatory procedures. Plans and schedules work to promote a smooth flow and even distribution and ensure effective use of organizational resources to achieve organizational goals and objectives and installation customer needs.
- **Competency 2. Exercises personnel management:** Directs, coordinates, and oversees work through subordinate supervisors and advises staff regarding policies, procedures, and directives of higher-level leadership or headquarters. Explains performance expectations to subordinate supervisors and employees directly supervised and provides regular feedback on strengths and weaknesses. Reviews developmental needs of subordinate supervisors and non-supervisory employees and makes decisions on non-routine, costly, or controversial training needs and requests for unit employees.
- **Competency 3. Represents Fire Protection at various organizations:** Establishes, develops, and maintains effective working relationships with personnel, workforce, other

staff officials, and municipal and other federal fire departments. Negotiates mutual aid agreements with other local fire departments, reviewing agreements frequently and updating as required, and evaluates fire departments with mutual aid agreements to ensure their capability to provide firefighting assistance.

- **Competency 4. Assumes Incident Commander role:** Personally, takes charge when highly classified weapons or equipment are involved in a fire, watching exposures, and taking necessary precautions for protecting surrounding facilities. Assures that equipment is utilized correctly and determines the need to use more effective combative agent for various fires. Additionally, makes a final determination as to the necessary actions for forcible entry or rescue.
- **Competency 5. Determines equipment needs/requirements:** Provides technical advice on fire protection aspects of engineering projects; aircraft operational training programs; munitions storage, processing, and handling; supply storage; fuel storage and handling; aircraft and vehicle maintenance operations; and utilization of buildings and facilities.

1.4.3.3. Occupational Competency Categories

Installation Support: This group comprises four competencies, including management and administration, fire prevention, training, and operations. Management and administration encompass the agency assessment and compliance, human capital and resource management, fiscal responsibility, information system/record keeping, core/non-core service delivery, and mutual aid agreements. Fire prevention is accomplished through project design reviews, code enforcement, and fire safety education. Training consists of executing the F&ESCP and compliance with the AF F&ES Training Plan and Credentialing program. Finally, operations include execution of the National and AF Incident Management System, minimizing the adverse consequences and mitigation of emergency incidents, including aircraft rescue and structural firefighting, technical rescue, hazardous materials response, emergency medical services, active shooter-hostile event response, and other all-hazard responses determined at the installation level.

Contingency Operations: This group encompasses operations support across the conflict continuum and includes base recovery and closure competencies. Contingency operations apply across the globe for both CONUS and OCONUS installations. Recovery and closure include incident planning and management and attack and disaster response. In addition, the competency of recovery and closure covers CE requirements during the closure of an installation.

Organizational Leadership: This group encompasses the human and personal characteristics required for Installation Fire Chiefs and Deputy Fire Chiefs, including employing F&ES capabilities, and managing resources. Organizational leadership blends institutional requirements with the unique aspects of the CE career field and can be applied across the competencies of the other two groups.

These competencies reflect the interaction across various levels within the DAF organization, including joint services, outside government organizations, companies, and other nations. Employing firefighter capabilities encompasses F&ES organizational capabilities, joint and partnership capabilities, and individual firefighter capabilities. Managing resources describes resource stewardship, force development, posture, and presentation.

The installation is typically an integral part of the surrounding community. Strong relationships contribute to an enduring partnership that is mutually beneficial to both. Specific examples include an enduring installation's impact on the local economy and ensuring the region's emergency management decisions will not negatively impact the mission. Additionally, automatic aid and mutual aid agreements (MAAs) through Memorandums of Understanding (MOUs) mutually benefit both parties and strengthen the wing's position within the DoD as a premiere cost-effective installation. Installation encroachment is another critical community partnership area not to lessen the military value of the installation. Lastly, the innovative leveraging of partnerships for specialized equipment, education, and personnel increases the resources for an installation to generate combat power.

1.4.3.5. Proficiency Levels

A developing firefighter will spend varying amounts of time in four proficiency levels of each technical sub-competency during their career: Entry, 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 measure helps members determine competency attainment at the different proficiency cycles through observable and measurable behaviors. At some point, typically early in the career, a firefighter may decide to be a functional Subject Matter Expert (SME) working at AFCEC, or they may want to be in a leadership role at the base or AFIMSC level, or with possible sights on an SES leadership role at AFCEC/HAF. The competency checklist developed in this CFETP is designed for an Installation Fire Chief that can translate into positions with HAF, MAJCOMs, Centers, Direct Reporting Unit, or AFCEC.

- **Entry:** Primarily adapting to job requirements, striving to attain and perform occupational proficiency. The skills at this level are taught under close supervision.
- **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 are at a foundational knowledge level.
- **Advanced:** The member can perform most tasks with limited guidance and supervision with some errors and omissions. The skills learned at this proficiency allow 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 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.

1.4.3.6. Competency Checklist

The technical competency checklist (Appendix B) was developed as a tool for individuals to self-assess their personal development. It can also be used as a talking point with supervisors in preparing 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, which 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 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 the firefighter and their supervisor but not so specific as to limit the application of a descriptor to an overly restrictive scenario. The firefighter 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, firefighters can determine the required skills to develop their careers. The structure of the competencies allows one to look holistically to determine areas lacking and recommend an education or training program or a job opportunity to provide the experience. For example, an individual can look at the list and determine if they are lacking in areas such as fire prevention or operations management. They can also look deeper into the descriptors that are part of those sub-competencies. If an individual lacks in a particular area, several steps can be taken to gain or broaden their experience. For example, a firefighter with no training in fire prevention may take a course through CDC, request a class for one level above their current certification, or seek a position within the agency, service, or sister-service F&ES that will expand their breadth and depth of experiences.

The competency list is also a tool for supervisors to mentor and develop firefighters. The supervisors have the intimate knowledge of specific jobs and opportunities firefighters need to meet the competency requirements of their short, mid, and long-range goals. Likewise, Installation Fire Chiefs, other F&ES mentors, and supervisors have the intimate knowledge of specific jobs and opportunities firefighters will need to meet the competency requirements and have a balanced career necessary to achieve long-range 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 firefighters. It is designed for those to be a future Deputy Fire Chief or Installation Fire Chief that can lead to a leadership role within AFIMSC, AFCEC, or HAF if that is the desired long-range goal.

1.5 SECTION E: RESOURCE CONSTRAINTS

This section identifies known resource constraints that preclude optimal and desired training from being developed or conducted, including information such as costs and workforce. Limiting resources will strain the career field to cover all training adequately. Therefore, priority will go to mission-essential training courses focusing on mission enhancement. In addition, AFCEC has developed Distance Learning courses to mitigate the effects of resource limitations.

1.5.1. Tuition Assistance (TA)

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

1.5.1.1. Eligibility

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

1.5.1.2. 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% credit-by-exam fees at an on-base and 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 part, for courses for which the employee receives other federal or state tuition subsidies such as Veterans Administration educational benefits, scholarships, or grants. 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.

1.5.2. 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 comes from various sources, including TCES, AFCEC, AFIMSC, and the unit.

Part II – Training

2.1 SECTION A: PROFESSIONAL TRAINING & EDUCATION

2.1.1. Purpose

The second and third pillars of the AF F&ESCPM integrated “4-pillar” concept are Professional Development and Education. Formal training covers the classes completed either in person or distance learning. Successful firefighters 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 the CE enterprise at any time in a firefighter’s career. Foundational training requirements are detailed in Appendices D.

The firefighting profession has long been viewed as a technical/trade occupation that, aside from professional military education, based on rank, does not have an academic requirement and professional registration to occupy F&ES positions. Extensive professional qualifications, such as training and certification in the DoD F&ESCP, are required to ensure candidates are qualified; however, professional qualifications and certifications alone do not adequately prepare candidates for advancement into key F&ES management positions in today’s enterprise. Fulfilling the academic pillar by meeting degree criteria becomes increasingly important as work shifts from consequence management to leading personnel, managing resources, developing budgets, conducting risk assessments, providing advisory services, and managing personal interaction with others.

Education should focus on technical degrees, and knowledge sets early in one’s career, while career advancement should transition to managerial or administrative degrees and knowledge sets. Continuing through the education process leads one to be less technically competent and more and more professionally focused.

We must infuse expanded cross-functional academic education into our development matrix to develop true total force leaders. Much like how America turns to F&ES for leadership in crisis, so does the Air Force. An expanded academic education comes with an increased vision across functional boundaries complementing the necessity to lead diverse groups towards a common goal.

Academic education consists of learning from accredited institutions where candidates earn Associate of Applied Science (AAS), Bachelor of Art or Science (BA/BS), and Master of Art/Science (MA/MS) degrees. Education also includes completing courses or programs focusing on advancing technical skills or developing managerial/leadership abilities.

