

FEDERAL  
ACQUISITION  
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**2012 Acquisition Workforce Competency  
Survey (AWCS)  
Results Report**

**December 2012**



## Table of Contents

I. Executive Summary .....	1
II. Introduction .....	3
III. Survey Structure and Methodology.....	4
IV. Survey Demographics .....	6
V. Technical Competencies and Aligned Skills .....	11
A. Federal Acquisition Certification (FAC) – Contracting Professionals .....	12
B. Federal Acquisition Certification (FAC) – Contracting Officer’s Representatives .....	24
C. Federal Acquisition Certification (FAC) – Program and Project Managers .....	36
VI. Business Competencies .....	47
VII. Training Environment .....	51
VIII. Conclusion.....	59
IX. Appendix A: Acquisition Workforce Competency Survey (AWCS) .....	62

## I. Executive Summary

The Acquisition Workforce Competency Survey Report summarizes the results of the 2012 Acquisition Workforce Competency Survey (AWCS) administered by the Federal Acquisition Institute (FAI) to civilian agency acquisition workforce members in collaboration with the Office of Federal Procurement Policy (OFPP), the Chief Acquisition Officers Council (CAOC) and the Office of Personnel Management (OPM).

Conducted biannually, the purpose of the AWCS is twofold:

1. Identify and prioritize the developmental needs of the Federal civilian acquisition workforce, defined as acquisition professionals in the three Federal Acquisition Certification (FAC) program areas: contracting professionals (FAC-C), Contracting Officer's Representatives (FAC-COR) and Program and Project Managers (FAC-PPM). (Note: The Department of Defense was not included in the 2012 AWCS survey sample); and
2. Inform the allocation of resources to enhance acquisition-related developmental opportunities.

A skilled and knowledgeable acquisition workforce is essential for efficient and effective government operations, as well as the stewardship of taxpayer dollars. The Performance and Management Section of the President's FY2013 Budget Submission emphasizes the importance of "developing a well-trained acquisition workforce" by undertaking "the human capital planning and actions needed to improve Federal contracting<sup>1</sup>."

The Administration's focus on acquisition workforce development will allow the Federal Government to address the challenges identified in the U.S. Government Accountability Office's High Risk list, which states that, "the shortage of trained acquisition personnel impedes the capacity and capability of agencies to oversee and manage contracts that have become more expensive and increasingly complex<sup>2</sup>."

### 2012 AWCS Highlights

- A dramatic increase in the number of survey participants:
  - 9,791 acquisition professionals from 47 civilian departments and agencies completed the survey
  - This is an increase of 42% over the 6,907 participants that completed the survey in 2010
- An expanded number of competencies within the FAC program areas, yielding a more detailed understanding of the strengths and opportunities for developing this critical workforce.
- Evidence of a strong relationship between time spent and technical proficiency within each FAC program area.
- Trend analysis identifying declining proficiencies within certain competencies dating back to 2008.
- When compared with previous survey samples, a greater percentage of individuals in the 2012 sample with limited Federal acquisition experience (*i.e.*, 1-3 years of experience). Also, a slightly

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<sup>1</sup> [President's FY2013 Performance and Management Section of the Budget Submission](#)

<sup>2</sup> [U.S. Government Accountability Office's High Risk List](#)

lower percentage of acquisition professionals in 2012 with significant acquisition experience (*i.e.*, greater than 20 years of experience).

### 2012 AWCS Sample Demographics

- 3,809 contracting professionals, 4,148 Contracting Officer's Representatives (CORs), and 2,764 Program and Project Managers (P/PMs) responded to the 2012 AWCS Survey. These program areas make up 36%, 38%, and 26% of the sample, respectively (Note: Some survey respondents belong to more than one program area.)
- In their respective FAC program areas, 1,741 respondents (18%) are working toward a Level 1 certification, but have not yet obtained it; 1,936 respondents (20%) have a Level 1 certification; 3,833 respondents (39%) have a Level 2 certification; and 2,281 respondents (23%) have a Level 3 certification.
- 3,132 respondents (33%) are in the 1102 occupational series; 906 respondents (10%) are in the 343 series; and 586 (6%) are in the 2210 series. The remaining 51% of the sample is spread across a number of different occupational series.
- 614 respondents (6%) have less than one year of Federal acquisition experience; 2,048 respondents (21%) have 1-3 years of Federal acquisition experience; 3,245 respondents (34%) have between 4 and 10 years of Federal acquisition experience, and 3,721 respondents (39%) have over 10 years of Federal acquisition experience. Comparatively, 7% of 2010 AWCS respondents had less than one year of Federal acquisition experience, 17% of 2010 AWCS respondents had 1-3 years of experience, 32% of 2010 AWCS respondents had between 4 and 10 years of Federal acquisition experience, and 43% of 2010 AWCS respondents had over 10 years of Federal acquisition experience.

The 2012 AWCS enables FAI to continue serving as a conduit to developing a skilled acquisition workforce and improving existing acquisition human capital planning activities. In addition, the AWCS allows the acquisition community to make an informed investment in the Federal workforce that spends more than \$500 billion of taxpayer dollars, while maintaining integrity, fairness, competition and openness during the government's acquisition process. In particular, FAI will use 2012 AWCS results to prioritize future training opportunities to fulfill its mission of advocating acquisition workforce excellence through Federal acquisition certification training. FAI will utilize these results to partner with Acquisition Career Managers (ACMs) and agency acquisition leadership to examine more effective ways of incorporating survey data into their annual acquisition human capital planning activities.

## II. Introduction

The mission of the Federal Acquisition Institute (FAI) is to serve as the premier organization and nexus to promote the development of an agile and quality government-wide acquisition workforce. FAI advocates for acquisition workforce excellence through Federal acquisition certification training, career development opportunities, effective tool and technology developments, and acquisition research.

In support of this mission, FAI partnered with the Office of Federal Procurement Policy (OFPP), the Chief Acquisition Officers Council (CAOC) and the Office of Personnel Management (OPM) to administer the 2012 Acquisition Workforce Competency Survey (AWCS) to civilian agency acquisition workforce members. Initially conducted in 2007 as a competency survey for the contracting workforce, the AWCS was expanded in 2008 to include Contracting Officer's Representatives (CORs) and Program and Project Managers (P/PMs). The Department of Defense is not included in these surveys.

Since 2008, the survey has been conducted biannually. Consistent with the previous two iterations, the purpose of the 2012 AWCS is twofold:

1. Identify and prioritize the developmental needs of the Federal civilian acquisition workforce; and
2. Inform the allocation of resources to enhance acquisition-related developmental opportunities.

A skilled and knowledgeable acquisition workforce is essential for efficient and effective government operations, as well as the stewardship of taxpayer dollars. The President's FY2013 Performance and Management Section of the Budget Submission places a strong emphasis on the importance of "developing a well-trained acquisition workforce" by undertaking "the human capital planning and actions needed to improve Federal contracting<sup>3</sup>." The Administration's focus on acquisition workforce development will allow the Federal Government to address the challenges identified in the U.S. Government Accountability Office's High Risk list, which states that, "the shortage of trained acquisition personnel impedes the capacity and capability of agencies to oversee and manage contracts that have become more expensive and increasingly complex<sup>4</sup>."

**"The acquisition workforce is the backbone of our acquisition system. Their skills and good judgment are inextricably tied to our Government's ability to buy needed goods and services and deliver effective results."**

**- Hon. Joseph Jordan,  
Administrator for Federal Procurement Policy**

Statement Before the Committee on Homeland Security and Governmental Affairs,  
United States Senate  
May 9, 2012

Through the 2012 AWCS, FAI continues to serve as a conduit to developing a skilled acquisition workforce and improving existing acquisition human capital planning actions and activities. In addition, the AWCS allows the acquisition community to make an informed investment in the Federal workforce.

<sup>3</sup> [President's FY2013 Performance and Management Section of the Budget Submission](#)

<sup>4</sup> [U.S. Government Accountability Office's High Risk List](#)

### III. Survey Structure and Methodology

The 2012 AWCS was an automated survey hosted on the FAI.gov website<sup>5</sup>. FAI used multiple communication channels to invite participants to complete the survey, including:

- Communications from acquisition workforce management leaders (e.g., Chief Acquisition Officers, Senior Procurement Executives, Acquisition Career Managers) through internal agency distribution networks;
- Federal-wide communications from FAI to members of the acquisition workforce registered in the Federal Acquisition Institute Training Application System (FAITAS);
- Notes from the OFPP Administrator, available online to Federal acquisition employees<sup>6</sup>; and
- Notices on the FAI.gov website.

In total, the survey comprised 5 sections:

1. **Demographics and Program Area Questions:** Questions related to a participant's employment characteristics (e.g., job series, grade), demographics (e.g., age range, education level), and certification status (e.g., program area, certification level).

All participants self-reported either pursuing or holding a certification in one of the three Federal Acquisition Certification (FAC) programs.

2. **Technical Competencies and Aligned Skills:** Questions related to the technical competencies and aligned skills that represent the specialized, civilian acquisition-specific expertise required for successful performance in each FAC program area. Each program area has a unique competency model that provides a consistent framework of technical competencies and aligned skills for performing acquisition-related work within the program area. These competency models were used to populate the technical competencies and aligned skills included in the 2012 AWCS.

Participants completed questions related to a program area if they indicated either currently pursuing a level 1 certification or holding a certification in that area. Participants holding multiple certifications were given the option of completing multiple program area sections of the survey.

All proficiency and time spent data were self-reported by survey participants.

3. **Business Competencies:** Questions related to the foundational competencies that contribute to successful performance across all acquisition professionals (e.g., Attention to Detail, Customer Service). All participants rated their proficiency on each of the business competencies.
4. **Training Environment Questions:** Questions related to elements of a participant's organizational culture that support continued learning and development (e.g., resources for training, supervisory support for training). All participants completed the training environment questions.

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<sup>5</sup> [FAI.gov Website](#)

<sup>6</sup> [Notes from the OFPP Administrator](#)

5. **Supervisory Questions:** Questions related to a supervisor's role in creating and supporting an organizational culture of continued learning and development. Only participants that self-identified as performing in a supervisory role responded to these questions.

As noted in the introduction, the AWCS is conducted on a biannual basis, which allows for historical comparisons between 2012 and previous iterations of the survey (i.e., 2008 and 2010). FAI and OFPP, in collaboration with the Functional Advisory Boards that comprise experienced acquisition professionals in the FAC-C, FAC-COR, and FAC-P/PM program areas, are charged with maintaining the three FAC program area competency models to better reflect the knowledge, skills and abilities required for successful performance by today's acquisition professionals across the civilian agencies. In support of this initiative, each program area competency model was revised prior to the administration of the 2012 survey to allow for a more accurate and comprehensive analysis of the acquisition workforce's strengths and opportunities for growth. As a result, some competencies and aligned skills were assessed for the first time in this iteration of the AWCS, which prevents a historical comparison of proficiency values for some competencies.

As in previous iterations, when administering the AWCS, FAI must contend with the constraint of accurately identifying and tracking members of the civilian acquisition workforce on a Federal-wide level. Through various preventative measures, FAI has made efforts to mitigate the risks associated with this constraint to minimize its influence on the results of the survey. Further details regarding this challenge, its potential impact on survey results and strategies used to mitigate the challenge can be found in the conclusion section of this report.

## IV. Survey Demographics

A total of 9,791 acquisition professionals representing 47 civilian Departments/Agencies, including all 23 civilian CFO Act agencies, completed the 2012 AWCS, an increase of 42% over the 6,907 participants that completed the survey in 2010. Respondents with multiple certifications were given the option to complete multiple FAC program area sections of the survey. In total, 929 respondents had multiple certifications (875 respondents with two certifications, and 54 with certifications in all three program areas). Thus, a total of 10,721 completed FAC program area sections were included in the analyses presented in this report. FAI received a sufficient number of survey responses for the 2012 AWCS sample to be considered statistically representative of all Federal-wide populations of interest. By obtaining a representative sample, FAI can be more confident that the conclusions drawn based on the survey sample can be generalized to the broader population. FAI's methodology and standards for determining representative sample were consistent with those used by the Office of Personnel Management (OPM) in its Employee Viewpoint Survey. *Table 1: 2012 AWCS Department/Agency Participation* provides an overview of participating Departments/Agencies in 2012. All 23 Federal civilian CFO Act agencies (Department of Defense personnel were purposefully not included) are represented in the 2012 AWCS sample, and have participated in each of the last three iterations of the AWCS dating back to 2008. Additionally, a variety of small agencies are represented in the AWCS sample.

**Table 1: 2012 AWCS Department/Agency Participation**

2012 AWCS Department/Agency Participation	
Administrative Office of the United States Courts	Government Accountability Office
Armed Forces Retirement Home	Government Printing Office
Consumer Financial Protection Bureau	International Boundary & Water Commission
Consumer Product Safety Commission	Library of Congress
<b>Department of Agriculture</b>	Millennium Challenge Corporation
<b>Department of Commerce</b>	<b>National Aeronautics and Space Administration</b>
<b>Department of Education</b>	National Archives and Records Administration
<b>Department of Energy</b>	National Gallery of Art
<b>Department of Health and Human Services</b>	<b>National Science Foundation</b>
<b>Department of Homeland Security</b>	<b>Nuclear Regulatory Commission</b>
<b>Department of Housing and Urban Development</b>	Occupational Safety & Health Review Commission
<b>Department of Justice</b>	Office of Management and Budget
<b>Department of Labor</b>	<b>Office of Personnel Management</b>
<b>Department of State</b>	Peace Corps
<b>Department of the Interior</b>	Pension Benefit Guaranty Corporation
<b>Department of the Treasury</b>	Railroad Retirement Board
<b>Department of Transportation</b>	Securities and Exchange Commission
<b>Department of Veterans Affairs</b>	<b>Small Business Administration</b>
<b>Environmental Protection Agency</b>	<b>Social Security Administration</b>
Equal Employment Opportunity Commission	The Court Services and Offender Supervision Agency
Executive Office of the President	<b>U.S. Agency for International Development</b>
Federal Deposit Insurance Corporation	U.S. International Development Cooperation Agency
Federal Housing Finance Agency	United States District Courts
<b>General Services Administration</b>	

**Bold** indicates a CFO Act agency



Figure 1: 2012 Sample by Program Area

Figure 1: 2012 Sample by Program Area summarizes the number of survey participants by Program Area in 2012, including participants that hold a certification in multiple Program Areas. Contracting professionals, Contracting Officer's Representatives (CORs) and Program and Project Managers (P/PMs) represent 36%, 38% and 26% of the overall sample, respectively. Furthermore, 929 survey participants, or 9% of the overall survey sample, hold certifications in multiple program areas. Of the 929 workforce members that hold multiple certifications, 730, or 79%, are certified as both CORs and P/PMs.