The Executive Fire Officer (EFO) program and the Executive Fire Officer designation are earned as a formal academic degree from an accredited institution. While only offered through the National Fire Academy, EFO emphasizes the continuing education process and focuses

on expanding the academic research base related to fire and emergency services. This two-year course focuses on developing executive leaders with a total force perspective. Completing the EFO course of study is as demanding as any graduate academic program and integral to continuing education. Acceptance into the EFO program requires a bachelor's degree.

2.1.2. Training

Career goals usually evolve as one navigates their career. As individuals increase their depth and breadth of experience and move to different positions within or among organizations, perspectives and desires will shape those goals. However, it is crucial to determine an ultimate career goal, in terms of leadership or technical track, as early as possible. In addition, training decisions should align with the long-term vision, which may impact the 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. Further information about these topics is available at the CECFT SharePoint site ([here](#)).

2.1.3. Civilian Developmental Education (CDE) Programs

Development programs, including the new employee orientation, resident and nonresident PME, leadership training, experiential-focused learning, and higher-level strategic leadership programs, are available to selected personnel to enhance their professional growth. CDE can consist of short- and long-term leadership, academic, and fellowship training programs. There are three types of CDE: 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 CDE programs with their supervisors to understand how these programs could enhance their professional growth. Each nomination and selection determine previous job performance, accomplishments, and leadership potential.

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

- **Basic Developmental Education (BDE)** — GS-09 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)
- **Leadership Seminars** — GS-07-11, 12-15, or equivalent (depending on program offerings)

Completing PME courses at the appropriate level (distance learning or in-person) is but one component of knowledge and breadth that enables advancement within the series 0081 Career Field. PME is not an essential requirement for upward mobility; however, it can be a

considerable delineator when evaluating candidates with similar experience, breadth, and knowledge. 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. Also, the above PME courses require a BA/BS for course attendance. Additional PME offerings are listed in Appendix D. Most programs do not require the applicant to be mobile. However, some include a short-duration TDY. Basic eligibility is two years of “Federal” civil service by the application deadline. However, distance learning programs for CDE can be started if minimum requirements are met. Individuals apply to Air University directly. Details on all CDE opportunities are available on the myPers Civilian Force Development Home Page, including PME, the various Academic programs, Fellowships, and Leadership Seminars ([here](#)). In determining selectees for PME, supervisors should, where appropriate, consult with Civilian Personnel Labor Relations specialists and ensure that selecting organizations satisfy applicable labor relations obligations and follow applicable collective bargaining agreement provisions.

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 with competencies needed to build a federal corporate culture that drives 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 the CSLP usually fills.

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 scattered 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 that multiple intermediate-level personnel have the opportunity to gain a breadth of experience. Additional information is available through the CECFT ([here](#)).

2.1.6. Temporary Duty (TDY)/Temporary Assignments

When considering areas where an individual may lack 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 fully understand the various facets of the Engineering/Architecture workforce. In determining selectees for TDY opportunities, temporary assignments, or approved additional duty requests, supervisors should, where appropriate, consult with Civilian Personnel Labor Relations specialists and ensure that selecting organizations satisfy applicable labor relations obligations and follow applicable collective bargaining agreement provisions.

2.1.7. Documentation of Training

Use the IDP in Appendix D to document training requirements and completion of formal training requirements. The IDP should be reviewed and updated annually.

2.1.8. Competencies

Appendix C ensures firefighters have the occupational competencies to perform their jobs successfully. Section 1.4.3.1 provides a list of core OCs based on position from firefighter to installation Fire Chief.

In addition, firefighters are encouraged to develop Leadership Competencies from section 1.4.2 (Leading Change, Leading People, Results Driven, Business Acumen, and Building Coalitions), especially those on an Enterprise Leadership track.

2.1.9. Continuing Education Requirements

In addition to the formal training requirements, licensed Emergency Medical Responders (EMRs) and Technicians (EMTs), Advanced EMTs (AEMTs), and Paramedic, or state equivalent if authorized, are required to complete specific hours of professional training per National Registry requirements, or state equivalent if authorized. The formal F&ES annual training plan classes count towards the continuing education unit (CEU) requirements; however, there are additional opportunities to garner CEUs locally, nationally, and online. Though not formal continuing education requirements, firefighters credentialed through third-party or peer-reviewed organizations with re-credentialing timeframes (e.g., bi, tri, or quadrennial) will need to show career progression proof of additional education and/or self-improvement.

2.1.10. Symposium/Workshop Attendance

One opportunity for training allows firefighters to receive additional training hours in a brief period of attending symposiums or workshops. In addition, various DAF and more significant DoD-sponsored events include courses relevant to or geared towards any firefighter's development path.

2.1.11. Air Force Institute of Technology (<https://www.afit.edu/CE/>):

It is recommended for firefighters that meet grade or positional requirements.

- WMGT 427, F&ES Flight Chief Course
- WMGT 527, F&ES Fire Chief Course
- WMGT 570, Civil Engineer Superintendent

2.2 SECTION B: LEADERSHIP & MENTORSHIP

2.2.1. Mentoring for Department of the Air Force Firefighters

Firefighters at all levels, including the senior, chief, or executive fire officers, should prioritize seeking advice from more experienced DAF leaders. To include seeking advice and mentorship from military leaders and senior civilians (e.g., GS-15/SES mentors). DAF leaders,

military or civilian leaders, and other senior personnel in various functional areas have developed rich insights through years of experience. They are often excited to coach and mentor other professionals. When seeking this opportunity, firefighters should have questions prepared and have a vision/plan for the next 5-10 years included on an IDP (Appendix D), which may consist of plans for CDE, career-broadening, specialized coursework, separation, retirement, and have a biography and resume ready. How to write an AF-style biography and resume is available ([here](#)); additionally, each lead Wing will usually have examples. Before meeting with a mentor or coach, firefighters should contemplate how they may be viewed by the mentor (i.e., consider the perspective of others when evaluating personal performance). 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. Additional information about mentoring is available ([here](#)).

Firefighters at all levels should explore the competencies (discussed in Section 1.4 of this CFETP) to first self-assess their level of proficiency for each competency and next identify a plan to develop these competencies by pursuing education, training, and experience throughout their career to attain the highest level of proficiency possible. These plans should be identified in an IDP. Not all firefighters may achieve the desired ability level; however, gaps between expected and actual proficiency levels should be used as a discussion tool with mentors to help target growth and development issues. Firefighters should discuss these gaps with their mentors and help identify training and experiences to be added to the IDP to help firefighters build upon these competencies. Firefighters should focus on the competencies needed for the current assignment and then explore the competencies required for the next assignment.

Firefighters may also wish to review resources used to mentor CE officers at the Air Force Officer Classification Directory (AFOCD) on the AFPC website ([here](#)). Also, see 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 firefighter. A successful career path includes steady growth in job responsibility and professional development with various experiences. Periodically, firefighters should review their situation and the organization's needs 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. Firefighters should consider aligning with their organization's needs, training resources, and position availability as they pursue promotion opportunities. It is essential to understand that mobility throughout the F&ES enterprise will increase position options and promotion opportunities. A firefighter's performance in their current position is crucial in determining their future success.

2.2.2. Mentorship

The Installation Fire Chief is often one of the highest-level civilians that firefighters will encounter on the installation. They often have 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 firefighters 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. Many training opportunities are available for leaders and supervisors on milSuite ([here](#)).

OPM's Center for Leadership Development ([Figure 4.](#)) helps train officers, managers, and supervisors to meet the challenge of succession management, including assisting future leaders in assessing leadership effectiveness, gaining core knowledge, and developing critical skills. As funding permits, these courses are offered on a competitive basis annually through the CECFT. The current course schedule is available ([here](#)).

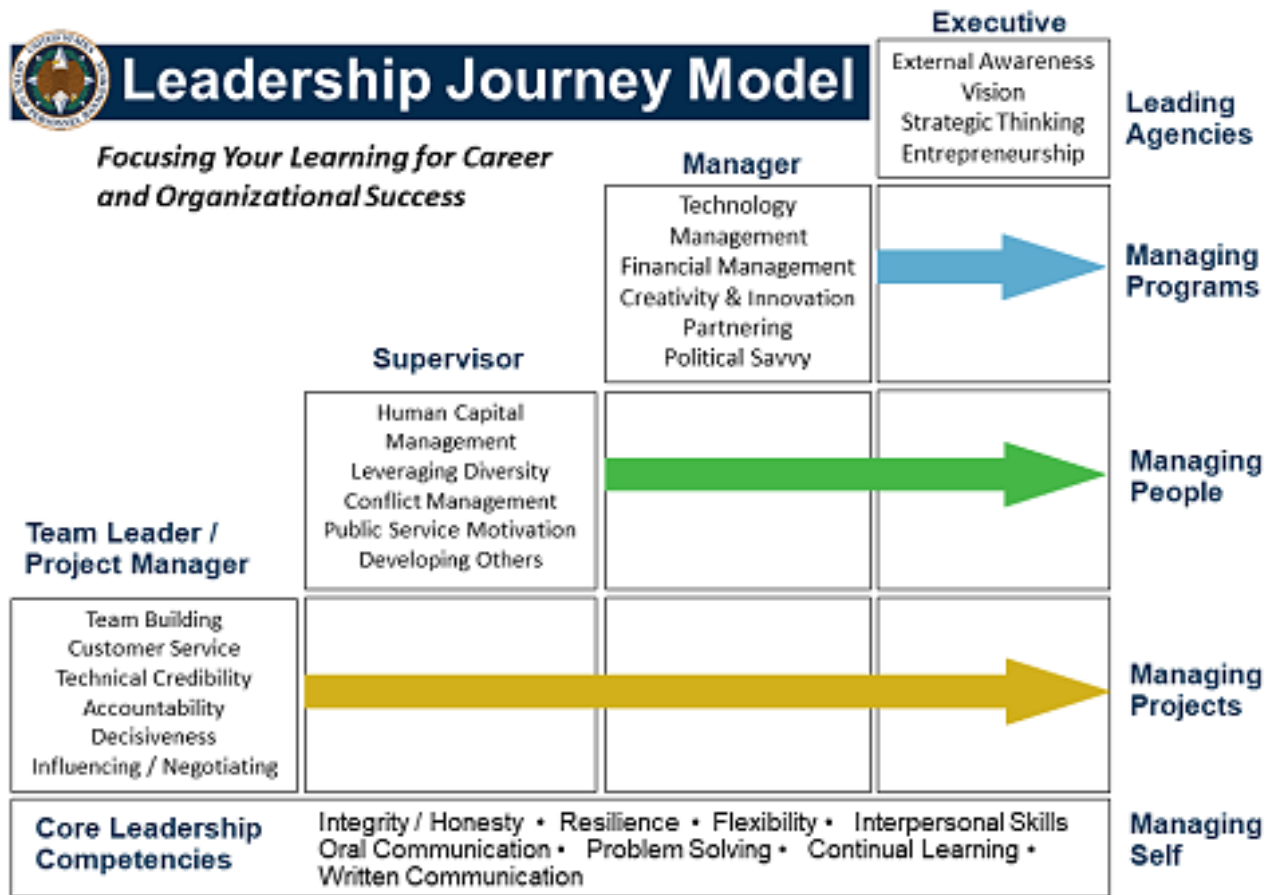


Figure 4. OPM Leadership Journey Model.

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 Headquarters Air Force Mission Directive (HAFMD) 1-38 21 JUNE 2021, AFPD 32-30, *Explosive Ordnance Disposal*, AFPD 32-60, *Housing*, AFPD 32-70, *Environmental Considerations in Air Force Programs and Activities*, DAFPD 32-90, *Real Property Management*, DAFPD 10-2, *Readiness*, and AFPD 10-2501, *Emergency Management Program*, 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.

CFM. Career Field Manager. The focal point for the designated career field within a functional community. Serves as the primary advocate for the career field, addressing issues and coordinating operational concerns across various staff. Responsible for the career field policy and guidance. Must be appointed by the Functional Manager (FM) and hold the grade of Chief Master Sergeant.

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 providing best-practice solutions to Airmen...anytime and anywhere. Additionally, 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 and 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. In addition, 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 empower you to actively participate 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 of over \$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 and 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).

BDE. Basic Developmental Education. 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.

CDE. Civilian Development Education. The Air Force CDE 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 CDE portfolio prepare civilian students from the Air Force, its sister services, and allied nations for positions of greater responsibility. These programs emphasize leadership, military doctrine, and aerospace power. More information about available programs is ([here](#)).

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

CFETP. Career Field Education and Training Plan. A comprehensive, multipurpose document encapsulates the entire training spectrum 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 a defensible training budget.

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

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 between Canada and Mexico in North America. Areas outside the 48 contiguous states are OCONUS. Areas such as Alaska and Hawaii are defined as non-foreign OCONUS.

CSLP. Civilian Strategic Leadership Program. The Air Force civilian enterprise development program is designed to provide selected GS-13/14/15 (or equivalent) Air Force employees with competencies needed to build a federal corporate culture that drives 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, master's, 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 with 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 AFMAN 36-606, *Civilian Career Field Management and Development*.

Currency. Maintaining proficiency in the community planning occupational series as demonstrated by meeting DoD and Air Force Continuous Learning (CL) standards and performing acquisition duties. See CL.

DCOOL. Defense Civilian Credentialing Opportunities On-Line. DCOOL 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 and specific information on credentials related to their 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. The site is available ([here](#)).

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. At Ft Belvoir, VA, DAU is the Department of Defense's (DoD) institutional authority to implement the Defense Acquisition Workforce Improvement Act

(DAWIA) and confer certification levels. Additionally, DAU offers a variety of acquisition courses in resident and via Distance Learning.

DAWIA. Defense Acquisition Workforce Improvement Act. This standard curriculum requires the DoD to establish and secure education, training, requirements, and courses for the civilian and military workforce.

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, the Air Force Institute of Technology, Air University, and Training Detachment offer courses.

DT. Development Team. The Civil Engineering career field DT comprises civil engineer senior leaders and is led by the Deputy Director of Engineers (AF/A4C-2). The DT meets bi-annually and guides civilian development plans, provides advice/feedback on policy issues affecting the workforce, provides vectors to workforce members, and endorses candidates for CDE. 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 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. For example, the Assistant Deputy Chief of Staff for Logistics, Engineering, and Force Protection (AF/A4-2) is the FA for DAF Civil Engineering.

FAC. Functional Advisory Council. The CE FAC is chaired by the AF Deputy of Civil Engineers and the CE Career Field Manager. Membership comprises senior civilian representatives from SAF/IE, MAJCOMs, AFIMSC, and AFCEC. Working together as a team, the CE FAC provides strategic-level policy, guidance, and oversight and advises the CE Functional Manager on matters about recruiting, developing, and retaining CE Civilians.

FM. Functional Manager. Senior leaders, designated by the appropriate functional authority (FA), who provide day-to-day management responsibility for 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 and encourage force development opportunities 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 months covering 1 October to 30 September.

GS. General Schedule. The General Schedule (GS) classification ([here](#)) and pay system cover the majority of civilian white-collar Federal employees (about 1.5 million worldwide) in professional, technical, administrative, and clerical positions. GS classification standards ([here](#)), 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 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 CDE and Part II, Section C for a link to CDE 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. It is used for civilians below the executive level. A template is available ([here](#)).

KCP. Key Career Positions. Steppingstones for individuals to gain expertise 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 globally. Available for virtually all building types, LEED provides a framework for healthy, highly efficient, and cost-saving green buildings.

MAJCOM. Major Command. The command level 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 geographically 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 [e.g., 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 essential because they are the stepping-stones for civilian development and the achievement of personnel success and the mission of the Air Force.

OPM. Office of Personnel Management. The U.S. Office of Personnel Management serves as the Federal Government's chief human resources agency and personnel policy manager. OPM provides human resources leadership and support to Federal agencies and helps the Federal workforce achieve their aspirations as they serve the American people. In addition, 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. A 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 warfighters. Additionally, 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/IEE. The Deputy Assistant Secretary for Environment, Safety, and Infrastructure. SAF/IEE is responsible for all DAF built and natural infrastructure matters. This includes the life cycle management of real property interests, real property, and facilities (including utilities) for planning, programming, acquisition, sustainability, utilization, and disposal. To include any associated portfolio management of real property transactions; maintenance, repair, and operation of all facilities, utilities, and land; military construction; privatization of utilities, military family housing, or other facilities or real property improvements; joint military-civil airfield usage; changes in legislative jurisdiction of Air Force Assistant Secretary for Installations, Environment and Energy (SAF/IE), Deputy Assistant Secretary for Installations (SAF/IEI), Deputy Assistant

Secretary for Energy (SAF/IEEN), Deputy Assistant Secretary for Environment, Safety, and Infrastructure (SAF/IEE), 23 HAFMD 1-18 10 JULY 2014 for AF real property; and annexation of installations by municipalities. SAF/IEE, working with AF/A7C, has specially arranged lines of authority to and oversight of the Installations Directorate within the Air Force Civil Engineer Center (AFCEC), a field operating agency of AF/A4/7, which is responsible for executing and managing DAF real property acquisitions and disposals, providing corporate-level portfolio management for DAF property. Except for the AF Environmental Impact Analysis Process (EIAP), SAF/IEE is responsible for all matters pertaining to the DAF environment, safety, occupational health, radiation safety, and radioactive materials management interests. This includes the planning, programming, implementation, operations, management, and interagency/intergovernmental coordination for all DAF programs, projects, and activities subject to environmental, safety, occupational health, radiation safety, and radioactive materials management requirements in the law, regulation, international agreements, executive orders, DoD directives, instructions and policy, DAF policy directives, instructions and policy, and special agreements. SAF/IEE interfaces with outside organizations concerning DAF-wide environment, safety, occupational health, and built/natural infrastructure matters.

SCPD. Standard Core Personnel Documents. A single core personnel document is used for similarly described positions across the DAF and are 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. F&ES SCPDs can be found ([here](#)).