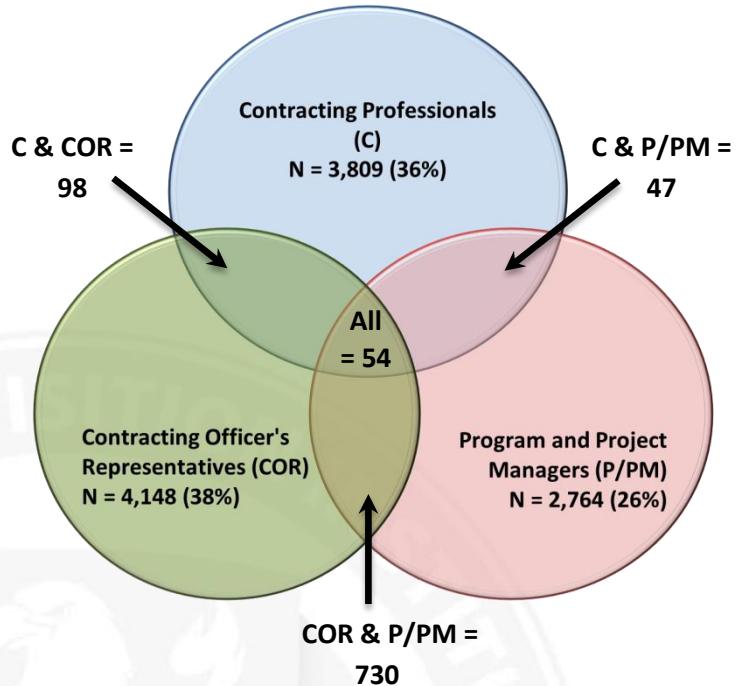
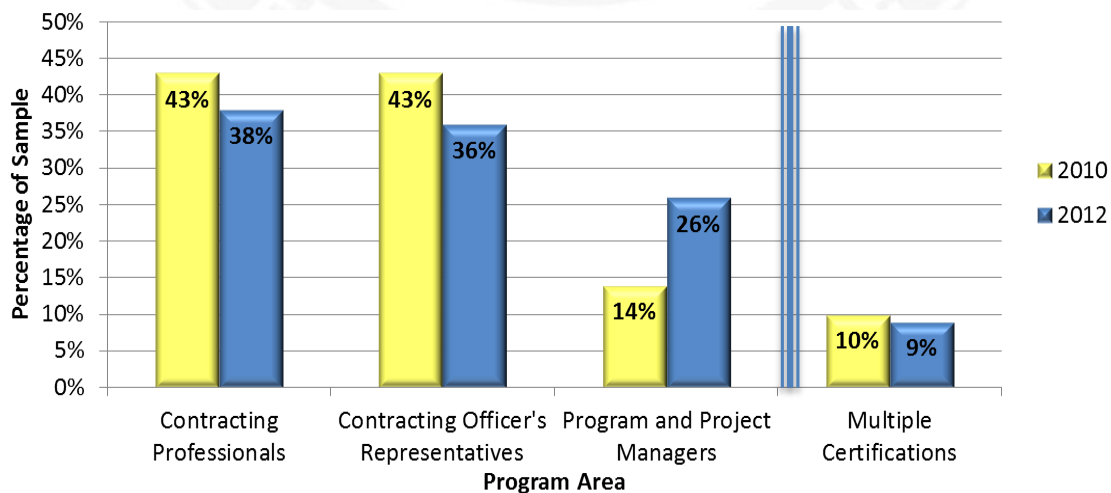


Table 2: AWCS Respondent Profile: 2008, 2010, and 2012 summarizes aggregate survey responses to present a general profile of the typical AWCS respondent.

Table 2: AWCS Respondent Profile: 2008, 2010, and 2012

Respondent Profile:	2012 AWCS	2010 AWCS	2008 AWCS
<b>Age</b>	51 to 55 Years Old	51 to 55 Years Old	51 to 55 Years Old
<b>Gender</b>	Male	Female	Female
<b>Grade Level</b>	GS-13 or equivalent	GS-13 or equivalent	GS-13 or equivalent
<b>Supervisory Status</b>	Non-supervisory	Non-supervisory	Non-supervisory
<b>Education</b>	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree
<b>Retirement Eligibility</b>	11 to 20 Years	11 to 20 Years	11 to 20 Years
<b>Acquisition Role</b>	Contracting	Contracting	Contracting
<b>Years of Acquisition Experience</b>	11 to 20 Years	11 to 20 Years	11 to 20 Years

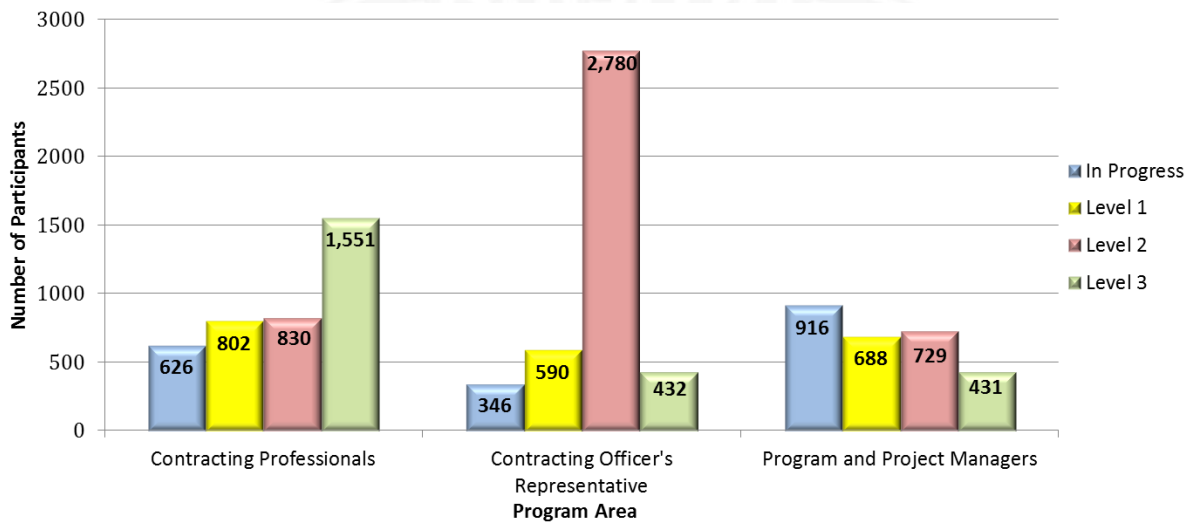
Figure 2: Survey Sample by Program Area: 2010 and 2012



A historical comparison of the AWCS survey sample by program area, summarized in *Figure 2: Survey Sample by Program Area: 2010 and 2012*, reveals a similar composition in 2010 as compared to 2012, with a greater percentage of P/PMs represented in the 2012 sample. Both samples contain roughly the same percentage of participants with certifications in two or more program areas.

*Figure 3: Certification Level by Program Area* depicts the distribution of participants by certification level within each Program Area for the 2012 sample<sup>7</sup>. All participants were required to enter their certification level in order to advance through the survey. “In Progress” represents participants that are working toward a Level 1 certification, but are not currently certified.

**Figure 3: Certification Level by Program Area**

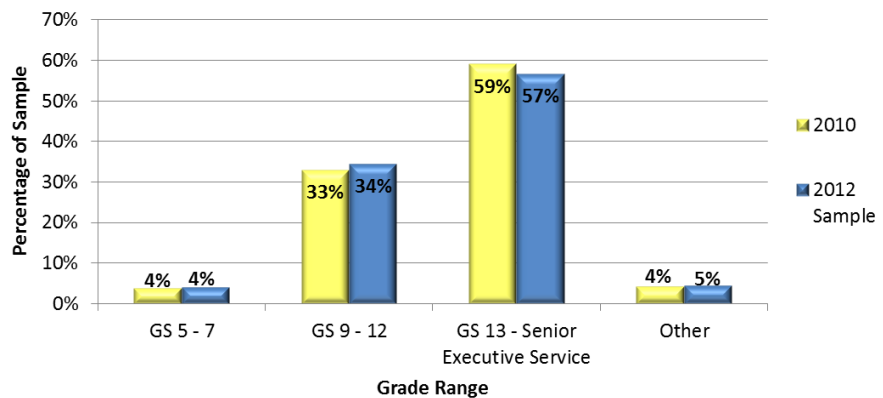


The high number of Level 2 CORs is attributable to the recently revised FAC-COR Policy, which states that all CORs certified prior to January 1, 2012 are certified at Level 2 unless designated otherwise by the agency<sup>8</sup>.

The AWCS survey samples from 2010 and 2012 are comparable along a series of demographic variables.

*Figure 4: Grade Range by Year* **Figure 4: Grade Range by Year**

summarizes the percentage of survey respondents by grade range for both 2010 and 2012. Roughly 60% of both samples were GS-13s or above (including the Senior Executive Service). Participants in the “Other” category represent



<sup>7</sup> 2008 or 2010 AWCS data on certification level are not available for a historical comparison.

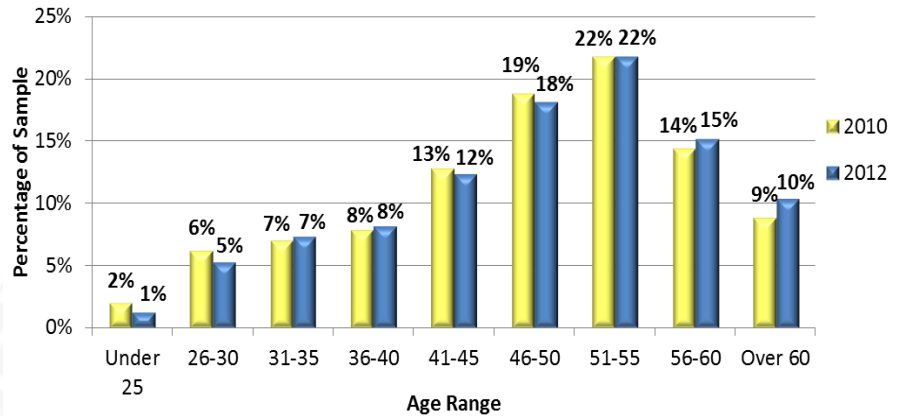
<sup>8</sup> [http://www.fai.gov/pdfs/FAC-COR\\_20Sep2011.pdf](http://www.fai.gov/pdfs/FAC-COR_20Sep2011.pdf)

employees on a pay schedule other than the General Schedule.

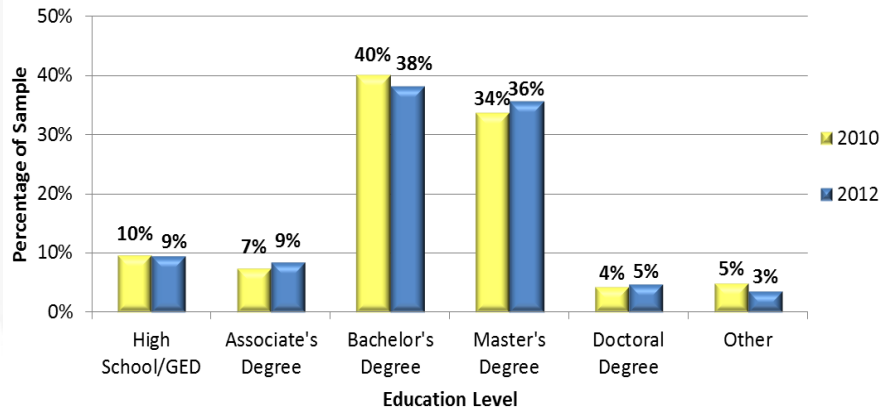
Similarly, both the 2010 and 2012 samples contained a similar distribution of Federal civilian acquisition professionals by age range and education level, as depicted in *Figures 5 and 6*, respectively. In 2012, 65% of respondents were 46 years old or older, compared to 64% in 2010. Additionally, 79% of participants in the 2012 sample held a Bachelor's Degree or higher, with 41% of respondents holding an advanced degree (*i.e.*, Master's or Doctoral Degree). Similarly, 78% of participants in 2010 held a Bachelor's Degree or higher, with 38% of respondents holding an advanced degree. An analysis of education levels by FAC program area can be found in the 'Workforce Profile' section of each program-specific section of the report.

A comparison of years of federal service between 2010 and 2012 reveals a departure from the trend outlined in previous charts. As depicted in *Figure 7: Federal Service by Year*, the 2012 survey sample contains a higher percentage of individuals with 1-3 years of federal service. Additionally, the 2012 sample contains a slightly lower percentage of respondents with 21 or more years of federal service when compared against 2010.

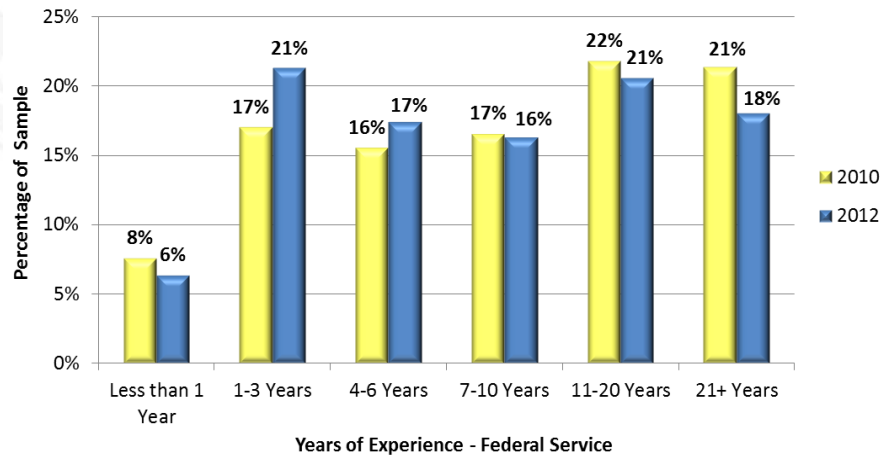
**Figure 5: Age Range by Year**



**Figure 6: Education Level by Year**



**Figure 7: Federal Service by Year**



As shown in *Figure 8: Retirement Eligibility by Year*, 39% of the 2012 survey sample reported being eligible to retire within the next six years (*i.e.*, by FY18). This percentage has remained stable since the 2010 survey.

2012 respondents that reported being eligible to retire over the next five years were asked whether they intended to do so within that timeframe. *Table 3: Summary of*

*Retirement by Certification Level* provides a breakdown of retirement eligibility by certification level, as well as the percentage of respondents at each certification level that plan to retire in the next 5 years. 62% of participants eligible to retire within the next five years intend to do so.

**Figure 8: Retirement Eligibility by Year**



**Table 3: Summary of Retirement by Certification Level**

Certification Level	Percentage Eligible to Retire in Next 5 Years	Percentage of Eligible Employees Planning to Retire in Next 5 Years
<b>In Progress</b>	34%	59%
<b>Level 1</b>	34%	59%
<b>Level 2</b>	39%	63%
<b>Level 3</b>	45%	65%
<b>Total</b>	<b>38%</b>	<b>62%</b>

## V. Technical Competencies and Aligned Skills

*Section V: Technical Competencies and Aligned Skills* summarizes the strengths and opportunities for development of the Federal civilian acquisition workforce related to the acquisition-specific competencies and skills that are required for successful performance. Key findings are organized and reported by the three FAC Program Areas: (A) FAC-C, (B) FAC-COR, and (C) FAC-P/PM.

Each program area summary contains an analysis of 2012 AWCS responses for the related technical competencies and aligned skills outlined in the program area's competency model. Collectively, technical competencies and aligned skills summarize a consistent set of performance standards within the program area. A technical competency may be thought of as a broader collection of knowledge, skills, abilities and other behavioral characteristics. Each technical competency in the FAC program area competency models contains a set of related aligned skills which represent more specific behaviors that are performed when exhibiting the related technical competency.

Participants self-reported their proficiency and the amount of time spent, on each technical competency and aligned skill using the scales provided below:

### Proficiency Scale

- **None (0):** I do not possess proficiency in this competency/skill.
- **Basic (1):** I am capable of handling the simplest of assignments related to this competency/skill, but need significant assistance beyond the easiest solutions.
- **Foundational (2):** I am capable of handling some assignments involving this competency/skill, but need assistance beyond routine situations.
- **Intermediate (3):** I am capable of handling many day-to-day assignments involving this competency/skill, but may seek assistance in difficult or new situations.
- **Advanced (4):** I am capable of handling most day-to-day assignments involving this competency/skill, though may seek expert assistance with particularly difficult or unique situations.
- **Expert (5):** I am capable of handling all assignments involving this competency/skill and may serve as a role model and/or coach for others.

### Time Spent Scale

- **N/A:** This competency/skill is not relevant for my current position
- **Minimal (1):** I spend very little time on this competency/skill in my normal work activities.
- **Moderate (2):** I spend a fair amount of time on this competency/skill in my normal work activities.
- **Extensive (3):** I spend a large portion of my time on this competency/skill in my normal work activities.

Participants selected "N/A" under time spent if a competency or aligned skill was not relevant to their current position. If "N/A" was selected, the related proficiency value was not included in the analysis of proficiency ratings.

## A. Federal Acquisition Certification (FAC) – Contracting Professionals

### Workforce Profile

Contracting professionals comprised 36% of the overall 2012 survey sample. As shown in *Table 4: FAC-C Certification Level*, forty-two percent of FAC-C respondents were certified at level 3, with 21% of contracting professionals certified at both levels 1 and 2. Sixteen percent of respondents were working toward a level 1 certification.

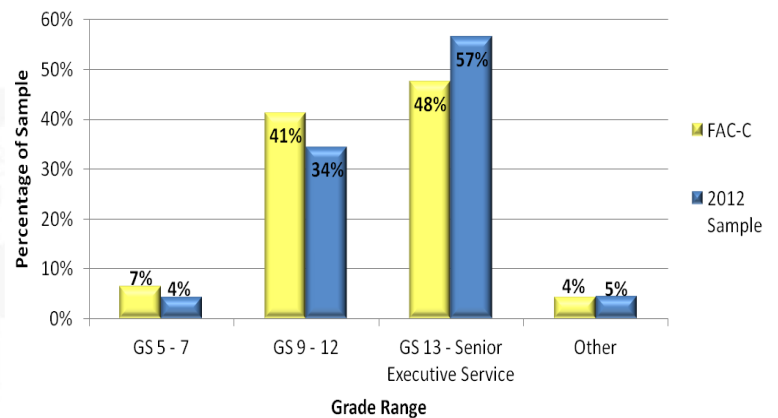
**Table 4: FAC-C Certification Level**

Certification Level	Percentage of FAC-C Sample
In Progress	16%
Level 1	21%
Level 2	21%
Level 3	42%

A comparison of the FAC-C sample to the overall survey sample reveals a greater percentage of FAC-C respondents at the GS 13 and above level, including the Senior Executive Service, than in other program areas.

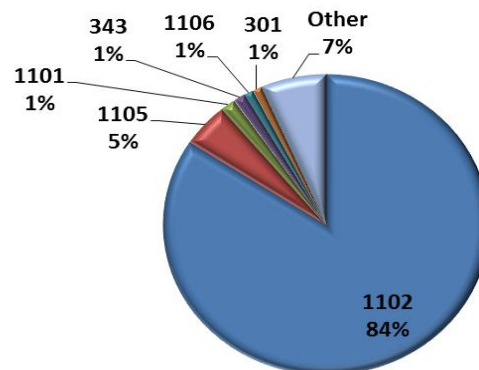
Ninety-one percent of FAC-C respondents were in the Business and Industry Occupational Group (*i.e.*, the 1100 series), as shown in *Figure 10: FAC-C Job Series Distribution*. The majority of these individuals (84%) were in the Contracting series (GS 1102).

**Figure 9: FAC-C Grade Range**



A comparison of the highest completed education level, depicted in *Figure 11: FAC-C Education Level*, between the FAC-C participants and overall survey sample reveals that a higher percentage of the FAC-C survey sample holds a Bachelor's Degree or higher.

**Figure 10: FAC-C Job Series Distribution**



**Figure 11: FAC-C Education Level**

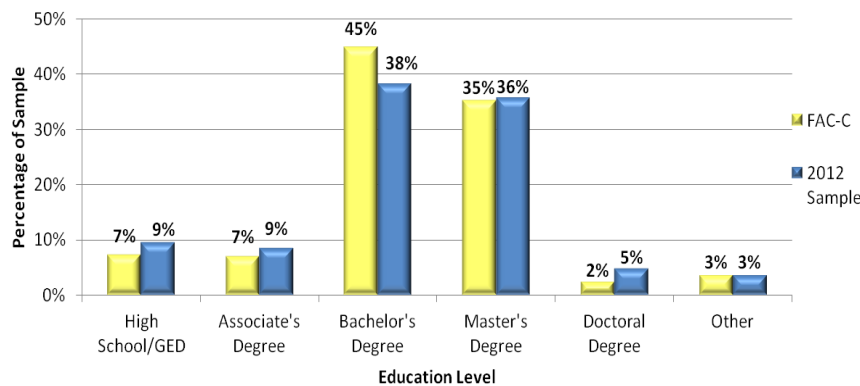


Table 5: AWCS FAC-C Respondent Profile: 2008, 2010, and 2012 below summarizes aggregate survey responses from contracting professionals to present a profile for the last three competency surveys. The profiles are very similar – the 2012 respondents are closer to retirement than the 2010 respondents.

**Table 5: AWCS FAC-C Respondent Profile: 2008, 2010, and 2012**

Respondent Profile	2012 AWCS	2010 AWCS	2008 AWCS
<b>Age</b>	51 to 55 Years Old	51 to 55 Years Old	51 to 55 Years Old
<b>Gender</b>	Female	Female	Female
<b>Grade Level</b>	GS-13 or equivalent	GS-13 or equivalent	GS-113 or equivalent
<b>Supervisory Status</b>	Non-supervisory	Non-supervisory	Non-supervisory
<b>Education</b>	Bachelor’s Degree	Bachelor’s Degree	Bachelor’s Degree
<b>Retirement Eligibility</b>	11 to 20 Years	21 + Years	7 to 10 Years
<b>Years of Acquisition Experience</b>	21 + Years	21 + Years	11 to 20 Years

### FAC-C Technical Competencies

Figure 12: FAC-C Competency Proficiency by Year summarizes the average 2012 self-reported FAC-C competency proficiency values and provides a historical comparison of FAC-C competency proficiency ratings in 2012 against results from the 2010 and 2008 competency surveys. Proficiency labels are included for all 2012 competencies.

In support of this initiative, the FAC-C program area competency model was revised prior to the administration of the 2012 survey to allow for a more accurate and comprehensive analysis of the FAC-C workforce’s strengths and opportunities for growth. As a result, many FAC-C competencies and aligned skills were assessed for the first time in this iteration of the AWCS, which prevents a historical comparison of proficiency values for some competencies.

Aggregate 2012 FAC-C competency proficiency values were generally arranged between the intermediate and advanced proficiency, indicating that the average FAC-C respondent is capable of handling many day-to-day assignments involving the technical competencies, but may seek assistance in difficult or new situations. Participants self-reported their strongest proficiency as Contract Administration, with an average proficiency of 3.78. Conversely, Disputes and Appeals was rated as the lowest competency, with an average proficiency of 2.96.

Figure 12: FAC-C Competency Proficiency by Year

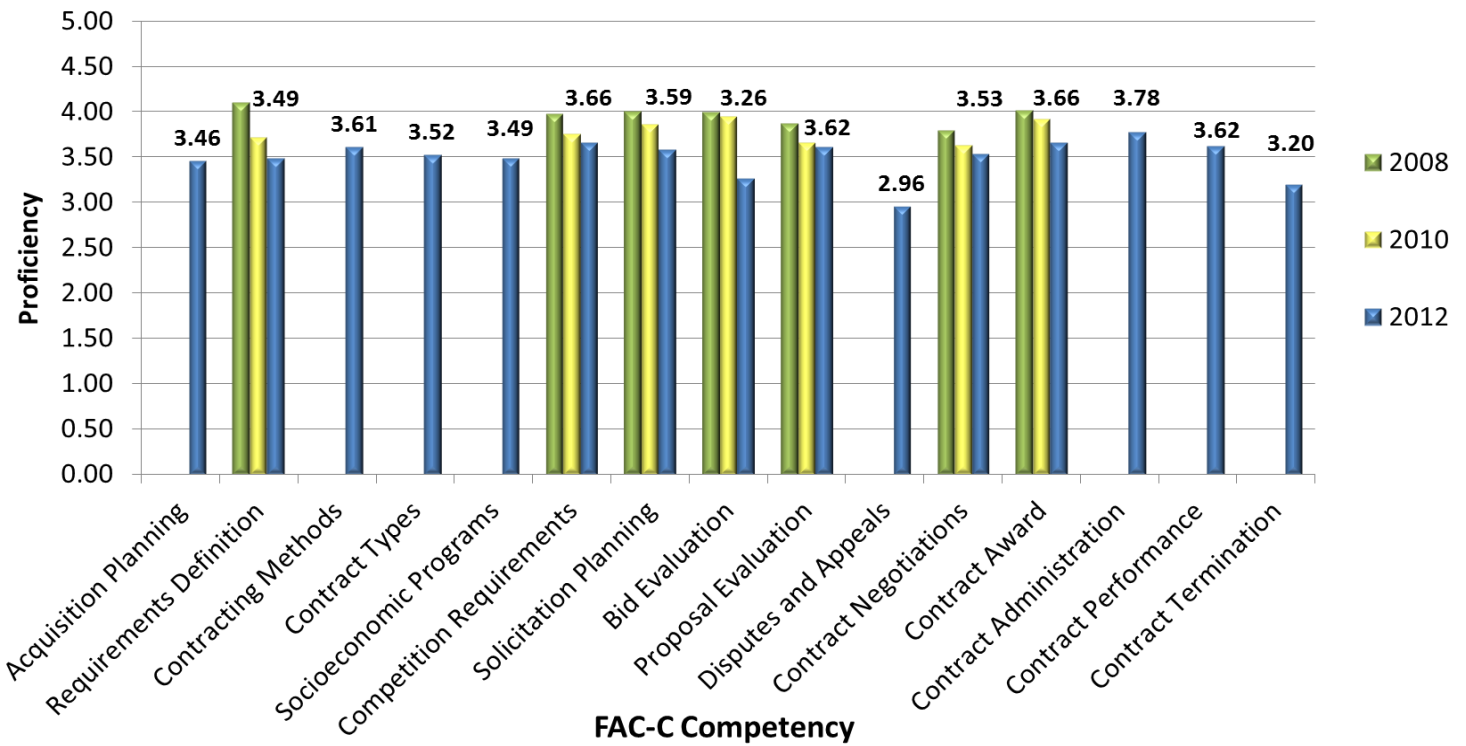


Figure 12 Note: Single, blue bars represent FAC-C competencies that were added or modified in 2012 and cannot be compared historically.

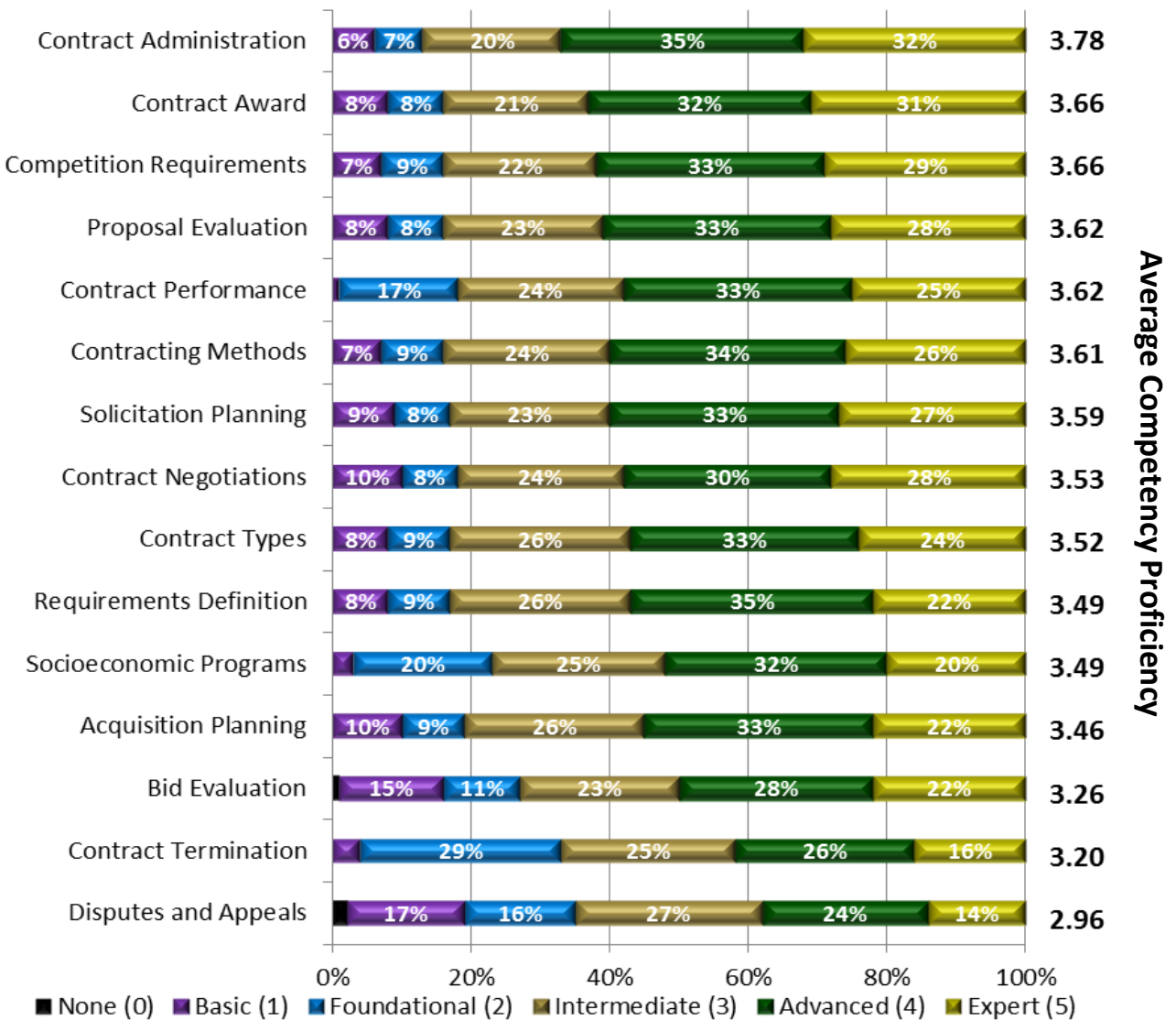
Proficiency Scale: None (0) Basic (1) Foundational (2) Intermediate (3) Advanced (4) Expert (5)

A comparison of average self-reported proficiency ratings in 2012 against previous AWCS results reveals a decline in the average FAC-C proficiency between 2008 and 2012. Of the seven competencies where historical comparisons are possible, the average self-reported proficiency decline is .24, with the largest decline reported in Bid Evaluation.

Figure 13: FAC-C Competency Proficiency Ratings Distribution summarizes the percentage of FAC-C respondents at each proficiency level by FAC-C competency. Competencies are arranged from top to bottom by the percentage of respondents at the expert proficiency level. The average competency proficiency is presented to the right of each horizontal bar.



**Figure 13: FAC-C Competency Proficiency Ratings Distribution**



A breakdown of 2012 proficiency ratings by FAC-C competency can inform more targeted, data-driven human capital planning and development efforts for growing the proficiency of the contracting workforce. Knowledge sharing programs designed to retain and disseminate critical institutional knowledge may be particularly effective in competency areas with a greater supply of expertise. Such programs can include mentoring programs that pair a more experienced acquisition professional with one that has a basic or foundational understanding of key acquisition concepts. Alternative knowledge sharing programs include knowledge sharing forums, which can range from weekly Brown Bag sessions to Department- or Federal-wide learning events and seminars, blogs and wikis. Further considerations are discussed in the *FAC-C Key Findings* section at the end of this section.

Table 6: FAC-C Ratings by Certification Level provides in-depth analyses of competency proficiency and time spent ratings by FAC-C certification level.

Cells shaded green indicate proficiency values that are one standard deviation or more above the certification level’s average proficiency across all competencies. Cells shaded red indicate proficiency values that are one standard deviation below the certification level’s average proficiency across all competencies. For example, Level 1 FAC-C professionals, on average, self-reported Contract Administration as a particular strength, whereas Bid Evaluation, Disputes and Appeals and Contract Termination were self-reported as more challenging.