SDE. Senior Developmental Education. SDE programs are strategic-level programs that provide for the deliberate development of senior civilian leaders. These programs offer a more strategic perspective that will prepare senior civilians to lead organizations and programs to achieve results in 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 CDE.

SES. Senior Executive Service. The Senior Executive Service (SES) leads 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 Nation's needs, policies, and goals 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 grounded in the Constitution. Members of the SES serve in the key positions just below the top Presidential appointees. SES members are the prominent 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 federal executive personnel program, providing day-to-day oversight and assistance to agencies to develop, select, and manage their national executives.

SME. Subject Matter Expert. A subject matter expert is an individual with the highest level of expertise in performing a specialized job, task, or skill within an organization.

SMS. Subject Matter Specialist. A subject matter specialist excels in various components within their engineering discipline and advises leadership on the 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 educational 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. A course list is available ([here](#)).

APPENDIX B: F&ES ROLES

ENTERPRISE EXECUTIVE FIRE OFFICERS

Enterprise Strategic and Operational Level F&ES Position descriptions: *Note – These descriptions are not all-inclusive; instead, they give a broad overview of duties and responsibilities

The Air Force Fire Chief – Director of Civil Engineers, Readiness Division. Designated as the Air Force executive agent for all F&ES issues and responsible for conducting risk assessments, assessing significant incidents, and publishing guidance for lessons learned. The Air Force is the executive agent for the DoD F&ES Certification Program (F&ESCP) as required by DoDM 6055.06 ([here](#)) and serves as the service representative on the DoD F&ES Working Group in the development and execution of DoD F&ES policy, programs and initiatives. In addition, they serve as the F&ES lead representative for NATO panel participation and on national committees as appropriate.

Air Force Fire & Emergency Services Career Field Manager – Director of Civil Engineers, Readiness Division. The AF focal point for the designated career field within a functional community. Serves as the primary advocate for military 3E7 firefighters, addressing issues and coordinating operational concerns across various staff. Additionally, provides oversight for career field education and training and corresponds force structure changes for the career field specified in AFH 1, *Airmen*, Chapter 6, and is available ([here](#)).

AFCEC Program Manager/Subject Matter Expert – Responsible for managing focused functional programs and processes. This individual serves as program manager, action officer, and the AF F&ES SME; represents the AF on national, international, and DoD-level committees and panels as appropriate. Provides F&ES program management and functional oversight of the F&ES Division; provides installation mission support implementation guidance for Headquarters AF policy and standards. Supports developing policy and guidance and works with AFIMSC personnel to execute the mission and support AF F&ES organizations. Provides SME functional guidance and technical services to MAJCOMs, AFIMSC, and base F&ES personnel, advocates for resources, and manages major systems, vehicles, and equipment procurement for F&ES. Executes DoD F&ES Certification System; maintains and updates certification course material to meet applicable NFPA Standards, International Fire Service Accreditation Congress and Pro Board Fire Services Professional Qualification System requirements. Execute Firefighting Vehicle Recapitalization Plan (VVRP) with approval of the Vehicle Support Chain Operations Squadron through Air Force Life Cycle Management Center (AFLCMC) Fire Vehicle Program Office. Responsible for developing, maintaining, and managing the Emergency Medical Services Program for all of AF F&ES.

Force Development Manager (FDM) – An individual assigned to the Air Force Civil Engineer Center (AFCEC) oversees all training and career field management aspects of a specific Air Force Civil Engineer specialty.

AFIMSC Detachment Emergency Services Program Managers – The designated SMEs within AFIMSC Detachments for all F&ES-related matters. Serve as the senior F&ES advisor

to detachment commander and Major Command senior leaders. While they should maintain an institutional focus regarding resource deployment and distribution, FM's are responsible for ensuring their specialties are equipped, developed, and sustained to meet the future needs of the total Air Force mission. Interface with Headquarters AF and AFCEC through the F&ES Program Managers and serve as the intermediate-level organization providing Installation and Mission Support oversight and resources to MAJCOMs, DRUs, tenant units, and subordinate organizations. Identifies F&ES deficiencies/trends and distributes findings to AFIMSC Inspector General, MAJCOMs, detachments, and primary subordinate units. Ensures standard application of mission requirements and conducts a gap analysis to identify and evaluate shortfalls in assets, training, and associated funding for required mission execution. Manages, monitors, and advocates budget execution activities and recommendations.

F&ES FLIGHT POSITIONS

Enterprise Tactical Level F&ES Position descriptions: *Note – These descriptions are not exhaustive. Instead, they give a broad overview of duties and responsibilities. For more detail, personnel should refer to individual core position descriptions. In addition, career-building blocks ([Figure 3](#)) are components that assist in joint total force firefighter development at all levels.

Installation Fire Chief (IFC) – The IFC is responsible to the Base Civil Engineer (BCE)/Base Fire Marshall for exercising initiative and judgment in planning, coordinating, and establishing procedures to run and operate the Fire Protection Flight independently within the confines of regulations, directives, NFPA Standards, and similar guidance from higher headquarters. Duties include: plan, organize, and overseeing the execution and activities of the F&ES program.

Deputy Fire Chief (DC) – The DC is responsible to the IFC and fully shares, with the IFC, the overall management and control of the F&ES Flight through Assistant Fire Chiefs; the DC assumes full responsibility for F&ES during the absence of the Fire Chief. Duties include participating in all aspects of the administration and planning of comprehensive fire prevention, firefighting, and rescue programs. Additionally, serves as the incident commander of all-hazard emergency scenes until relieved by the IFC. This position is critical to career progression and professional development and is a vital component of the F&ES CFETP.

Assistant Fire Chief (AC) (Prevention) – The AC for Prevention is responsible to the Executive Fire Officers (IFC & DC). This AC plans, directs, and coordinates all activities of the technical services program, including a comprehensive inspection program of all installation facilities to detect and eliminate hazards in a high fire expectancy area and a base-wide population motivation-training program in fire prevention, education, and risk reduction. Duties include: participating in the administration and planning of a comprehensive fire prevention program at the installation. In addition, manage the Hazard Assessment Inspection Program, Public Fire Prevention and Education Program, Fire Protection Engineering, and Extinguisher Maintenance Program. This is one of the most challenging positions, which prepares the individual for higher levels of responsibility within the F&ES flight through a breadth of experience.

Assistant Fire Chief (AC) (Training) – The AC for Training is responsible to the Executive Fire Officers (IFC & DC). This AC is charged with developing and managing a comprehensive training program of a sufficient magnitude for all functional areas of the F&ES Flight. Duties include: planning, developing/designing, implementation, review, and evaluate the comprehensive fire prevention training, safety, and hazardous material handling programs at the installation. Assign, direct, and review the work of other employees who assist in carrying out program activities. Oversee the development of lesson plans for recurring proficiency training utilizing methods following established guidelines. Prepare monthly, quarterly, semiannual, and annual training schedules for approval. This is a critical position to ensure compliance with all training standards.

Assistant Fire Chief (AC) (Operations) – The AC for Operations is responsible to the Executive Fire Officers (IFC & DC). This AC is charged with managing and controlling an operational shift and supervises all firefighters in fireground situations and the performance of care and maintenance of facilities, apparatus, equipment, and other F&ES resources. Duties include administering and planning comprehensive fire prevention, firefighting, and rescue program of a sufficient magnitude at an installation. Serves as the on-scene commander of all-hazard emergency scenes until relieved by the IFC or DC. This is a critical position to ensure service delivery, compliance, and mission effectiveness.

Assistant Fire Chief (AC) (Health & Safety) – The AC for Health and Safety is responsible for developing and managing a comprehensive Fire Department Occupational Health and Safety Program of a sufficient magnitude for all functional areas of the base F&ES Flight and for providing consultation, direction, and guidance regarding all aspects of Fire Department Occupational Health and Safety.

Station Chief (SC) – The SC is responsible to the AC for Operations. The SC is charged with the oversight and direction of day-to-day operations of a fire station with two or more firefighting companies who drive and operate firefighting vehicles of significant complexity, fight airfield fires and structural fires, perform crash rescue and specialized rescue operations, and assists in reducing and eliminating potential fire hazards. Duties include: providing immediate oversight and direction of daily operations at a fire station for an assigned shift. Directs the operation of specialized firefighting apparatus assigned to the installation and the training of other firefighters on F&ES services, vehicles, equipment, and resources. Supervises the performance of crash rescue and firefighting duties at airfields handling complex aircraft, in addition to the performance of structural firefighting duties for a variety of facilities which may include research and large industrial complexes; hazardous materials (HAZMAT) containment and control duties; and Basic Life Support (BLS) duties.