**Table 6: FAC-C Ratings by Certification Level**

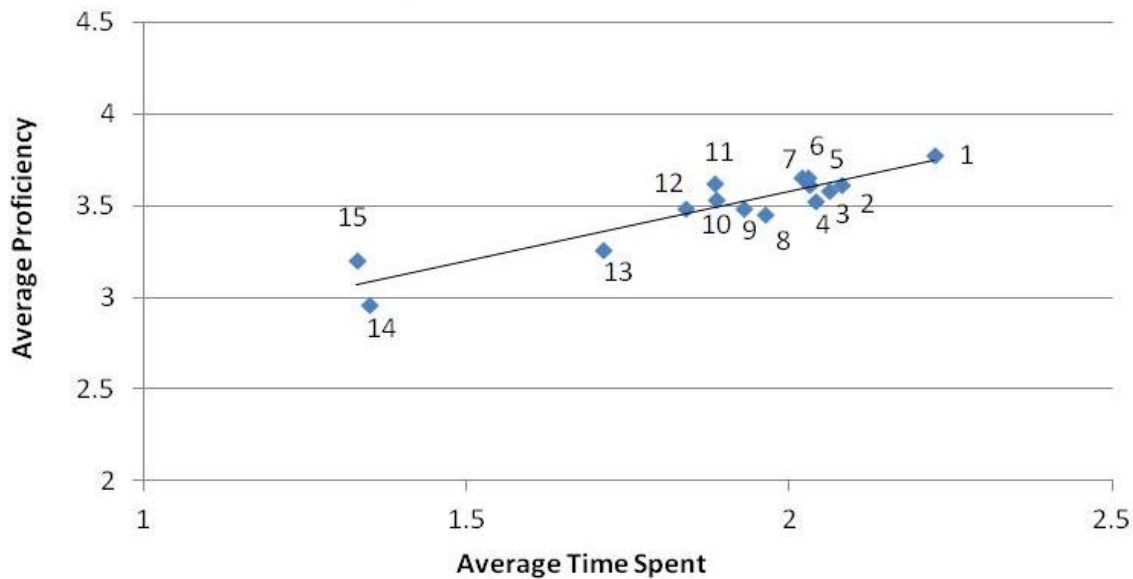
FAC-C Competencies	In Progress		Level 1		Level 2		Level 3		Aggregate			
	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent		
Contract Administration*	2.92	1.93	3.22	2.14	3.76	2.31	4.4	2.33	3.78	2.22		
Contract Award	2.89	1.80	2.98	1.90	3.63	2.10	4.29	2.14	3.66	2.03		
Competition Requirements*	2.91	1.84	3.01	1.91	3.61	2.05	4.29	2.12	3.66	2.02		
Proposal Evaluation	2.84	1.78	2.90	1.87	3.53	2.06	4.28	2.18	3.62	2.03		
Contract Performance*	2.96	1.66	3.00	1.73	3.54	1.91	4.20	2.03	3.62	1.88		
Contracting Methods*	2.83	1.86	3.03	2.04	3.57	2.14	4.24	2.16	3.61	2.08		
Solicitation Planning	2.77	1.84	2.91	1.94	3.57	2.13	4.25	2.16	3.59	2.06		
Contract Negotiations	2.85	1.70	2.74	1.69	3.36	1.89	4.20	2.03	3.53	1.89		
Contract Types*	2.70	1.79	2.90	1.97	3.43	2.07	4.20	2.15	3.52	2.04		
Requirements Definition	2.81	1.73	3.02	1.92	3.43	1.97	4.04	1.99	3.49	1.93		
Socioeconomic Programs	2.85	1.66	2.91	1.70	3.45	1.87	4.02	1.95	3.49	1.84		
Acquisition Planning *	2.67	1.70	2.82	1.79	3.32	1.86	4.15	1.96	3.46	1.96		
Bid Evaluation	2.56	1.58	2.58	1.60	3.20	1.75	3.94	1.80	3.26	1.71		
Contract Termination*	2.63	1.27	2.57	1.26	3.12	1.34	3.72	1.38	3.20	1.33		
Disputes and Appeals*	2.35	1.27	2.13	1.25	2.8	1.32	3.54	1.43	2.96	1.35		
<b>Average</b>	<b>2.77</b>	<b>1.69</b>	<b>2.85</b>	<b>1.78</b>	<b>3.42</b>	<b>1.92</b>	<b>4.12</b>	<b>1.99</b>	<b>3.50</b>	<b>1.89</b>		
<b>Proficiency Scale</b>	<b>0 = None</b>		<b>1 = Basic</b>		<b>2 = Foundational</b>		<b>3 = Intermediate</b>		<b>4 = Advanced</b>		<b>5 = Expert</b>	
<b>Time Spent Scale</b>	<b>N/A = Not Applicable</b>		<b>1 = Minimal</b>		<b>2 = Moderate</b>				<b>3 = Extensive</b>			

\*Denotes a new or modified FAC-C competency in 2012

As shown in *Table 6: FAC-C Ratings by Certification Level*, the strengths and developmental opportunities of the FAC-C workforce are largely consistent across certification levels. FAC-C professionals across all certification levels consistently rated Contract Administration as an area of strength. Conversely, Bid Evaluation, Disputes and Appeals and Contract Termination were consistently rated lower than other FAC-C competencies. Collectively, these trends produce a clear picture of the FAC-C developmental priorities that should be targeted by training and development programs.

The three competencies that emerged as developmental needs in the FAC-C survey sample are understandable, given that FAC-C professionals have limited on-the-job opportunities to develop and maintain these competencies. More broadly, a closer look at the relationship between the amount of time spent performing a competency and the self-reported proficiency reveals a strong, positive correlation, suggesting that participants devoting a greater percentage of their normal work activities to a competency felt more proficient (as depicted in *Figure 14: FAC-C Competency Proficiency vs. Time Spent*). This trend may be useful to consider when developing training opportunities for the FAC-C workforce. Training opportunities should look to incorporate innovative instructional design techniques that provide for the practical application of key course content through realistic simulations of job functions. More experiential training, when possible and appropriate, may be of greater benefit to the workforce.

**Figure 14: FAC-C Competency Proficiency vs. Time Spent**



Legend			
<b>1</b>	Contract Administration	<b>9</b>	Requirements Definition
<b>2</b>	Contracting Methods	<b>10</b>	Contract Negotiations
<b>3</b>	Solicitation Planning	<b>11</b>	Contract Performance
<b>4</b>	Contract Types	<b>12</b>	Socioeconomic Programs
<b>5</b>	Proposal Evaluation	<b>13</b>	Bid Evaluation
<b>6</b>	Contract Award	<b>14</b>	Disputes and Appeals
<b>7</b>	Competition Requirements	<b>15</b>	Contract Termination
<b>8</b>	Acquisition Planning		

## FAC-C Aligned Skills

The *FAC-C Aligned Skills* section summarizes the aggregate proficiency and time spent values of all aligned skills. Each technical competency within the FAC-C competency model includes a number of related aligned skills that represent more specific knowledge or behaviors demonstrated when exhibiting the technical competency. If an aligned skill was not relevant to a participant’s current position, then the participant was instructed to select “Not Applicable” (*i.e.*, the “Percent N/A” column).

Cells shaded green indicate proficiency values that are one standard deviation or more above the average proficiency of all aligned skills. Cells shaded red indicate proficiency values that are one standard deviation below the average proficiency of all aligned skills.

**Table 7: FAC-C Aligned Skills Ratings**

Competency/Aligned Skill	Proficiency	Time Spent	Percent N/A
<b>1. Acquisition Planning</b>	<b>3.46</b>	<b>1.86</b>	
1a. Acquisition Plan	3.42	1.78	11%
1b. Entering Procurement Related Data	3.65	1.99	12%
1c. Market Research	3.67	1.92	8%
1d. Performance Based Acquisition	3.05	1.64	19%
<b>2. Requirements Definitions</b>	<b>3.49</b>	<b>1.93</b>	
2a. Performance Work Statement	3.26	1.78	14%
<b>3. Contracting Methods</b>	<b>3.61</b>	<b>2.08</b>	
3a. Blanket Purchase Agreements	3.25	1.63	22%
3b. Contracting by Negotiations	3.63	2.08	16%
<b>4. Contract Types</b>	<b>3.52</b>	<b>2.04</b>	
4a. Cash Flow	2.36	1.36	74%
4b. Cost-Reimbursement	3.11	1.70	38%
4c. Fixed Price	3.91	2.24	10%
4e. Incentive Contracts	2.76	1.43	52%
4f. Letter Contracts	2.73	1.32	58%
4g. Time and Materials	3.19	1.66	31%
<b>5. Socioeconomic Programs</b>	<b>3.49</b>	<b>1.84</b>	
5a. 8(a) Program	3.48	1.73	16%
5b. Buy American	3.25	1.61	17%
5c. HUBZone	3.25	1.53	22%
5d. Service Contract	3.45	1.74	17%
5e. Small Business and Preference Programs	3.52	1.88	13%
<b>6. Competition Requirements</b>	<b>3.66</b>	<b>2.02</b>	
6a. Determine Competition Requirements	3.66	2.02	10%

Competency/Aligned Skill	Proficiency	Time Spent	Percent N/A
<b>7. Solicitation Planning</b>	<b>3.59</b>	<b>2.06</b>	
7a. Contract Financing	2.96	1.50	33%
7b. Contract Format	3.59	1.97	14%
7c. Publicizing Proposed Procurements	3.66	1.91	15%
7d. Sealed Bidding	3.02	1.51	55%
7e. Simplified Acquisition Procedures	3.74	1.96	13%
7f. Source Selection Criteria	3.49	1.94	13%
<b>8. Bid Evaluation</b>	<b>3.26</b>	<b>1.71</b>	
8a. Bid Evaluation	3.30	1.71	44%
8b. Handling Mistakes	3.11	1.48	47%
8c. Sealed Bid Source Selection Evaluation	3.10	1.53	54%
<b>9. Proposal Evaluation</b>	<b>3.62</b>	<b>2.03</b>	
9a. Certified Cost or Pricing	3.05	1.63	28%
9b. Communicating to Offerors	3.70	2.02	14%
9c. Proposal Evaluation	3.64	2.03	14%
9d. Types of Costs	3.15	1.70	22%
<b>10. Disputes and Appeals</b>	<b>2.96</b>	<b>1.35</b>	
10a. Contractor Debts	2.69	1.29	44%
10b. Disputes	2.96	1.35	32%
10c. Identifying Fraud	2.84	1.31	35%
<b>11. Contract Negotiations</b>	<b>3.53</b>	<b>1.89</b>	
11a. Conduct Discussions	3.52	1.83	20%
11b. Conduct Negotiations	3.51	1.85	20%
11c. Negotiation Strategy	3.47	1.81	20%
<b>12. Contract Award</b>	<b>3.66</b>	<b>2.03</b>	
12a. Data Entry	3.70	2.06	17%
12b. Debriefings	3.43	1.66	22%
12c. Protests	3.05	1.44	35%
<b>13. Contract Administration</b>	<b>3.78</b>	<b>2.22</b>	
13a. Contract Administration	3.80	2.23	10%
13b. Contract Closeout	3.54	1.76	16%
13c. Contract Modifications/Adjust	3.88	2.18	10%
13d. Contract Payments/Financing	3.36	1.74	18%
13e. Government Property	3.05	1.49	24%
13f. Post-award Conference	3.55	1.71	21%
13g. Special Contract Terms	3.43	1.69	17%
13h. Subcontracting	3.21	1.60	23%

Competency/Aligned Skill	Proficiency	Time Spent	Percent N/A
<b>14. Contract Performance</b>	<b>3.62</b>	<b>1.88</b>	
14a. Acceptance	3.54	1.71	21%
14b. Contract Surveillance	3.52	1.77	19%
14c. Selecting Functions for CORs	3.63	1.76	20%
<b>15. Contract Termination</b>	<b>3.20</b>	<b>1.33</b>	
15a. Determine Need for Termination	3.24	1.32	28%
15b. Method of Termination	3.25	1.33	28%
<b>Average</b>	<b>3.34</b>	<b>1.72</b>	

### FAC-C Retirement Eligibility

Figure 15: FAC-C Retirement Eligibility presents a comparison of the retirement eligibility for the FAC-C workforce against the retirement eligibility of the overall 2012 sample. As depicted in the figure, the pattern of FAC-C retirement eligibility is largely consistent with that of the overall survey sample, with 36% of the FAC-C workforce eligible to retire within the next 6 years, compared to 39% of the overall sample eligible to retire over the same timeframe.

Figure 15: FAC-C Retirement Eligibility



Table 8: FAC-C Retirement Eligibility shows the percentage of contracting professionals eligible to retire in the next 5 years and the percentage of eligible employees who are actually planning to retire in the next 5 years.

Table 8: FAC-C Retirement Eligibility

Certification Level	Percentage Eligible to Retire in Next 5 Years	Percentage of Eligible Employees Planning to Retire in Next 5 Years
<b>In Progress</b>	29%	58%
<b>Level 1</b>	28%	59%
<b>Level 2</b>	32%	60%
<b>Level 3</b>	64%	65%
<b>Total</b>	<b>36%</b>	<b>62%</b>

Table 9: FAC-C Retirement by Proficiency summarizes the percentage of the FAC-C workforce that plans to retire within the next five years by proficiency level for each FAC-C competency (e.g., 37% of FAC-C respondents at the expert proficiency level for Bid Evaluation plan on retiring within the next 5 years). Results are organized by the percentage of expert level respondents that plan to retire within the next five years from greatest to least. The average competency proficiency across all certification levels is also presented.

**Table 9: FAC-C Retirement by Proficiency**

FAC-C Competency	Average Proficiency	Basic	Foundational	Intermediate	Advanced	Expert
Bid Evaluation	3.26	15%	15%	18%	24%	37%
Disputes and Appeals	2.96	14%	13%	21%	31%	37%
Contract Types	3.52	13%	11%	16%	22%	33%
Contract Termination	3.20	11%	13%	21%	28%	33%
Contract Negotiation	3.53	13%	13%	15%	22%	32%
Socioeconomic Programs	3.49	12%	12%	18%	24%	32%
Contract Performance	3.62	15%	12%	16%	23%	32%
Contracting Methods	3.61	13%	12%	15%	22%	31%
Acquisition Planning	3.46	16%	16%	15%	23%	31%
Proposal Evaluation	3.62	17%	14%	17%	20%	30%
Competition Requirements	3.66	17%	12%	15%	22%	30%
Contract Award	3.66	14%	10%	14%	21%	30%
Contract Administration	3.78	11%	11%	14%	21%	30%
Solicitation Planning	3.59	19%	14%	15%	21%	29%
Requirements Definition	3.49	18%	12%	16%	24%	29%
<b>Average</b>		<b>14%</b>	<b>13%</b>	<b>16%</b>	<b>23%</b>	<b>32%</b>

Results indicate that, within each proficiency level, a relatively consistent sample of the FAC-C workforce plans to retire within the next 5 years, with the percentage of the FAC-C workforce planning on retiring increasing as proficiency level increases.

Table 10: FAC-C Retirement Profile compares the average competency proficiency of acquisition professionals that plan to retire over the next 5 years against members of the workforce that are not eligible to retire. This comparison provides insight into the technical capabilities of the FAC-C workforce that are threatened to be negatively impacted by impending retirement.

Table 10: FAC-C Retirement Profile

FAC-C Competency	Average Competency Proficiency					
	Level 2	Level 2 – Plan to Retire	Difference	Level 3	Level 3 - Plan to Retire	Difference
Acquisition Planning	3.29	3.48	-0.19	4.11	4.24	-0.13
Requirements Definition	3.38	3.60	-0.22	4.01	4.12	-0.11
Contracting Methods	3.51	3.84	-0.33	4.20	4.37	-0.17
Contract Types	3.38	3.64	-0.26	4.13	4.38	-0.25
Socioeconomic Programs	3.40	3.65	-0.25	3.96	4.18	-0.22
Competition Requirements	3.59	3.69	-0.10	4.25	4.39	-0.14
Solicitation Planning	3.56	3.60	-0.04	4.22	4.31	-0.09
Bid Evaluation	3.12	3.52	-0.40	3.83	4.20	-0.37
Proposal Evaluation	3.49	3.69	-0.20	4.24	4.38	-0.14
Disputes and Appeals	2.69	3.25	-0.56	3.43	3.85	-0.42
Contract Negotiations	3.28	3.70	-0.42	4.14	4.36	-0.22
Contract Award	3.57	3.90	-0.33	4.24	4.42	-0.18
Contract Administration	3.71	3.97	-0.26	4.35	4.54	-0.19
Contract Performance	3.49	3.74	-0.25	4.13	4.41	-0.28
Contract Termination	3.04	3.46	-0.42	3.65	3.92	-0.27

FAC-C acquisition professionals planning to retire within the next 5 years reported a higher average proficiency across all competencies at both the level 2 and 3 certification levels. The average difference between professionals planning to retire within the next 5 years and those not eligible to retire were -.28 and -.21 at levels 2 and 3 respectively.

Among employees with a level 2 certification, the largest proficiency gap between employees planning on retiring in 5 years and the remainder of the sample is related to Disputes and Appeals (-.56). In addition to being the competency most threatened by retirement over the next 5 years, Disputes and Appeals was also self-reported as the lowest average proficiency among level 2 employees. Contract Negotiations (-.42), Contract Termination (-.42) and Bid Evaluation (-.40) also emerged as relatively larger gaps at the level 2 certification level. Three of the four competencies with the largest gaps between level 2 individuals planning on retiring in the next 5 years and the remainder of the level 2 workforce relate to the contract award process, suggesting that Federal-wide efforts should be devoted to preserving institutional knowledge and building expertise related to this phase, in particular. Conversely, level 2 employees not eligible to retire over the next 5 years are approximately as proficient as employees planning on retiring on the Solicitation Planning and Competition Requirements competencies, indicating less of a threat exists to losing expertise in these areas due to retirement.