Fire Inspector – Inspectors are responsible to the AC for Prevention and are one of the department's public “faces.” Inspectors perform fire prevention and inspections designed to detect, reduce, and eliminate fire hazards in a high fire expectancy area; additionally, inspectors develop and conduct extensive fire protection, education, and training programs. Duties include: conducting an information program to elicit support and involvement in fire prevention, detection, and suppression. Performs regular and periodic fire protection inspections for all installation areas where the potential severity and expectancy for fire is high and involves hazards that are difficult to recognize and, once identified, require advanced or innovative methods to reduce or eliminate them.

Lead Firefighter (LFF) – The LFF is responsible to the SC and is one of the first levels of leadership in the F&ES flight. As a Company Fire Officer, they are responsible for a major piece of firefighting equipment and its regularly assigned crew of three or more firefighters engaged in airfield and structural firefighting, rescue operations, and the reduction and elimination of potential fire hazards. Duties include: leading, train, and mentor a crew assigned to staff a major piece of motorized firefighting equipment such as a pumper, aerial ladder truck, or Airport Rescue Fire Fighting (ARFF) vehicle in firefighting and rescue operations. Direct a firefighting crew in the operation of firefighting vehicles and equipment. Additionally, they direct a crew in the performance of crash/rescue and firefighting duties at airfields handling complex aircraft, the performance of structural firefighting duties for various facilities, which may include research and large industrial complexes, and the performance of HAZMAT containment and control and BLS duties.

Driver/Operator (D/O) – The D/O is responsible to the LFF and serves as both Firefighter and D/O assigned to a crew engaged in structural firefighting and rescue operations. The D/O drives and operates firefighting vehicles of significant complexity to respond to the presence or potential releases of HAZMAT, stop or control the release, and perform emergency medical procedures at their certified scope ability. Duties include: driving and operate complex firefighting vehicles, including the operation of pumps, foam systems, and other similar equipment. Additionally, assists in training other firefighters on driving vehicles and operating equipment. Perform structural firefighting duties for various facilities, including large multistoried buildings, industrial areas, and base storage facilities. Perform hazard and risk assessments, and conduct a complete incident analysis.

Firefighter (FF) – The FF is responsible to a LFF and serves assigned to a crew engaged in airfield and structural firefighting and crash-rescue operations and assists in reducing and eliminating potential fire hazards. FFs are accountable for the readiness of assigned equipment, personal protective equipment (PPE), and other related activities. Duties include: performing crash-rescue and firefighting duties involving air traffic or support operations where hazardous conditions are such that the expectancy for fire is high and the potential for becoming destructive is great. Perform structural firefighting duties for various facilities, including research and large industrial complexes, and as a crewmember, participate in controlling and extinguishing fires by operating hoses, ladders, and hydrants. Participate in regular training and exercises. Performs hazardous materials response actions. Perform a rescue of personnel and a variety of first aid measures to alleviate further injury, perform cardiopulmonary resuscitation (CPR), and provide other appropriate assistance within their certified scope of ability (i.e., EMR, EMT, AEMT, NRP), and prepare the victim(s) for transport to a medical facility.

**Scope of service determinations will identify specific services rendered at each functional level within the flight.

APPENDIX C: TECHNICAL REQUIREMENTS

Table 2. F&ES Proficiency and Certification Requirements.

Proficiency Code Key		
	Scale Value	Definition: The individual
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the tasks. (Extremely Limited)
	2	Can do most parts of the task. Needs only help on the most complex parts. (Partially Proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly Proficient)
Task Knowledge Levels	a	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step-by-step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating Principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced Theory)
Subject Knowledge Levels	A	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify the relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and conclude the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)

1. Tasks, Knowledge, and Technical References	2. Core Tasks	4. Proficiency Codes Used To Indicate Training / Information Provided Via DL and Course			
	Core Cert^	A	B	C	D
		GS-4/5/6	GS-7/8	GS-9/10/11	GS-11/12/13
1. Civil Engineer (CE) Common Core Concepts Courses					
2. Identify Information in Fire Protection Publications					
TR: NFPA Publications, IFSTA Manuals, other commercial publications, and applicable OSHA Regulations					
2.1. Federal Agency Pubs					
2.1.1. DoDI 6055.06, DoD Fire and Emergency Services (F&ES) Program	B	A	A	B	
2.1.2. DoDM 6055.06, DoD Fire and Emergency Services Certification Program	B	A	A	B	

2.1.3. DoD Fire & Emergency Services Certification Program Procedural Guide	B		A	C	
2.2. Technical Orders					
2.2.1. T.O. 00-25-172, Ground Servicing of Aircraft and Static Grounding/Bonding	B	A	A	C	
2.2.3. T.O. 35E1-2-13-1, Operation and Maintenance Instructions Aircraft Fire Training Facility	B		A	C	
2.3. Standard AF Pubs					
2.3.1. AFD 32-20, Fire Emergency Services	B	A	A	B	
2.3.2. AFMS 44F100, Fire Emergency Services Flight Air Force Manpower Standard	B		A	B	
2.3.3. DAFI 32-2001, Fire Emergency Services (F&ES) Program	B	A	A	C	
2.3.4. WMP, War Mobilization Plan	B*		A	B	
2.3.6. AFI 90-201, The Air Force Inspection System	B		A	B	
2.3.7. AFI 10-2501, Air Force Emergency Management (EM) Program Planning and Operations	B		A	B	
2.3.8. AFMAN 10-2502, Air Force Incident Management System (AFIMS) Standards and Procedures	B		A	B	
2.3.9. AFI 10-210 chapters, Prime Base Engineer Emergency Force (BEEF) Program	B		A	B	
2.3.10. DAFMAN 91-203, Air Force Consolidated Occupational Safety Instruction	B		A	C	
2.3.14. Allowance Source Code 010, AFVEHICLES	B		A	B	

2.3.15. Allowance Source Code 490, CESFIREPRTEC	B		A	B	
2.4. Commercial Pubs					
2.4.1. NFPA Standards	B	A	A	B	
2.4.2. OSHA Laws and Regulations	B		A	C	
2.4.3. Unified Facilities Criteria (UFC)	B		A	C	
3. Emergency Medical Services					
TR: DOT National Standard Curriculum, American Heart Association					
3.1. Cardiopulmonary Resuscitation (CPR)					
4. Firefighter I					
TR: NFPA 1001, Current Edition, Chapter 4 & 5, IFSTA Manuals and applicable Commercial Publications					
5. Firefighter II					
TR: NFPA 1001, Current Edition, IFSTA Manuals, and applicable Commercial Publications					
6. Airport Firefighter					
TR: NFPA 1003, Current Edition, IFSTA Manuals, and applicable Commercial Publications					
7. Hazardous Materials Awareness & Operations with MSC Product Control/PPE					
TR: NFPA 470/1072, Current Edition, Awareness, Ops-Core, Ops w/ PPE and PC, and the current edition of the Emergency Response Guidebook					
8. Rookie Firefighter Development Program					
TR: NFPA Publications, IFSTA Manuals, other commercial publications, applicable OSHA Regulations, and Installation Standard Operating Procedures					
9. Driver / Operator - Core					
TR: NFPA 1002, Current Edition, IFSTA Manuals, and applicable Commercial Publications					
10. Driver / Operator Pumper					
TR: NFPA 1002, Current Edition, IFSTA Manuals, and applicable Commercial Publications					
11. Driver/Operator – Airport Rescue Fire Fighting (ARFF)					
TR: NFPA 1002, Current Edition, IFSTA Manuals, and applicable Commercial Publications					
12. Driver/Operator - Mobile Water Supply (MWS)					

TR: NFPA 1002, Current Edition, Chapters 4 & 10, IFSTA Manuals, & applicable Commercial Publications
13. Fire Officer I
TR: NFPA 1021, Current Edition, IFSTA Manuals, and applicable Commercial Publications
14. Fire Inspector I
TR: NFPA 1031, Current Edition, IFSTA Manuals, and applicable Commercial Publications
15. Fire Instructor I
TR: NFPA 1041, Current Edition, IFSTA Manuals, and applicable Commercial Publications
16. Company Officer Development Program
TR: NFPA Publications, IFSTA Manuals, other commercial publications, applicable OSHA Regulations, and Installation
17. HazMat Technician
TR: NFPA 470/1072, Current Edition; NFPA 1561, Current Edition, and the current edition of the Emergency Response Guidebook
18. Hazardous Materials Incident Commander
TR: NFPA 470/1072, Current Edition, and Current edition of the Emergency Response Guidebook
19. Fire Instructor II
TR: NFPA 1041, Current Edition, IFSTA Manuals, and applicable Commercial Publication
20. Fire Instructor III
TR: NFPA 1041, Current Edition, IFSTA Manuals, and applicable Commercial Publications
21. Fire Inspector II
TR: NFPA 1031, Current Edition, IFSTA Manuals, and applicable Commercial Publications
22. Fire Inspector III
TR: NFPA 1031, Current Edition, IFSTA Manuals, and applicable Commercial Publications
23. Fire Officer II
TR: NFPA 1021, Current Edition, IFSTA Manuals, and applicable Commercial Publications
24. Fire Officer III
TR: NFPA 1021, Current Edition, IFSTA Manuals, and applicable Commercial Publications
25. Health and Safety Officer

TR: NFPA 1521, Current Edition, IFSTA Manuals, and applicable Commercial Publications
26. Incident Safety Officer
TR: NFPA 1521, Current Edition, IFSTA Manuals, and applicable Commercial Publications
27. Rescue Technician
TR: NFPA 1006, Current Edition, IFSTA Manuals, and applicable Commercial Publications
28. Rope Rescue
28.1. Level I General Requirements
28.2. Level II General Requirements
29. Confined Space Rescue
TR: NFPA 1006, Current Edition, IFSTA Manuals, and applicable Commercial Publications
30. Fire Officer IV
TR: NFPA 1021, Current Edition, IFSTA Manuals, and applicable Commercial Publications

Table 3. Professional Development & Position Requirements.

PROFESSIONAL DEVELOPMENT								
Fire protection personnel are required certifications as indicated with an "X" to meet typical Duty/Skill level requirements. In addition, personnel may complete certifications identified with a "Y" for professional development or in preparation to fill one duty position higher than the typical duty positions for each grade. Finally, "L" indicates a required certification based on installation mission requirements.								
Civilian CDE/PME Recommendations								
Level	GS 3-6	GS 6/7	GS 8/9	GS 9/10	GS 10/11	GS 11/12	GS 12/13	GS 13/14
Airman Leadership School	Y	Y	Y	Y				
NCO Academy			Y	Y				
Academic / Fellowships			Y	Y	Y	Y	Y	Y
Basic Development Education (BDE) - Squadron Officer School (SOS)*				Y	Y	Y	Y	
SNCO Distance Learning						Y		
SNCO Academy						Y		
Leadership Seminars		Y	Y	Y	Y	Y	Y	Y
Intermediate Development Education (IDE) - Multiple Options						Y	Y	Y
Air Command and Staff College (ACSC)*						Y	Y	
AFIT 427 (FES Flight Superintendent Course)				Y	Y	Y		
AFIT 527 (Fire Chiefs Course)						Y	Y	
AFIT 570 (CE Superintendent Course)						Y	Y	
Senior Development Education (SDE) - Multiple Options								
Air War College (AWC)							Y	Y
Civilian Strategic Leadership Course (CSLP)							Y	Y
Basic Firefighter Requirements								
Level	GS 3-6	GS 6/7	GS 8/9	GS 9/10	GS 10/11	GS 11/12	GS 12/13	GS 13/14
Fire Fighter I	X	X	X	X	X	X	X	X
Fire Fighter II	X	X	X	X	X	X	X	X
Airport Fire Fighter (Installations with a flying mission.)	X	X	X	X	X	X	X	X
Hazardous Materials Awareness	X	X	X	X	X	X	X	X
Hazardous Materials Operations	X	X	X	X	X	X	X	X
Cardiopulmonary Resuscitation (CPR)	X	X	X	X	X	X	X	X
National Registry Emergency Medical Responder (EMR) w/ 2yr Recertification; EMT, AEMT, Paramedic as required by AHJ (EMR not required for Assistant Fire Chief through Installation Fire Chief)	X	X	X	X	X	X/Y	X/Y	X/Y

Driver Operator Requirements								
Level	GS 3-6	GS 6/7	GS 8/9	GS 9/10	GS 10/11	GS 11/12	GS 12/13	GS 13/14
Apparatus Driver/Operator Pumper (Min w/o Flying Mission)		X	X	X	X	Y	Y	Y
Apparatus Driver/Operator Mobile Water Supply		X	X	X	X	Y	Y	Y
Apparatus Driver/Operator ARFF (Min w/o Structural Mission)		Y/L	Y/L	Y/L	Y/L	Y/L	Y/L	Y/L
Apparatus Driver/Operator Aerial		X	X	X	X	Y	Y	Y
Miscellaneous Requirements								
Level	GS 3-6	GS 6/7	GS 8/9	GS 9/10	GS 10/11	GS 11/12	GS 12/13	GS 13/14
NIMS 100, 200, 700, and 800 Courses or AERO	X	X	X	X	X	X	X	X
Munitions Firefighting w 2-yr Recertification		X	X	X	X	X	X	X
Telecommunicator I/II		Y	X	X	X	X	X	X
Hazardous Materials Technician		Y/L	Y/L	Y	Y	Y	Y	Y
Lead Firefighter Requirements								
Level	GS 3-6	GS 6/7	GS 8/9	GS 9/10	GS 10/11	GS 11/12	GS 12/13	GS 13/14
Fire Officer I		Y	X	X	X	X	X	X
Fire Instructor I		Y	X	X	X	X	X	X
Fire Inspector I		Y	X	X	X	X	X	X
Incident Safety Officer		Y	X	X	X	X	X	X
Hazardous Materials Incident Commander		Y	X	X	X	X	X	X
Station Chief Requirements								
Level	GS 3-6	GS 6/7	GS 8/9	GS 9/10	GS 10/11	GS 11/12	GS 12/13	GS 13/14
Fire Officer II		Y	X	X	X	X	X	X
Fire Instructor I		Y	X	X	X	X	X	X
Fire Inspector I			Y	X	X	X	X	X
Hazardous Materials Incident Commander			Y	X	X	X	X	X

Assistant Chief Requirements								
Level	GS 3-6	GS 6/7	GS 8/9	GS 9/10	GS 10/11	GS 11/12	GS 12/13	GS 13/14
Fire Officer III			Y	X	X	X	X	X
Fire Instructor III				Y	X	X	X	X
Fire Inspector III				Y	L	L	L	L
Health and Safety Officer				Y	L	L	L	L
Plans Examiner I				Y	L	L	L	L
ICS 300/400 Course			Y	X	X	X	X	X
Chief Officer Requirements								
Level	GS 3-6	GS 6/7	GS 8/9	GS 9/10	GS 10/11	GS 11/12	GS 12/13	GS 13/14
Fire Officer IV				Y	X	X	X	X
Highly Recommended Requirements								
Level	GS 3-6	GS 6/7	GS 8/9	GS 9/10	GS 10/11	GS 11/12	GS 12/13	GS 13/14
Associate Degree	Y	Y	Y	Y	Y	Y	Y	Y
Bachelor's Degree	Y	Y	Y	Y	Y	Y	Y	Y
Master's Degree			Y	Y	Y	Y	Y	Y
Emergency Management EOC Director Course (MLMDC813)				Y	Y	Y	Y	Y
National Fire Academy Executive Fire Officer Course (EFO)			Y	Y	Y	Y	Y	
National Fire Academy Courses	Y	Y	Y	Y	Y	Y	Y	Y
Professional Credentialing (FO, FM, TAP, IC, CFO, CTO, CEMSO)		Y	Y	Y	Y	Y	Y	Y
As directed by the Installation Fire Chief								
Level	GS 3-6	GS 6/7	GS 8/9	GS 9/10	GS 10/11	GS 11/12	GS 12/13	GS 13/14
Hazardous Materials Officer			L	L	L	L	L	
Hazardous Materials Safety Officer			L	L	L	L	L	
Rope Rescue I/II			L	L	L	L	L	
Confined Space Rescue I/II		L	L	L	L	L	L	
Telecommunicator I and II		L	L	L	L	L	L	
Wildland Firefighter I (NWCG)		L	L	L	L	L	L	
Wildland Firefighter II (NWCG)	L	L	L	L	L	L	L	
Plans Examiner I		L	L	L	L	L	L	

Fire and Life Safety Educator I		Y	Y	Y	Y	Y	Y	
Fire and Life Safety Educator II			Y	Y	Y	Y	Y	
Marine Firefighter			L	L	L	L	L	
National Registry Emergency Medical Technician (NREMT)	L	L	L	L	L	L	L	
National Registry Advanced Emergency Medical Technician (NRAEMT)	L	L	L	L	L	L	L	
National Registry Paramedic (NRP)			L	L	L	L	L	
Certifications and Core Grade Requirements. Knowledge and practical experience in each grade and duty position and timely certification progression from the firefighter to fire chief levels play an essential role in the Air Force's ability to accomplish its mission. Firefighters must have adequate time in each duty position with appropriate certifications to gain job experience before progressing to the next level of certification. The guidance provided in this chart will ensure individuals receive viable training at proper points in their careers.		Y	L	L	L	L	L	

MAJCOM Unique Training Courses:

- Spacelift Firefighting Course (AFSPC)
- Intercontinental Ballistic Missile (ICBM) Firefighting Course (AFGSC)
- KC-46 Firefighting Training (AMC)

APPENDIX D: INDIVIDUAL DEVELOPMENT PLAN EXAMPLE

Figure 5. Air Force Individual Development Plan:

<https://usaf.dps.mil/sites/AFSOC-A1/A1D/CivilianDevelopment/IDP/SitePages/Home.aspx>