Similar to level 2, the largest proficiency gap between level 3 employees planning on retiring within 5 years and the remainder of the level 3 sample is related to Disputes and Appeals (-.42). Bid Evaluation also emerged as a relatively larger gap among level 3 employees (-.37).

### **FAC-C Key Findings**

A comparison of average self-reported proficiency ratings in 2012 against previous AWCS iterations reveals a decline in the average FAC-C proficiency between 2008 and 2012. This decline in proficiency warrants further review to better understand the implications and impact on the acquisition workforce from a strategic human capital perspective.

In 2012, Contract Administration, defined as administering contract requirements in order to ensure the effective delivery of the contracted for goods and services, emerged as a consistent area of strength across all certification levels. In contrast, Bid Evaluation, Disputes and Appeals and Contract Termination were consistently rated lower than other FAC-C competencies at each certification level, with Disputes and Appeals, defined as the ability to analyze disputes and appeals, self-reported as the lowest average proficiency at each certification level. Contracting Professionals with a Level 1 certification, as well as those working toward a Level 1 certification, also reported a lower proficiency related to Bid Evaluation.

A strong relationship exists between time spent and technical proficiency within the FAC-C program area. Specifically, participants who devote a greater percentage of their normal work activities to a competency also reported a higher proficiency with that competency. In contrast, participants devoting a smaller percentage of their normal work activities to a competency reported lesser proficiency with that competency. The lower proficiency scores for Disputes and Appeals and Contract Termination likely result from fewer occasions for staff to deal with these types of actions.

An analysis of retirement eligibility by competency revealed that Disputes and Appeals and Bid Evaluation have the greatest percentage of respondents at the expert proficiency level that are planning to retire within the next 5 years. This fact, coupled with the low average proficiencies on these competencies, suggests that future FAC-C training and development opportunities should target the development of these skills in level 2 and level 3 FAC-C professionals. This may help mitigate the risk of losing key expertise in these competencies as a result of retirement.

## B. Federal Acquisition Certification (FAC) – Contracting Officer’s Representatives

### Workforce Profile

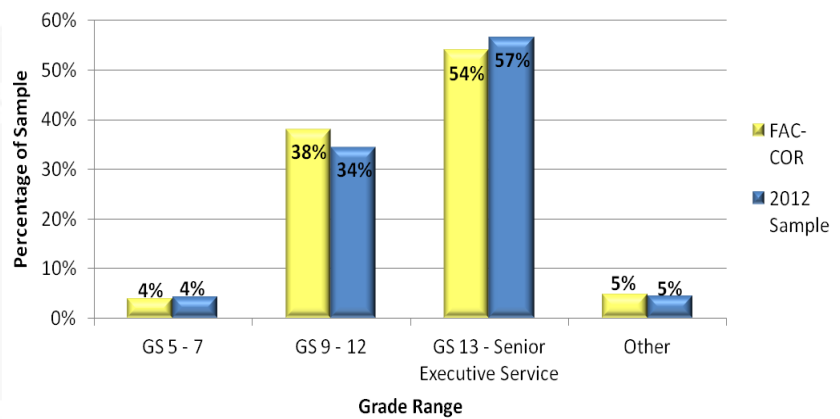
Overall, Contracting Officer’s Representatives comprised 38% of the 2012 survey sample. Of the 4,148 CORs who responded to the survey, 346, or 8%, are currently working towards a Level 1 certification. Slightly more than two-thirds of the workforce holds a Level 2 certification, while those members holding a Level 1 or Level 3 certification comprise 14% and 10% of the workforce, respectively.

Table 11: FAC-COR Certification Level

Certification Level	Percentage of FAC-COR Sample
In Progress	8%
Level 1	14%
Level 2	68%
Level 3	10%

A comparison of the FAC-COR sample to the overall survey sample reveals a strong similarity between grade ranges of the two groups, with the largest disparity coming at the intermediate level. In comparison to the overall sample, the COR population has a greater percentage of workforce members at the Intermediate Level, and contains less Expert Level members.

Figure 16: FAC-COR Grade Range



While the FAC-COR workforce comprises numerous job series, 14% of respondents identified themselves as members of the 343 (Management and Program Analysis) job series. Indicative of the wide range in responses, more than 53% of respondents identified with a job series that comprised less than 2% of overall FAC-COR responses.

Figure 17: FAC-COR Job Series Distribution

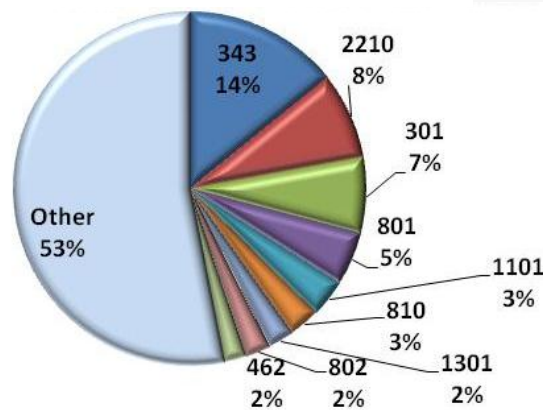


Figure 18: FAC-COR

Education Level presents a comparison of the highest completed education level of the FAC-COR sample to the overall survey sample. A lower percentage of CORs who participated in the survey have a Bachelor's or Master's Degree; however, a higher percentage of CORs have a Doctoral Degree.

Figure 18: FAC-COR Education Level

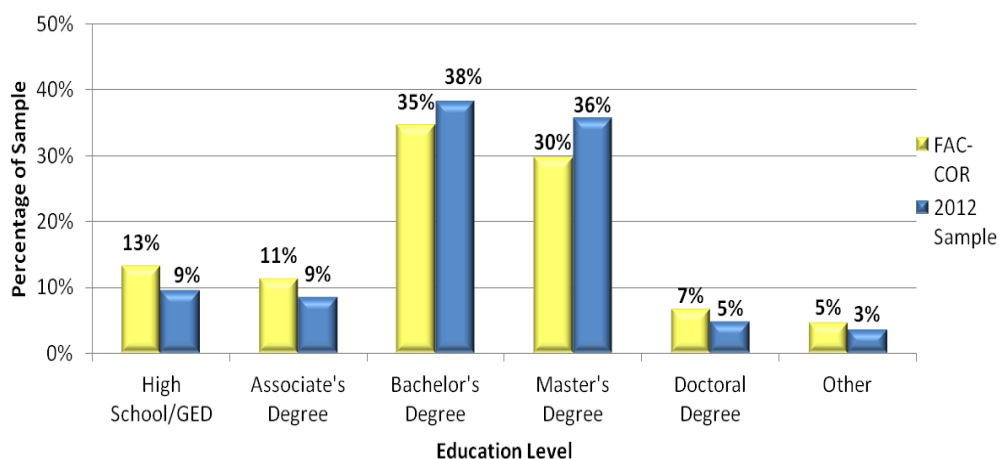


Table 12: AWCS FAC-COR Respondent Profile: 2008, 2010, 2012 shows that the profiles for these years are remarkably similar, only differing by retirement eligibility in 2008.

Table 12: AWCS FAC-COR Respondent Profile: 2008, 2010, and 2012

Respondent Profile:	2012 AWCS	2010 AWCS	2008 AWCS
<b>Age</b>	51 to 55 Years Old	51 to 55 Years Old	51 to 55 Years Old
<b>Gender</b>	Male	Male	Male
<b>Grade Level</b>	GS-13 or equivalent	GS-13 or equivalent	GS-13 or equivalent
<b>Supervisory Status</b>	Non-supervisory	Non-supervisory	Non-supervisory
<b>Education</b>	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree
<b>Retirement Eligibility</b>	11 to 20 Years	11 to 20 Years	7 to 10 Years

### FAC-COR Technical Competencies

Figure 19: FAC-COR Competency Proficiency by Year summarizes the average 2012 self-reported FAC-COR competency proficiency values against results from the 2010 and 2008 competency surveys, while denoting all 2012 competency proficiencies.

In support of this initiative, the FAC-C program area competency model was revised prior to the administration of the 2012 survey to allow for a more accurate and comprehensive analysis of the FAC-COR workforce's strengths and opportunities for growth. As a result, some FAC-COR competencies and aligned skills were assessed for the first time in this iteration of the AWCS, which prevents a historical comparison of proficiency values for some competencies.

Figure 19: FAC-COR Competency Proficiency by Year

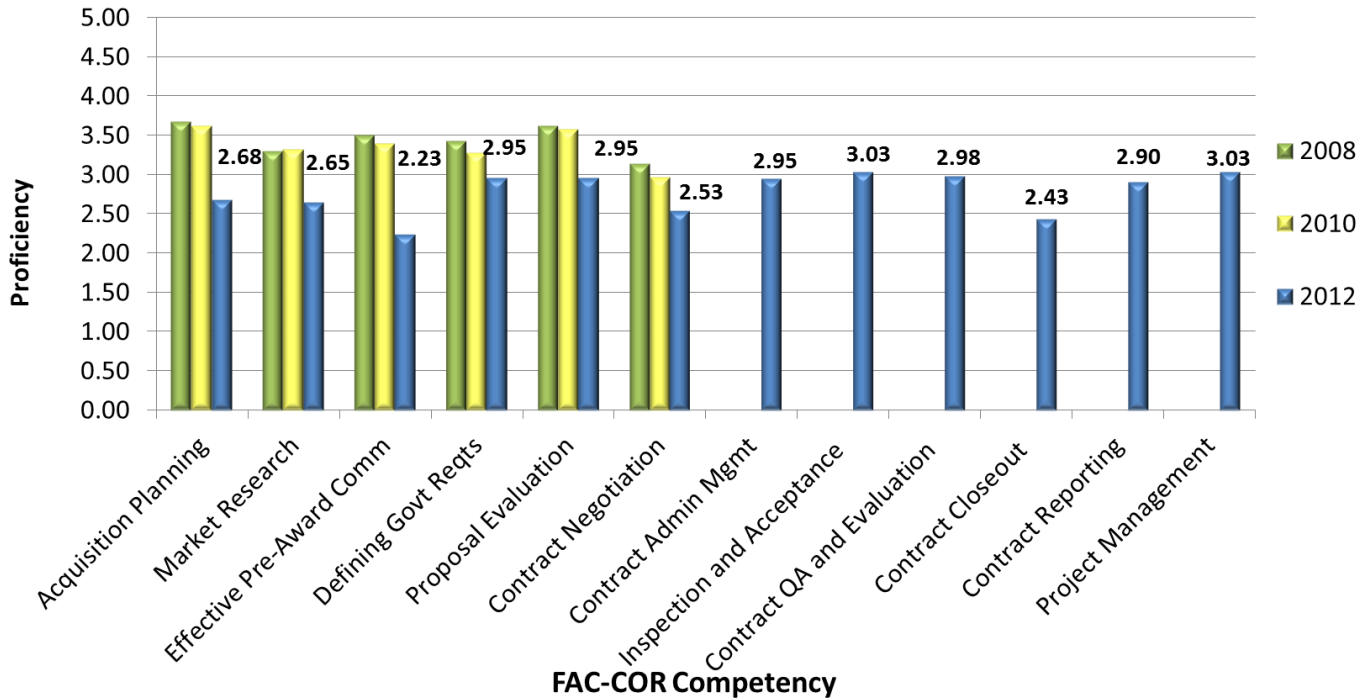


Figure 19 Note: Single, blue bars represent FAC-COR competencies that were added or modified in 2012 and cannot be compared historically.

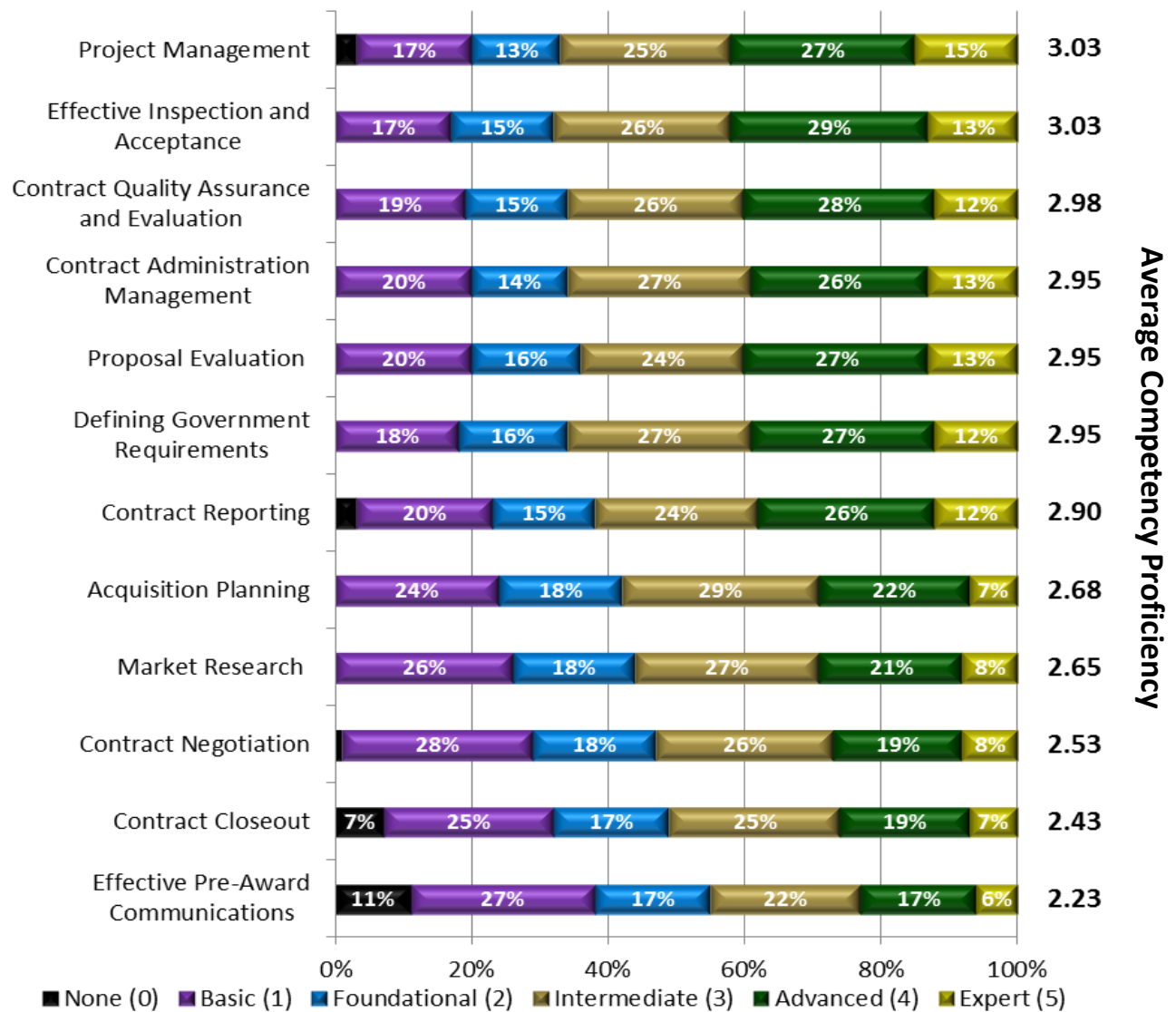
Proficiency Scale: None (0) Basic (1) Foundational (2) Intermediate (3) Advanced (4) Expert (5)

In aggregate, FAC-COR competency proficiencies in 2012 are generally positioned between a foundational and intermediate level of proficiency. Overall, no aggregated competency was rated below the foundational level, while two competencies (Project Management and Effective Inspection and Acceptance) were rated slightly above the intermediate level.

For the competencies where a historical comparison is available, the graphic exhibits a downward trend when compared to the 2008 and 2010 workforce competency surveys. The extent of the decline is competency-centric, which may make broad generalizations difficult to draw or rely upon. However, when viewed in the context of environmental factors, the data may provide useful information on the progression of the workforce.

Figure 20: FAC-COR Competency Proficiency Ratings Distribution summarizes the percentage of FAC-COR respondents at each proficiency level by competency. The average proficiency of each competency can be found to the right of the graphic.

**Figure 20: FAC-COR Competency Proficiency Ratings Distribution**



An analysis of *Figure 20: FAC-COR Competency Proficiency Ratings Distribution* reveals a relatively consistent distribution of proficiency ratings across the majority of FAC-COR competencies. On average, roughly a quarter of the workforce self-reported an intermediate and advanced proficiency on each competency. Additionally, roughly one-fifth of the FAC-COR workforce reported a basic proficiency on most competencies, with a slightly less percentage reporting a foundational proficiency on most competencies. Contract Closeout (8%) and Effective Pre-Award Communication (12%) deviate from the typical distribution, with the CORs reporting that they do not possess any proficiency related to these competencies. Additionally, less than 10% of the FAC-COR workforce self-reported an expert proficiency in 5 competencies: Effective Pre-Award Communication, Contract Closeout, Acquisition Planning and Contract Negotiation.