DEPARTMENT OF THE AIR FORCE INDIVIDUAL DEVELOPMENT PLAN		
PART A - EMPLOYEE PERSONAL DATA		
NAME (Last, First, MI) <input style="width: 95%;" type="text"/>	ORGANIZATION <input style="width: 95%;" type="text"/>	POSITION TITLE <input style="width: 95%;" type="text"/>
POSITION TYPE <input type="checkbox"/> a. NON-SUPERVISORY <input type="checkbox"/> b. SUPERVISORY	SERIES AND GRADE <input style="width: 95%;" type="text"/>	OFFICE TELEPHONE NO. <input style="width: 95%;" type="text"/>
SOCIAL SECURITY NO. <input style="width: 95%;" type="text"/>	DATE OF BIRTH <input style="width: 95%;" type="text"/>	
PART B - CAREER GOALS		
SHORT RANGE CAREER GOALS (State career goals for the next one to two years. Specify position titles and grade (if appropriate) or subject.) <div style="border: 1px solid black; height: 50px; margin-top: 5px;"></div>		
LONG RANGE CAREER GOALS (State career goals for the next three to five years. Specify position titles and grade (if appropriate) or subject.) <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>		
NAME (Last, First, MI) <input style="width: 95%;" type="text"/>		DATE PREPARED <input style="width: 95%;" type="text"/>
PART C - DEVELOPMENTAL OBJECTIVES AND PLANNED DEVELOPMENTAL ACTIVITIES TO MEET OBJECTIVES		
<small>To construct meaningful DEVELOPMENTAL OBJECTIVES consider the work assignments and projects the employee has undertaken and will be expected to undertake. What does previous performance indicate? What are the knowledge, skill, and abilities the employee needs to acquire? What does the employee need to learn to keep abreast of changes in the career field and in the organization? What knowledge, skills, and abilities will enhance the individual's abilities to deal with these changes? From the answers to these questions, develop action statements that delineate in specific terms the areas of competence the employee needs to acquire (i.e., increase knowledge of cyber intelligence through research and participation in the cyber analyst working group). Once specific objectives are stated different DEVELOPMENTAL ACTIVITIES may be considered to achieve these objectives. For additional information please visit the DCIPS SharePoint site to review DCIPS IDP policy guidance, annual training plan, IDP training modules and fact sheet.</small>		
DEVELOPMENTAL OBJECTIVES <small>(State the goal to be derived from the developmental activity or activities in as specific terms as possible. What knowledge, skills or abilities (KSAs) need to be obtained immediately to meet current objectives or to make performance more effective in the present position. Or identify specific areas in which the employee will need to gain competence in order to achieve the short or long range goals stated above. The Developmental Objectives should be stated in the order of priority.)</small>	DEVELOPMENTAL ACTIVITY OR ASSIGNMENT <small>(This may include On-the-job Training, Rotational Assignments, Developmental Projects, Self-Study Programs, Formal Training Programs, Correspondence Courses, or Professional Conferences or Seminars.)</small>	PROPOSED SCHEDULE & ACTION TAKEN <small>(Developmental activity by quarter that reflects priority of immediate and long range needs. List actual action taken and date of completion.)</small>

NAME (Last, First, MI)

DATE PREPARED

PART D - SIGNIFICANT PRIOR TRAINING AND DEVELOPMENT RELATED TO THE DEVELOPMENTAL OBJECTIVES

(Include government sponsored and self-development programs, activities, or academic programs. If additional space is needed, attach additional page.)

NAME OF COURSE

NAME OF TRAINING CENTER

DATE OF COMPLETION

NAME (Last, First, MI)

DATE PREPARED

IF NO CAREER DEVELOPMENT IS DESIRED OR NEEDED AT THIS TIME, PLEASE STATE SPECIFIC REASONS WHY?

(Space may also be used for comments on how the IDP is to be implemented. For example, if a specific progression or developmental activities are critical it should be stated here.)

PART E - CONCURRENCE AND APPROVAL

EMPLOYEE

SIGNATURE

DATE SIGNED

REVIEWING OFFICIAL

SIGNATURE

DATE SIGNED

RATING OFFICIAL

TYPE OR PRINTED NAME (Last, First, MI)

TELEPHONE NUMBER

POSITION TITLE

DATE SIGNED

APPENDIX E: TRAINING COURSES AND RESOURCE INDEX

Introduction to Training Course and Resource Index

This section includes a list of formal training opportunities for firefighters as they progress through their careers. It is expected that F&ES firefighters will continue learning in their field. This index is not all-inclusive and is a general guide to assist firefighters in achieving career goals. A more comprehensive list of courses can be found through MyPers, which links to AFIT, DAU, and MyVector, containing course catalogs for their various programs. Additional sources include professional organizations. Firefighters can use the IDP in Appendix C or MyVector to establish goals and training required to achieve those goals. The IDP should be a living document that you revise as you advance in your career or change short/long-range goals. Course availability at the DoD Fire Academy and the CDE Portfolio changes annually and should be reviewed for currency when developing an IDP or when annual updates are made.



AY23 CDE Portfolio

Basic Developmental Education (BDE)	Intermediate Developmental Education (IDE)	Senior Developmental Education (SDE)	Academic / Fellowships	Leadership Seminars / Short Courses
Squadron Officers School (SOS) GS 9-12 D	Air Command & Staff College (ACSC) In Residence GS 12-13	Air War College (AWC) GS 14-15	AF Legislative Fellows (LEGIS) GS 12-14	Civilian Leadership Course (CLC) GS 14-15 D
	ACSC On-Line Master's Program (ACSC-OLMP) GS 12-14 D	Air War College - West Space Seminar (AWC-WSS) GS 14-15 ★	AF Nat'L Labs (AF NLTP) GS 12-15	Defense Civilian Emerging Leader Course (DCELP) GS 7-11 D
	ACSC - Schriever Space Scholars (ACSC-SSS) GS 12-13 ★	College of Info & Cyberspace (CIC) GS 14-15	Bachelor's Degree GS 7-15 ★	Enterprise Leadership Seminar (ELS) GS 15
	ACSC School of Advanced Nuclear Deterrence Studies (SANDS) GS 12-13	Defense Senior Leader Development Program (DSLDP) GS 14-15	Civilian Associate's Degree Program (CADP) All grades GS & FWS D	Enterprise Perspective Seminar (EPS) GS 15
	ACSC + School of Advanced Air and Space Studies (SAASS), GS 13 only ★	Eisenhower School, Nat'l Security & Resource Strategy (ES) GS 14-15	Education w/ Industry (EWI) GS 11-13 D	Excellence in Government (EIG) GS 14-15
D DT-approved		Eisenhower School, Nat'l Security & Resource Strategy - Senior Acquisition Course (ES SAC) GS 14-15	Master's (In-Residence, Accredited University) GS 12-15	Executive Leadership Development Program (ELDP) GS 12-13
★ New in AY22		National War College (NWC) GS 14-15	Master's (AFIT) GS 12-15	Leading Change & Innovation (LCI) GS 15 D
 Open to tactical-level employees			President's Management Council - Interagency Rotation Program (PMC-IRP) GS 13 ★	Leading Effectively Through Change (LETC) GS 14-15 D
Total quotas for AY22 = 2084			RAND Fellowship GS 14-15	Leading Strategically (LS) GS 15
			White House Leadership Development Program (WHLDP) GS 15	Leading With Impact (LWI) GS 12-13 D
				Nat'l & International Security Leadership Seminar (NISLS) GS 15 D
				AF Organizational Leader Course (OLC) GS 11 D
				Upgrading your Executive Leadership Approach (UEL) GS 15 D



Agile, Innovative, and Responsive...Fueling the Fight!

1

Figure 6. Example Civilian Development Education Portfolio.

Table 4. Civilian Development & Education.

** - Requires a BA/BS for course attendance.

Junior PME: Basic Development Education (BDE)	
Course Title	Description
Airmen Leadership School (ALS)	ALS is a primary level in-resident force development opportunity that meets all enlisted PME requirements beginning at the 3-year time in service mark.
Noncommissioned Officer Academy (NCOA)	NCOA is a primary level in-resident force development opportunity for E-6s, which would apply to GS-0081s in grades 8 through 10.
F&ES 7-Level Capstone Course	F&ES 7-Level Capstone tests and validates the acquired skills of eligible firefighters and NCOs that have been learned through CDCs and the enterprise Company Officer Book. The course is designed to allow individual and group application of learned knowledge, skills, and abilities required to be an effective 7-Level firefighter.
Squadron Officer School (SOS)**	The SOS in-residence program is a 5-week education experience for AF officers and civilians. The course is designed to help develop solution-minded, bold, and courageous Airmen ready to overcome today's and tomorrow's challenges. SOS is also available via distance learning.
Intermediate PME: Intermediate Development Education (IDE)	
Course Title	Description
Senior NCO Academy	SNCOA is an intermediate and senior-level in-resident force development opportunity required for promotion to E-8, which would apply to GS-0081s in grades 9 through 11.
Air Command and Staff College (ACSC)**	The ACSC in-Residence program aims to educate mid-career officers and civilians in developing, leading, advancing, and applying air and space power across the spectrum of service, joint, and combined military operations. ACSC facilitates students' air, space, and cyber-minded thinking and develops and enhances their abilities for higher-level command and staff responsibilities. It enhances students' ability to think critically about operational air, space, and cyber concepts in a dynamic international environment while broadening students' understanding of conflict and current and future threats to the United States and its allies. It develops and enhances students' abilities to plan and execute the joint campaign planning process and air, space, and cyber operations to support the joint force commander. ACSC Online Master's Program (OLMP) is also available via distance learning.
Senior PME: Senior Development Education (SDE)	
Course Title	Description
Air War College (AWC)**	AWC focuses on military strategy/employment of air and space forces, including joint operations supporting national security. AWC is also available via distance learning.
National War College (NWC)**	The National War College (NWC) is part of the National Defense University (NDU). Its mission is to educate future leaders of the Armed Forces, Department of State, and other civilian agencies on high-level policy, command, and staff responsibilities by conducting a senior-level course of study in national security strategy. The NWC program is designed to expand and enhance students' ability to analyze national security issues and, where security challenges exist, develop appropriate national security strategies-strategies that integrate all the elements of national power. The 10-month curriculum addresses the fundamentals of thinking strategically, the elements and instruments of national power, the theory and practice of war, the domestic and international context of national security strategy, and contemporary military strategy.

Civilian Strategic Leader Program (CSLP)	The Civilian Strategic Leader Program (CSLP) is the Air Force's civilian enterprise-level development program. It is designed to provide selected GS-13s through GS-15s and equivalent with a leadership opportunity to complement their functional expertise.
Office of Personnel Management (OPM)	
Course Title	Description
Leadership Development Training	OPM's Center for Leadership Development (CLD) is dedicated to transforming leaders to serve the Federal government better. We offer educational programs built on the ECQs for every career stage. As the government-designated provider of agency, interagency, and tri-sector leadership development, we offer government-to-government academic courses, certificate programs, tailored solutions, and technology systems by USALearning to respond to your immediate challenges and emerging needs.
Academic / Fellowship	<p>1) Civilian Academic Degree Program. A corporate human capital tool providing measurable individual and organizational results to address current and future unique force shaping and development issues and priorities.</p> <p>2) Air Force Fellows Program is a diverse collection of fellowships designed to develop leadership and broaden perspectives through observation and interaction with senior Department of Defense, legislative, political, and academic leaders making strategy and policy decisions.</p>
Leadership Seminars (Short Courses)	Leadership Seminars and Short Courses include multiple opportunities that target specific leadership competencies, many in a one-week format. In addition, non-OPM Leadership Seminars and Courses are available through the Career Field Team nomination calls and vectoring.
The Air Force Institute of Technology (AFIT)	
Course Title	Description
WMGT 427 – F&ES Flight Chief Course	This course will provide a broad range of educational training in the managerial areas of Resources, Training, Program Management, Personnel Management, Fire Prevention, and Readiness. Students will be required to complete assigned lesson homework/exercise assignments and pass the final examination to graduate from this course. The objective is to comprehend the functional responsibilities of the fire chief position and stress the relationship of the flight as a member of the base Civil Engineer team. In addition, it provides processes, principles, and techniques to manage the Fire Emergency Services Flight effectively.
WMGT 527 – F&ES Fire Chief Course	This course will provide a broad range of educational training in the strategic development of Labor & Civilian Relations, Base Level Strategic Planning, Foundational Doctrine, Military Specific Readiness Programs, and Enterprise Lessons Learned. Students will be required to complete assigned lesson homework/exercise assignments and pass the final examination to graduate from this course. The objective is to become confident in the Fire Chief position's requirements and stress the flight's relationship as a base Civil Engineer team member. Additionally, provide the processes, principles, and techniques to effectively manage and lead the Fire & Emergency Services Flight.
WMG 570 – Civil Engineer Superintendent	<p>Students will learn a broad range of CE-related knowledge and processes, including doctrine, mission, history, organizational structure, assignments, workforce, resources, flight responsibilities, training, deployments, military/civilian personnel, and leadership perspectives. The objective is to enhance each student's knowledge of Civil Engineer and related processes to prepare future CE superintendents better. Additionally, to introduce managing multiple CE personnel (mil & civ) and better understand the working relationship between flights, career fields, AFCEC, MAJCOMs, AFIMSC, and Air Staff personnel.</p> <p>*Completing this course is "mandatory" for all active-duty CE SMSgts.</p>

APPENDIX F: MENTAL HEALTH INFORMATION & RESOURCE INDEX

Additional Mental Health Information and Resource Index

Swift and accurate identification of firefighter mental health issues and effectively addressing underlying factors are critical to successfully caring for all our Fire Family members. The responsibility for achieving a heightened ability to meet firefighter mental health needs is not placed on any one position or person. Instead, it is holistic, requiring each firefighter to share an equal burden of identification, intervention, and support regardless of position. Trust, respect, courage, honesty, and compassion are all crucial qualities we must show each other to establish and maintain individual and group relationships necessary to combat firefighters' declining or troublesome mental health.

This section includes a few of the many resources available to firefighters when dealing with mental health concerns themselves or supporting another firefighter in attaining a stable mental platform. This index is not all-inclusive and is a general guide to assist firefighters in positively addressing mental health. A more comprehensive list of information and resources can be found in the **AF F&ES “Ready Firefighter Program.”**

Table 5. Firefighter Resources.

Mental and Behavioral Health Resources		
Resource	Link	Description
Defense Suicide Prevention Office	www.dsppo.mil	Toolbox of information for holistic suicide prevention, intervention, and postvention using various medical and non-medical resources.
Veterans Crisis Line	https://www.veteranscrisisline.net/	24/7 free, confidential support 365 days a year. Connect with a real person qualified to support Veterans. The Veterans Crisis Line serves Veterans, service members, National Guard and Reserve members, and those who support them.
Crisis Text Line	https://www.crisistextline.org/	Text HOME to 741741 from anywhere in the United States, anytime. Crisis Text Line is here for any crisis. A live, trained Crisis Counselor receives the text and responds from our secure online platform. The volunteer Crisis Counselor will help you move from a hot moment to a cool moment.
Local Mental Health	Installation Employee Assistance Program (EAP)	The local Mental Health Clinic is available to assist firefighters and family members in need of behavioral or mental health treatment and provide substance abuse services.
Airman Family Readiness Center	Installation Employee Assistance Program (EAP)	Opportunity to bring in, or link to, additional resources to help in many areas.
Chaplain Corps	Installation Employee Assistance Program (EAP)	Chaplains and Aids provide a confidential counseling service for religious and non-religious members. In addition, chaplains can recommend a wide variety of resources to assist firefighters.

Everyone Goes Home	https://www.everyonegoeshome.com/16-initiatives/13-psychological-support/	An overview of #13 Psychological Support of the 16 Firefighter Life Safety Initiatives. This resource descriptively discusses the approach and creating resources for firefighters and their families.
Pocket Peer	http://www.pocketpeer.org/	Sponsored by the Center for Firefighter Behavioral Health, Pocket Peer brings behavioral health resources and education to firefighters and their families.
Firefighter Behavioral Health Alliance (FFBHA)	https://www.ffbha.org/	The mission of the Firefighter Behavioral Health Alliance is to collaborate, develop and implement behavioral health awareness, prevention, intervention, and post-crisis strategies to provide firefighters with an easily accessible and confidential source of information.
International Association of Fire Fighters (IAFF) Behavioral Health Program	https://www.iaff.org/behavioral-health/	The IAFF develops resources and courses designed to educate and support members on behavioral health concerns. This link and resources are a conduit to access additional IAFF-sponsored courses.
National Suicide Prevention Lifeline	https://suicidepreventionlifeline.org/ or 1-800-273-TALK (8255)	The National Suicide Prevention Lifeline is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week in the United States. They are committed to improving crisis services and suicide prevention by empowering individuals, advancing professional best practices, and building awareness. Lists additional resources on their website.
Federation of Fire Chaplains (FFC)	https://ffc.wildapricot.org/	The mission of the Federation of Fire Chaplains is to bring together persons interested in providing an effective Chaplain Service: to give aid, comfort, and help to firefighters and their families; to work toward the betterment of all areas of the fire and emergency service.
Counseling Services for Firefighters (CSFF)	http://csff.info/	CSFF provides helpful resources to the Country's heroes and is proud to be working to provide links and information for American Addiction Centers across the US in bringing together training and awareness of behavioral health issues within the fire service community.
Military One Source	https://www.militaryonesource.mil/	Military One Source is a 24/7 gateway to trusted information, resources, and confidential help. It is a "first line of support," giving service members and military families tools to stay well and thrive.
Next Rung	https://www.nextrung.org/	Next Rung exists to positively impact the lives of firefighters and first responders and providing quality resources to help combat mental health issues that plague our profession. Next Rung WANTS TO HELP YOU!