Table 13: FAC-COR Ratings by Certification Level provides a breakdown of aggregate competency proficiency and time spent ratings by FAC-COR certification level. Cells shaded green indicate proficiency values that are one standard deviation or more above the certification level’s average proficiency across all competencies. Cells shaded red indicate proficiency values that are one standard deviation below the certification level’s average proficiency across all competencies. For example, Level 1 FAC-COR professionals, on average, self-reported Project Management as a particular strength, whereas Contract Closeout and Effective Pre-Award Communications were self-reported as more challenging.

**Table 13: FAC-COR Ratings by Certification Level**

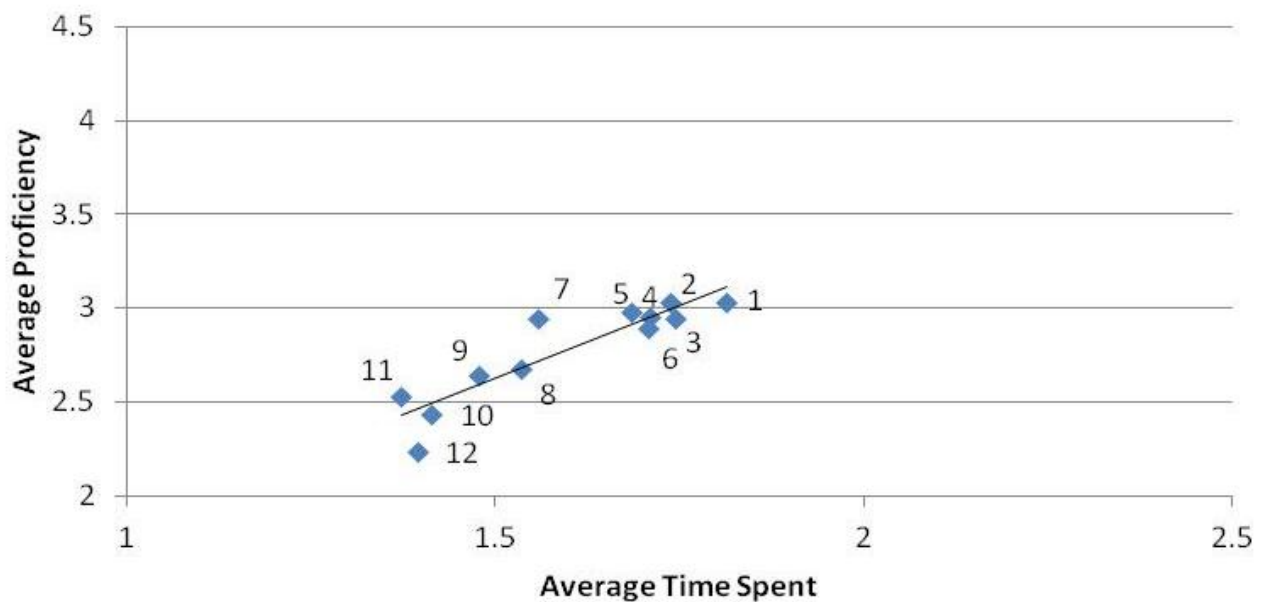
FAC-COR Competencies	In Progress		Level 1		Level 2		Level 3		Aggregate		
	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	
Project Management*	2.96	1.88	2.77	1.72	2.97	1.78	3.75	2.06	3.03	1.81	
Effective Inspection and Acceptance*	2.87	1.63	2.74	1.63	2.97	1.73	3.84	2.03	3.03	1.74	
Contract Quality Assurance and Evaluation*	2.90	1.66	2.67	1.59	2.93	1.66	3.64	1.92	2.98	1.68	
Contract Administration Management*	2.84	1.70	2.57	1.61	2.89	1.72	3.76	2.06	2.95	1.75	
Proposal Evaluation	2.91	1.59	2.66	1.48	2.87	1.52	3.74	1.83	2.95	1.56	
Defining Government Requirements	2.85	1.70	2.64	1.60	2.90	1.69	3.74	1.96	2.95	1.71	
Contract Reporting*	2.73	1.69	2.51	1.57	2.86	1.68	3.74	2.04	2.90	1.71	
Acquisition Planning	2.59	1.53	2.36	1.45	2.62	1.51	3.46	1.76	2.68	1.53	
Market Research	2.58	1.53	2.41	1.44	2.58	1.44	3.31	1.64	2.65	1.48	
Contract Negotiation	2.69	1.48	2.20	1.35	2.44	1.33	3.15	1.48	2.53	1.37	
Contract Closeout*	2.36	1.45	2.06	1.36	2.36	1.38	3.30	1.60	2.43	1.41	
Effective Pre-Award Communications	2.26	1.47	1.87	1.32	2.15	1.36	3.07	1.57	2.23	1.39	
<b>Average</b>	<b>2.71</b>	<b>1.61</b>	<b>2.46</b>	<b>1.51</b>	<b>2.71</b>	<b>1.57</b>	<b>3.54</b>	<b>1.83</b>	<b>2.78</b>	<b>1.60</b>	
<b>Proficiency Scale</b>	<b>0 = None</b>		<b>1 = Basic</b>		<b>2 = Foundational</b>		<b>3 = Intermediate</b>		<b>4 = Advanced</b>		<b>5 = Expert</b>
<b>Time Spent Scale</b>	<b>N/A = Not Applicable</b>		<b>1 = Minimal</b>			<b>2 = Moderate</b>			<b>3 = Extensive</b>		

\*Denotes a new or modified FAC-COR competency in 2012

FAC-COR professionals across all certification levels consistently rated Project Management as an area of strength. Specifically, Project Management received the highest proficiency average in all areas except level 3, in which it was rated second. Conversely, Effective Pre-Award Communication was self-reported as the lowest competency proficiency across all certification levels, while Contract Closeout was self-reported as the second lowest proficiency across all levels, with the exception of level 3, where Contract Negotiation was the second lowest proficiency. Collectively, these trends produce a clear picture of the FAC-C developmental priorities that should be targeted by training and development programs.

The competencies that emerged as developmental needs in the FAC-COR survey sample are understandable, given that FAC-COR professionals have limited on-the-job opportunities to develop and maintain these competencies. More broadly, a closer look at the relationship between the amount of time spent performing a competency and the self-reported proficiency reveals a strong, positive correlation, suggesting that participants devoting a greater percentage of their normal work activities to a competency felt more proficient (as depicted in *Figure 21: FAC-COR Competency Proficiency vs. Time Spent*). This trend may be useful to consider when developing training opportunities for the FAC-COR workforce. Training opportunities should incorporate innovative instructional design techniques that provide for the practical application of key course content through realistic simulations of job functions. More experiential training, when possible and appropriate, may be of greater benefit to the workforce.

**Figure 21: FAC-COR Competency Proficiency vs. Time Spent**



Legend			
<b>1</b>	Project Management	<b>7</b>	Contract Reporting
<b>2</b>	Effective Inspection and Acceptance	<b>8</b>	Acquisition Planning
<b>3</b>	Contract Quality Assurance and Evaluation	<b>9</b>	Market Research
<b>4</b>	Defining Government Requirements	<b>10</b>	Contract Negotiation
<b>5</b>	Proposal Evaluation	<b>11</b>	Contract Closeout
<b>6</b>	Contract Administration Management	<b>12</b>	Effective Pre-Award Communication

## FAC-COR Aligned Skills

The *FAC-COR Aligned Skills* section summarizes the aggregate proficiency and time spent values of all aligned skills. Each technical competency within the FAC-COR competency model includes a number of related aligned skills that represent more specific knowledge or behaviors demonstrated when exhibiting the technical competency. If an aligned skill was not relevant to a participant’s current position, then the participant was instructed to select “Not Applicable” (*i.e.*, the “Percent N/A” column).

Cells shaded green indicate proficiency values that are one standard deviation or more above the average proficiency of all aligned skills. Cells shaded red indicate proficiency values that are one standard deviation below the average proficiency of all aligned skills.

Consistent with competency-level results, many of the aligned skills that emerged as developmental areas are related to skills that are not regularly used by CORs.

**Table 14: FAC-COR Aligned Skills Ratings**

FAC-COR Competencies/Aligned Skills	Proficiency	Time Spent	Percent N/A
<b>1. Acquisition Planning</b>	<b>2.68</b>	<b>1.53</b>	
1a. Documenting the Source	2.68	1.48	24%
1b. Methods of Payment	2.62	1.43	32%
1c. Contract Financing	2.48	1.42	40%
1d. Unpriced Contracts	2.09	1.30	64%
1e. Recurring Requirements	2.66	1.55	31%
1f. Price Arrangements	2.31	1.36	46%
1g. Compliance to FAR guidelines	2.47	1.51	18%
1h. Determining Need for EVM	2.19	1.31	55%
1i. Task and Delivery Order Contracting	2.76	1.66	25%
1j. Strategic Planning	2.71	1.55	26%
<b>2. Market Research (Understanding the Marketplace)</b>	<b>2.65</b>	<b>1.48</b>	
2a. Conduct, collect, and apply market based Analysis	2.60	1.45	25%
2b. Collecting Information on potential Sources of an acquisition	2.64	1.45	21%
2c. Gather information on terms and conditions for commercial items acquisition	2.48	1.38	36%
<b>3. Defining Government Requirements</b>	<b>2.95</b>	<b>1.71</b>	
3a. Writing Statements of Work, Statements of Objectives and other documents	3.10	1.79	10%
3b. Conducting Needs Analysis	2.59	1.53	20%
3c. Preparing Requirements Documents	2.89	1.68	13%
3d. Assisting in the Development of Acquisition Strategy	2.50	1.50	25%
<b>4. Effective Pre Award Communication</b>	<b>2.23</b>	<b>1.39</b>	
4a. Publicizing Proposed Acquisitions	2.28	1.28	57%
4b. Subcontracting Requirements	2.27	1.30	52%



FAC-COR Competencies/Aligned Skills	Proficiency	Time Spent	Percent N/A
4c. Solicitation Preparation	2.55	1.44	43%
4d. Pre-Quote/Pre-Bid/Pre-Proposal Conferences	2.52	1.35	44%
4e. Amending/Cancelling Solicitations	2.38	1.29	53%
<b>5. Proposal Evaluation</b>	<b>2.95</b>	<b>1.56</b>	
5a. Evaluating Non-Price Factors	2.96	1.54	26%
5b. Pricing Information from Offerors	2.74	1.45	29%
5c. Evaluation Documentation	2.94	1.55	22%
5d. Source Selection Criteria	3.49	1.94	24%
<b>6. Contract Negotiation</b>	<b>2.53</b>	<b>1.37</b>	
6a. Negotiation Strategy	3.47	1.37	50%
6b. Conducting Discussions/Negotiations	2.57	1.39	48%
6c. Determining Capability	2.71	1.44	42%
<b>7. Contract Administration Management</b>	<b>2.95</b>	<b>1.75</b>	
7a. Contract Administration Planning and Orientations	2.86	1.63	26%
7b. Contract Modification and Adjustment	2.85	1.59	23%
7c. Work Order Management	2.94	1.67	28%
<b>8. Effective Inspection &amp; Acceptance</b>	<b>3.03</b>	<b>1.74</b>	
8a. Performance Metrics	2.89	1.63	19%
8b. Performance Management	2.99	1.72	16%
8c. Financial Management	2.84	1.63	20%
8d. Inspection and Acceptance	3.12	1.75	16%
8e. Specialized Requirements	2.89	1.56	26%
<b>9. Contract Quality Assurance &amp; Evaluation</b>	<b>2.98</b>	<b>1.68</b>	
9a. Consistency of requirements as they relate to the contract	2.99	1.70	18%
9b. Quality characteristics integrated into the product or service	2.91	1.65	20%
9c. Continuous process-improvement	2.82	1.62	23%
<b>10. Contract Closeout</b>	<b>2.43</b>	<b>1.41</b>	
10a. Contract completion and administrative contract closeout	2.38	1.42	32%
10b. Contractor's Performance Evaluation/ Document for Past Performance	2.63	1.47	24%
10c. Final payment determination	2.40	1.43	34%
10d. Contract file completion	2.31	1.42	37%
<b>11. Contract Reporting</b>	<b>2.90</b>	<b>1.71</b>	
11a. Maintain a COR File	3.02	1.79	13%
11b. Corrective actions for a Contractor's poor performance	2.66	1.50	22%
11c. Invoice management and reporting	3.06	1.75	14%
<b>12. Project Management</b>	<b>3.03</b>	<b>1.81</b>	

FAC-COR Competencies/Aligned Skills	Proficiency	Time Spent	Percent N/A
12a. Identify risks and problem areas and their corrective actions	3.01	1.73	17%
12b. Effective business partnerships	2.85	1.69	25%
12c. Catalyst for change	2.66	1.61	31%
12d. Schedule and Technical management approach to the program	2.90	1.74	24%
12e. Entering Procurement Related Data	2.53	1.49	33%
<b>Average</b>	<b>2.71</b>	<b>1.54</b>	

### FAC-COR Retirement Eligibility

Figure 22: FAC-COR Retirement Eligibility presents a comparison of the retirement eligibility for the FAC-COR workforce against the retirement eligibility of the overall 2012 sample. As depicted in the figure, the pattern of FAC-COR retirement eligibility is almost identical with that of the overall survey sample, with 38% of the FAC-COR workforce eligible to retire within the next 6 years, compared to 39% of the overall sample. The greatest deviation is 2%, which is found in both the 11-20 Years and 21+ Years categories. While this data may provide a glimpse into a more systemic issue, further analysis of the issue with more FAC-COR specific data may provide actionable insight.

Figure 22: FAC-COR Retirement Eligibility

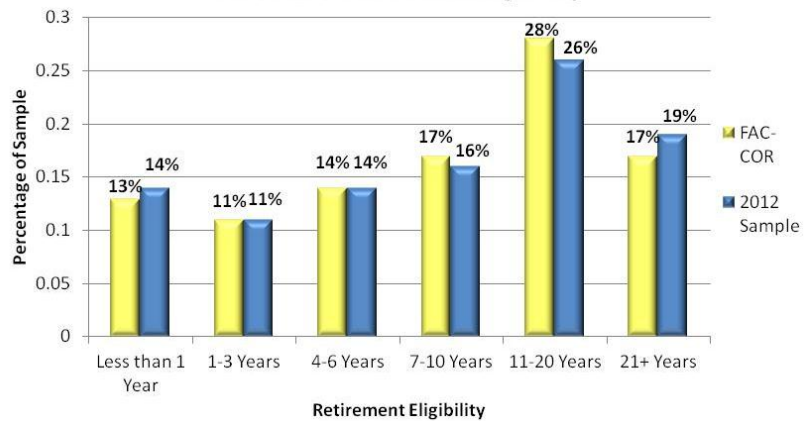


Table 15: FAC-COR Retirement Eligibility

Certification Level	Percentage Eligible to Retire in Next 5 Years	Percentage of Eligible Employees Planning to Retire in Next 5 Years
<b>In Progress</b>	36%	52%
<b>Level 1</b>	35%	59%
<b>Level 2</b>	40%	62%
<b>Level 3</b>	45%	60%
<b>Total</b>	<b>39%</b>	<b>60%</b>
<b>Level 3</b>	45%	60%
<b>Total</b>	<b>39%</b>	<b>60%</b>

Table 15: FAC-COR Retirement Eligibility shows the percentage of Contracting Officer's Representatives eligible to retire in the next 5 years and the percentage of eligible employees who are actually planning to retire in the next 5 years.

Table 16: FAC-COR Retirement by Proficiency summarizes the percentage of the FAC-COR workforce that plans to retire within the next five years by proficiency level (e.g., 29% of FAC-COR respondents at the expert proficiency level for Contract Closeout plan on retiring within the next 5 years). This information could glean more actionable information than retirement eligibility alone. Results are organized by the percentage of expert level respondents that plan to retire within the next 5 years from greatest to least. The average competency proficiency across all certification levels is also presented.

**Table 16: FAC-COR Retirement by Proficiency**

FAC-COR Competency	Average Proficiency	Basic	Foundational	Intermediate	Advanced	Expert
Contract Closeout	2.43	22%	21%	24%	25%	29%
Contract Negotiation	2.53	22%	20%	24%	26%	28%
Contract Administration Management	2.95	20%	23%	23%	25%	27%
Acquisition Planning	2.68	20%	17%	24%	29%	26%
Defining Government Requirements	2.95	20%	18%	24%	24%	26%
Proposal Evaluation	2.95	23%	22%	22%	25%	26%
Effective Inspection and Acceptance	3.03	22%	18%	23%	25%	24%
Effective Pre-Award Communication	2.23	21%	19%	25%	27%	24%
Project Management	3.03	21%	20%	23%	26%	24%
Contract Quality Assurance and Evaluation	2.98	19%	20%	26%	24%	23%
Contract Reporting	2.90	21%	20%	25%	26%	20%
Market Research	2.65	23%	20%	22%	25%	19%
<b>Average</b>		<b>21%</b>	<b>20%</b>	<b>24%</b>	<b>26%</b>	<b>25%</b>

While some FAC-COR competencies, such as Contract Administration Management, Contract Closeout, Proposal Evaluation and Defining Government Requirements follow a trend of increasing retirement with increasing proficiency, other competencies do not parallel this pattern. Additionally, the two competencies with the largest percentage of expert level employees that plan to retire over the next 5 years are also the second and third lowest average self-reported proficiencies.

Table 17: FAC-COR Retirement Profile compares the average competency proficiency of acquisition professionals that are not eligible to retire over the next 5 years against those that plan to retire within the same timeframe.

Table 17: FAC-COR Retirement Profile

FAC-COR Competency	Average Competency Proficiency					
	Level 2	Level 2 - Plan to Retire	Difference	Level 3	Level 3 - Plan to Retire	Difference
Acquisition Planning	2.54	2.83	- 0.29	3.44	3.51	- 0.07
Market Research	2.57	2.62	- 0.05	3.39	3.09	0.30
Defining Government Requirements	2.85	3.07	- 0.22	3.75	3.10	0.65
Effective Pre-Award Communication	2.11	2.29	- 0.18	3.05	3.72	- 0.67
Proposal Evaluation	2.85	2.91	- 0.06	3.72	3.79	- 0.07
Contract Negotiation	2.41	2.55	- 0.14	3.10	3.28	- 0.18
Contract Administration Management	2.82	3.09	- 0.27	3.75	3.79	- 0.04
Effective Inspection and Acceptance	2.93	3.09	- 0.16	3.85	3.82	0.03
Contract Quality Assurance and Evaluation	2.90	3.06	- 0.16	3.66	3.57	0.09
Contract Closeout	2.30	2.56	- 0.26	3.27	3.38	- 0.11
Contract Reporting	2.82	2.98	- 0.16	3.75	3.69	0.06
Project Management	2.92	3.11	- 0.19	3.71	3.86	- 0.15

By comparing those FAC-CORs that intend to retire in the near future (*i.e.*, 5 years) against those who are not eligible, we can gain insight into what may be the future needs of the workforce. All FAC-COR competencies at the Level 2 would see a drop in proficiency, ranging from a .05 drop to a .29 drop. A more encouraging trend can be seen when looking at the level 3 FAC-CORs. In this demographic, only seven of the 12 competencies would be negatively impacted by the retirement of workforce members, with negligible drops (*i.e.*, less than .1) in three of these seven competencies.

### FAC-COR Key Findings

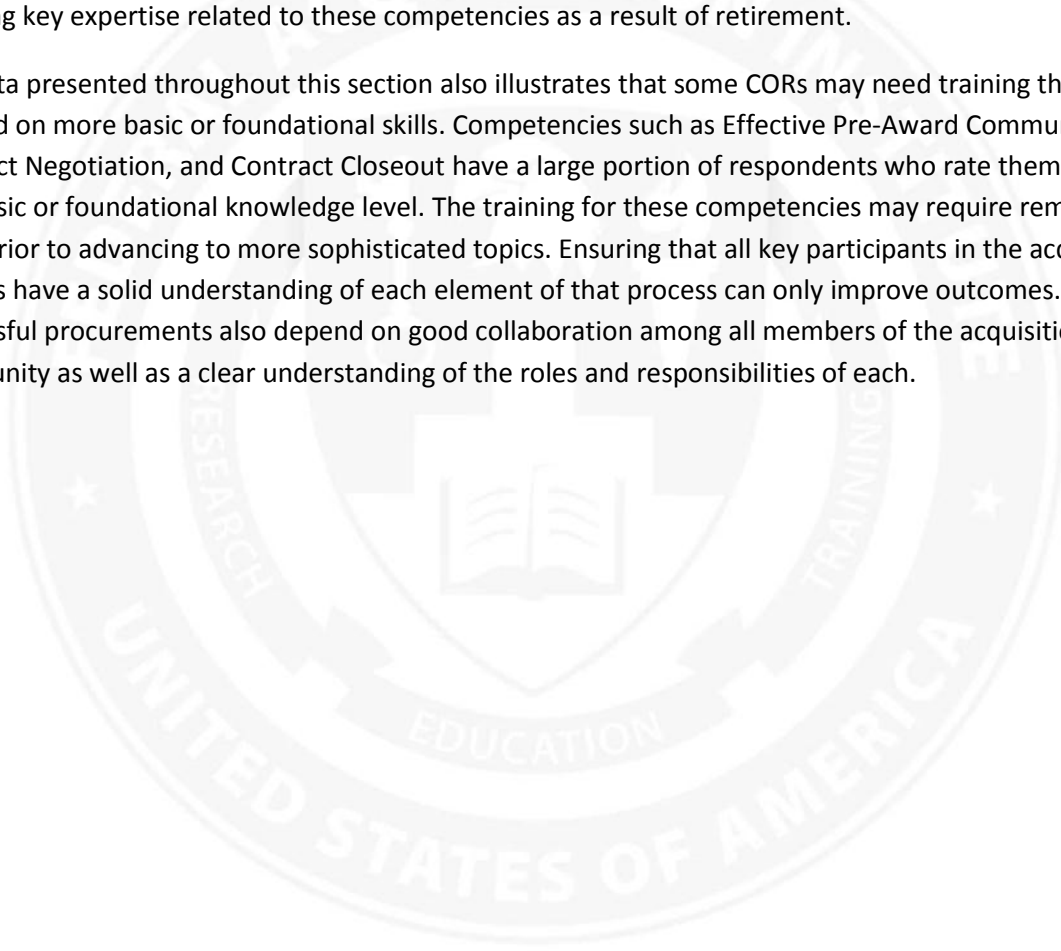
Through examination of the FAC-COR workforce data, FAI can seek to better tailor the training and developmental opportunities it offers to the workforce. This information could be utilized to more efficiently allocate training resources for the current workforce, while preparing for future workforce needs and challenges.

For competencies with a high level of advanced or expert knowledge, more nuanced, experiential training may be best. This strategy may be particularly applicable with competencies such as Project Management and Effective Inspection and Acceptance. Likewise, training resources for these same competencies may be used to fund or aid knowledge sharing programs such as mentoring.

A strong relationship exists between time spent and technical proficiency within the FAC-COR program area. Specifically, participants who devote a greater percentage of their normal work activities to a competency also reported a higher proficiency with that competency. In contrast, participants devoting a smaller percentage of their normal work activities to a competency reported lesser proficiency with that competency.

An analysis of retirement eligibility by competency revealed that Contract Closeout and Contract Negotiations have the greatest percentage of respondents at the expert and advanced proficiency level that are planning to retire within the next 5 years. This fact, coupled with the low average proficiencies on these competencies, suggests that future FAC-COR training and development opportunities should target the development of these skills in level 2 and level 3 professionals. This may help mitigate the risk of losing key expertise related to these competencies as a result of retirement.

The data presented throughout this section also illustrates that some CORs may need training that is focused on more basic or foundational skills. Competencies such as Effective Pre-Award Communication, Contract Negotiation, and Contract Closeout have a large portion of respondents who rate themselves at a basic or foundational knowledge level. The training for these competencies may require remedial work prior to advancing to more sophisticated topics. Ensuring that all key participants in the acquisition process have a solid understanding of each element of that process can only improve outcomes. Successful procurements also depend on good collaboration among all members of the acquisition community as well as a clear understanding of the roles and responsibilities of each.



## C. Federal Acquisition Certification (FAC) – Program and Project Managers

### Workforce Profile

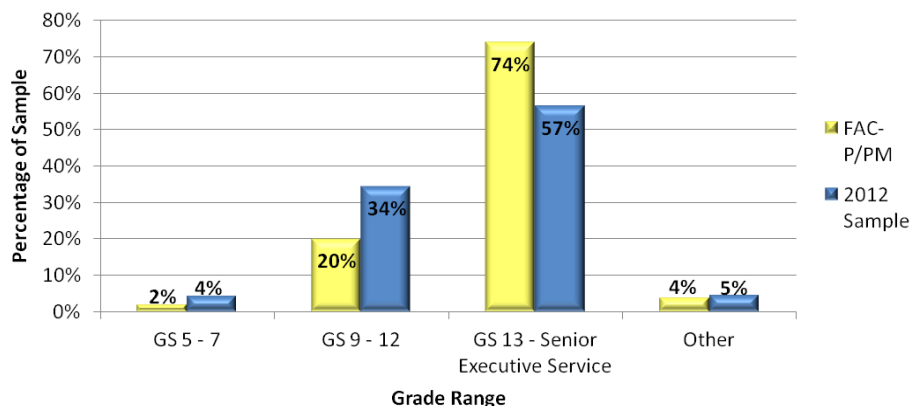
A total of 2,764 survey respondents identified themselves as Program and Project Managers, comprising 26% of all responses. While the number of respondents who identified themselves as entry and mid-level was similar, the In Progress certification level contained the largest portion of the workforce (33%).

Table 18: FAC-P/PM Certification Level

Certification Level	Percentage of FAC-P/PM Sample
In Progress	33%
Entry	25%
Mid-Level	26%
Senior	16%

A comparison of the FAC-P/PM sample to the overall survey sample illustrates that there are only slight similarities between the two groups. As shown in *Figure 23: FAC-P/PM Grade Range*, the P/PM group is comprised of significantly more employees at the GS 13 – SES level and the group contains considerably fewer GS 9-12 employees when compared to entire sample.

Figure 23: FAC-P/PM Grade Range



The Program and Project Managers grade distribution is similar to that of the Contracting Officer's Representative certification area, with few dominant job series. In contrast to the Contracting field, which is comprised of a few, major job series, the most frequent FAC-P/PM job series is the 343 (Management and Program Analysis) job series, followed closely by the 2210 (Information Technology Management) job series. These two series accounted for roughly a quarter of the workforce (28%).

Figure 24: FAC-P/PM Job Series Distribution

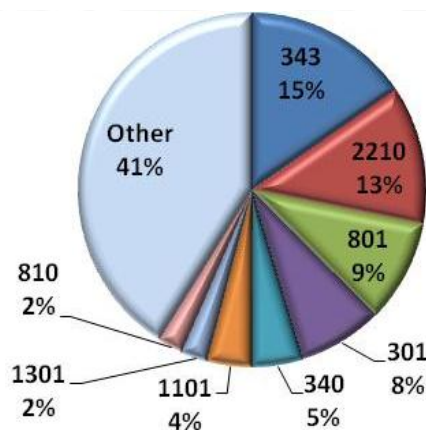


Figure 25: FAC-P/PM Education Level presents a comparison of the highest completed education level of the FAC-P/PM participants to the overall survey sample. Though a lower percentage of P/PM respondents hold a Bachelor's Degree, a higher percentage hold a Master's Degree.

Figure 25: FAC-P/PM Education Level

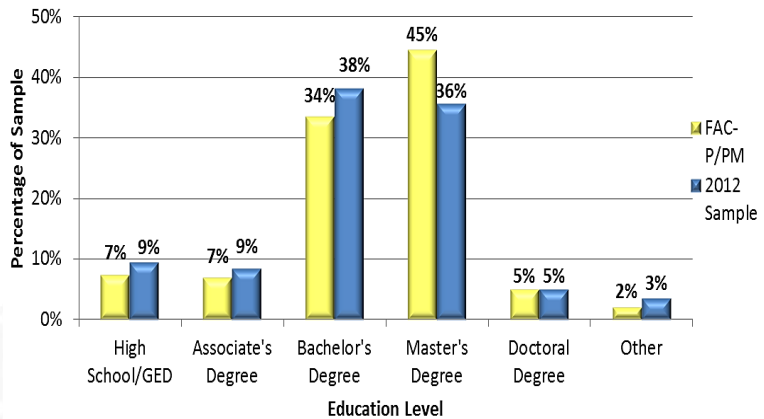


Table 19: AWCS FAC-P/PM

Respondent Profile: 2008, 2010,

2012 shows that the profiles for these years are remarkably similar, only differing by retirement eligibility in 2008.

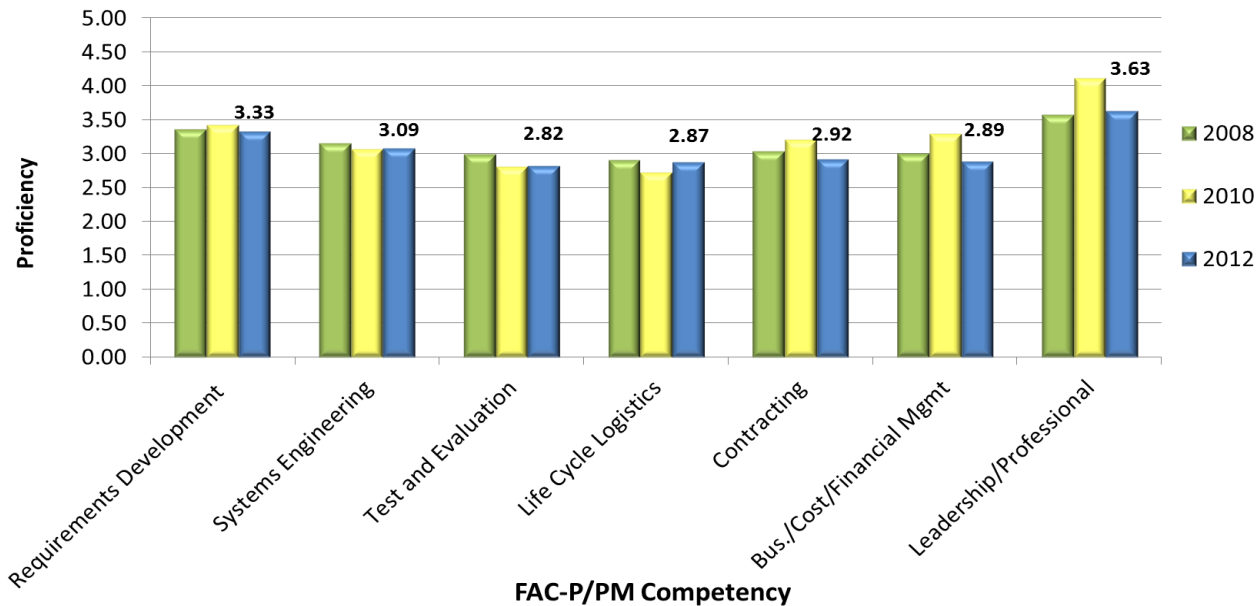
Table 19: AWCS FAC-P/PM Respondent Profile: 2008, 2010, and 2012

Respondent Profile:	2012 AWCS	2010 AWCS	2008 AWCS
<b>Age</b>	51 to 55 Years Old	51 to 55 Years Old	46 to 55 Years Old
<b>Gender</b>	Male	Male	Male
<b>Grade Level</b>	GS-14 or equivalent	GS-14 or equivalent	GS-14/15
<b>Supervisory Status</b>	Non-supervisory	Non-supervisory	Non-supervisory
<b>Education</b>	Master's Degree	Master's Degree	Bachelor's Degree
<b>Retirement Eligibility</b>	11 to 20 Years	11 to 20 Years	7 to 10 Years
<b>Years of Acquisition Experience</b>	11 to 20 Years	11 to 20 Years	11 to 20 Years

## FAC-P/PM Technical Competencies

Figure 26: FAC-P/PM Proficiency by Year summarizes the average 2012 self-reported FAC-P/PM competency proficiency values and provides a historical comparison of FAC-P/PM competency proficiency ratings in 2012 against results from the 2010 and 2008 competency surveys. Similar to previous sections, proficiency labels are included for all 2012 competencies.

Figure 26: FAC-P/PM Proficiency by Year



Proficiency Scale: None (0) Basic (1) Foundational (2) Intermediate (3) Advanced (4) Expert (5)

Aggregate 2012 FAC-P/PM competency proficiencies span a large range with some competencies falling between the foundational and intermediate category while others are firmly between the intermediate and advanced categories. Other program areas exhibit a downward trend from 2008 – 2012; however, the FAC-P/PM data does not support the same trend.



Figure 27: FAC-P/PM Competency Proficiency Ratings Distribution summarizes the percentage of FAC-P/PM respondents at each proficiency level by competency. Competencies are arranged from top to bottom by the percentage of respondents at the expert proficiency level. The average competency proficiency is presented to the right of each horizontal bar.

Figure 27: FAC-P/PM Competency Proficiency Ratings Distribution

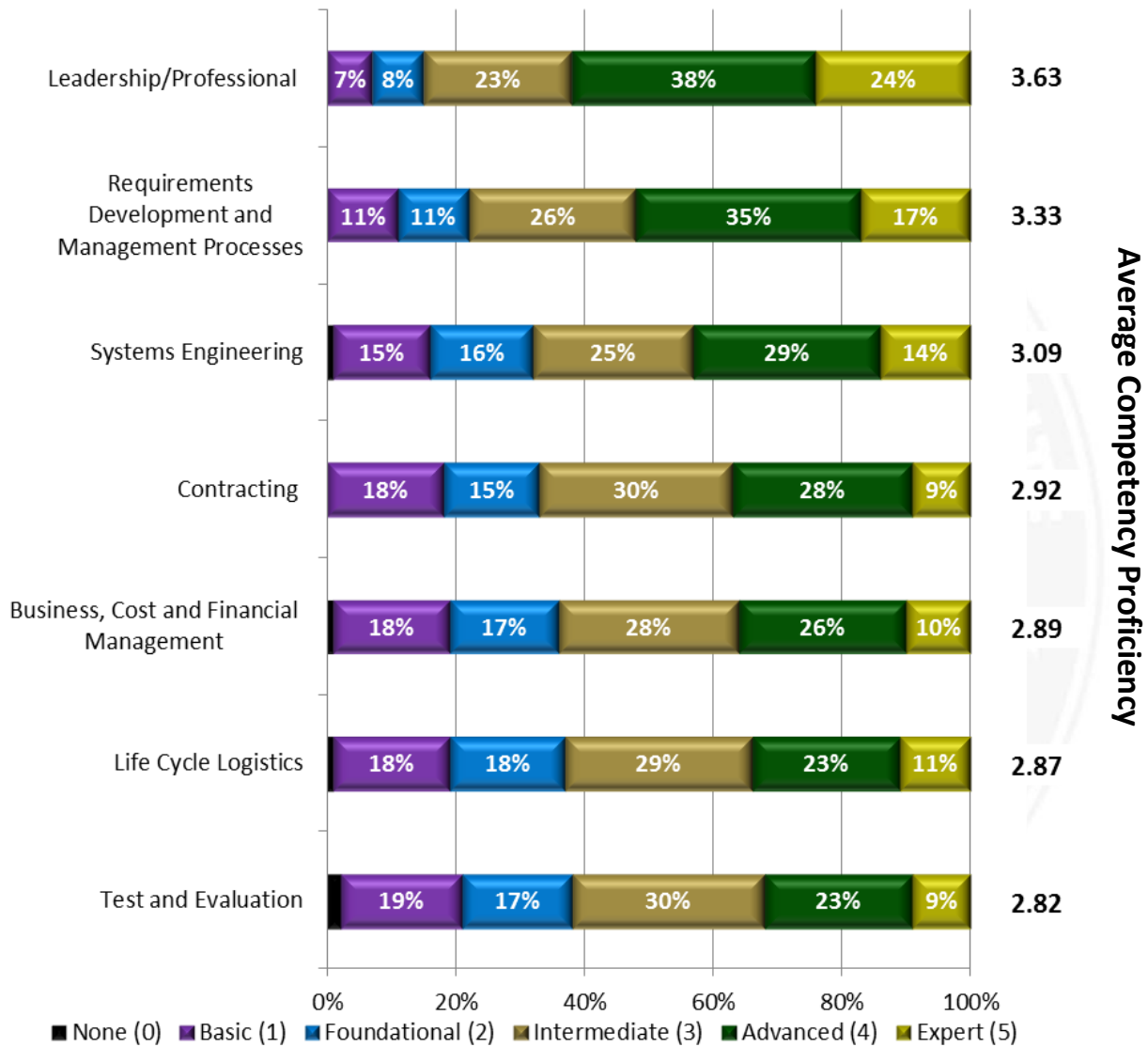


Table 20: FAC-P/PM Ratings by Certification Level provides a breakdown of aggregate competency proficiency and time spent ratings by FAC-P/PM certification level.

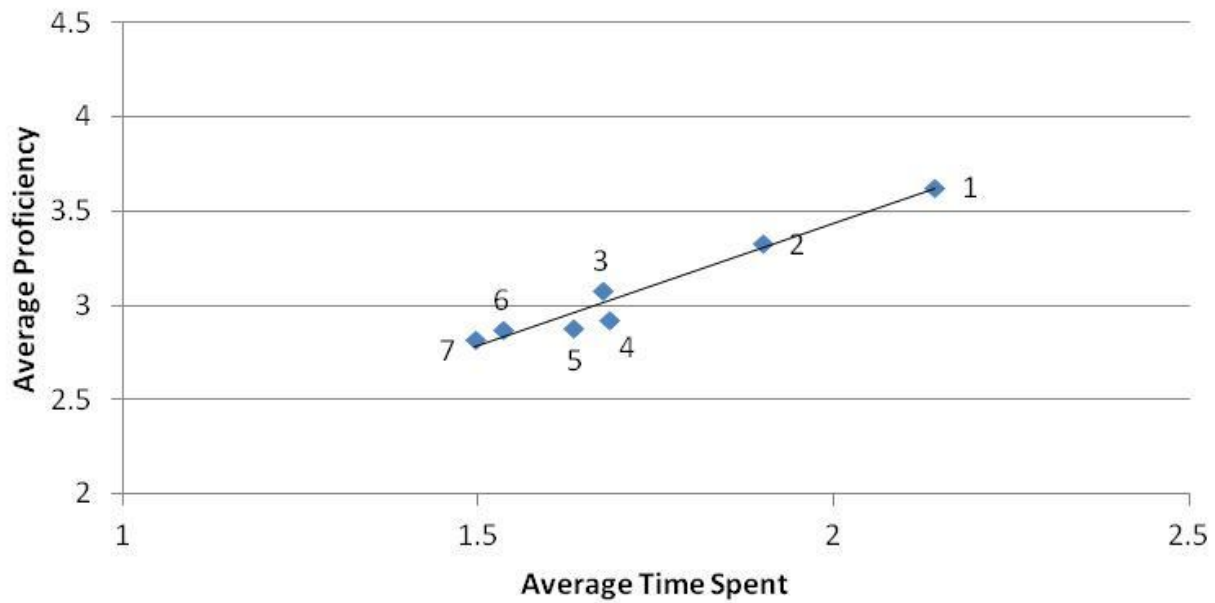
Cells shaded green indicate proficiency values that are one standard deviation or more above the certification level’s average proficiency across all competencies. Cells shaded red indicate proficiency values that are one standard deviation below the certification level’s average proficiency across all competencies. For example, expert FAC-P/PM professionals, on average, self-reported Leadership/Professional as a particular strength, whereas Test and Evaluation was self-reported as more challenging.

Table 20: FAC-P/PM Ratings by Certification Level

FAC-PPM Competencies	In Progress		Entry		Mid-Level		Senior		Aggregate			
	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent		
Leadership/Professional	3.42	2.08	3.50	2.10	3.60	2.11	4.24	2.36	3.63	2.14		
Requirements Development and Management Processes	3.11	1.87	3.08	1.84	3.37	1.87	3.99	2.08	3.33	1.90		
Systems Engineering	2.90	1.66	2.81	1.62	3.15	1.66	3.59	1.79	3.09	1.68		
Contracting	2.59	1.58	2.67	1.58	3.04	1.70	3.60	1.95	2.92	1.68		
Business, Cost and Financial Management	2.66	1.58	2.65	1.59	2.86	1.58	3.60	1.87	2.89	1.63		
Life Cycle Logistics	2.71	1.55	2.66	1.49	2.87	1.47	3.38	1.65	2.87	1.53		
Test and Evaluation	2.67	1.54	2.55	1.43	2.92	1.49	3.23	1.53	2.82	1.50		
<b>Average</b>	<b>2.87</b>	<b>1.69</b>	<b>2.85</b>	<b>1.66</b>	<b>3.12</b>	<b>1.70</b>	<b>3.66</b>	<b>1.89</b>	<b>3.08</b>	<b>1.72</b>		
<b>Proficiency Scale</b>	0 = None		1 = Basic		2 = Foundational		3 = Intermediate		4 = Advanced		5 = Expert	
<b>Time Spent Scale</b>	N/A = Not Applicable		1 = Minimal		2 = Moderate		3 = Extensive					

A closer look at the relationship between the amount of time spent performing a competency and the self-reported proficiency in the P/PM program area reveals a strong, positive correlation, suggesting that participants devoting a greater percentage of their normal work activities to a competency felt more proficient (as depicted in *Figure 28: FAC-P/PM Competency Proficiency vs. Time Spent*). This trend may be useful to consider when developing training opportunities for the FAC-P/PM workforce. Training opportunities should look to incorporate innovative instructional design techniques that provide for the practical application of key course content through realistic simulations of job functions. More experiential training, when possible and appropriate, may be of greater benefit to the workforce.

**Figure 28: FAC-P/PM Competency Proficiency vs. Time Spent**



Legend			
<b>1</b>	Leadership/Professional	<b>5</b>	Life Cycle Logistics
<b>2</b>	Requirements Development and Management Processes	<b>6</b>	Business, Cost and Financial Management
<b>3</b>	Systems Engineering	<b>7</b>	Test and Evaluation
<b>4</b>	Contracting		

## FAC-P/PM Aligned Skills

The *FAC-P/PM Aligned Skills* section summarizes the aggregate proficiency and time spent values of all aligned skills. Each technical competency within the FAC-P/PM competency model includes a number of related aligned skills that represent more specific knowledge or behaviors demonstrated when exhibiting the technical competency. If an aligned skill was not relevant to a participant’s current position, then the participant was instructed to select “Not Applicable” (*i.e.*, the “Percent N/A” column).

Cells shaded green indicate proficiency values that are one standard deviation or more above the average proficiency of all aligned skills. Cells shaded red indicate proficiency values that are one standard deviation below the average proficiency of all aligned skills.

**Table 21: FAC-P/PM Aligned Skills Ratings**

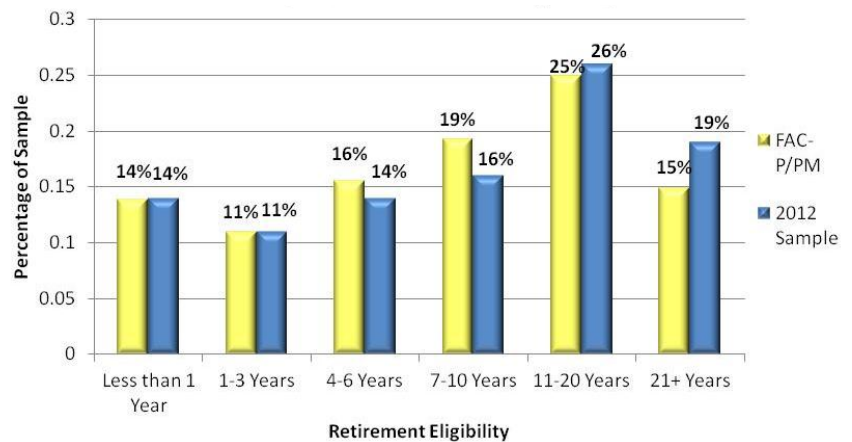
FAC-PPM Competencies/Aligned Skills	Proficiency	Time Spent	Percent N/A
<b>1. Requirements Development and Management Processes</b>	<b>3.33</b>	<b>1.90</b>	
1a. Communications Management	3.43	2.02	8%
1b. Concept Selection Process	3.07	1.60	17%
1c. Core Management Skills & Processes	3.45	1.97	9%
1d. Market Research (including socio-economic considerations)	2.82	1.44	21%
1e. Requirements Development Process	3.26	1.76	13%
1f. Risk & Opportunity Management	3.08	1.69	16%
1g. Technical Development Process	3.26	1.77	15%
1h. Total Ownership Cost	2.89	1.54	26%
1i. Working Groups & Teams	3.66	2.13	8%
1j. Life-Cycle Management	3.10	1.66	19%
1k. Statutory Requirements	2.84	1.56	17%
1l. Acquisition Strategy Development	2.94	1.57	20%
<b>2. Systems Engineering</b>	<b>3.09</b>	<b>1.68</b>	
2a. Technical Management Process	3.18	1.72	28%
2b. Technical Process	3.20	1.72	28%
<b>3. Test and Evaluation</b>	<b>2.82</b>	<b>1.50</b>	
3a. Integration of T&E	2.77	1.45	42%
3b. Realistic or Operational Test & Evaluation (OT&E)	2.80	1.46	42%
3c. Test & Evaluation Strategy (TES)	2.76	1.45	41%
<b>4. Life Cycle Logistics</b>	<b>2.87</b>	<b>1.53</b>	
4a. Life-cycle Logistics (LCL) Management, Product Support, & Interoperability	2.86	1.54	36%
<b>5. Contracting</b>	<b>2.92</b>	<b>1.68</b>	
5a. Administer Contract	3.04	1.71	24%
5b. Contract Approach	2.88	1.52	25%
5c. Perform Source Selection	2.95	1.48	24%

FAC-PPM Competencies/Aligned Skills	Proficiency	Time Spent	Percent N/A
5d. Performance-based Service Agreements	2.75	1.46	29%
5e. Prepare & Issue Solicitation	2.76	1.48	34%
5f. Prepare Requirements & Support Documentation	3.18	1.69	17%
<b>6. Business, Cost and Financial Management</b>	<b>2.89</b>	<b>1.63</b>	
6a. Business Financial Planning & Management	2.93	1.61	22%
6b. Cost Estimating	3.02	1.62	18%
6c. Department/Agency Programming, Planning & Budgeting Type System (OMB A-11)	2.74	1.54	34%
6d. Earned Value Management (EVM)	2.77	1.47	39%
6e. Financial Reporting & Oversight	2.93	1.64	25%
6f. Procurement Data	2.70	1.47	36%
<b>7. Leadership/Professional</b>	<b>3.63</b>	<b>2.14</b>	
7a. Accountability	3.65	2.09	8%
7b. Conflict Management	3.42	1.81	10%
7c. Creativity/Innovation	3.54	1.90	9%
7d. Developing Others	3.51	1.88	13%
7e. Entrepreneurship	3.14	1.62	31%
7f. External Awareness	3.41	1.87	14%
7g. Leveraging Diversity	3.29	1.72	18%
7h. Partnering	3.46	1.96	13%
7i. Political Savvy	3.15	1.79	17%
7j. Resilience	3.53	1.95	13%
7k. Strategic Planning	3.43	1.88	10%
7l. Strategic Thinking	3.50	1.94	10%
7m. Team Building/IPT	3.56	2.00	10%
7n. Vision	3.44	1.83	12%
<b>Average</b>	<b>3.14</b>	<b>1.70</b>	

## FAC-P/PM Retirement Eligibility

*Figure 29: FAC-P/PM Retirement Eligibility* presents a comparison of the retirement eligibility for the FAC-P/PM workforce against the retirement eligibility of the overall 2012 sample. As depicted in the figure, the pattern of FAC-P/PM retirement eligibility breaks down into three general trends. In the immediate 3 years, the FAC-P/PM workforce is identical to the overall sample, in the interim 4-10 years the FAC-P/PM population has a higher rate of retirement eligibility, and in the long term, defined as 11-21+ years, the P/PM workforce has a lower rate of retirement eligibility.

**Figure 29: FAC-P/PM Retirement Eligibility**



**Table 22: FAC-P/PM Retirement Eligibility**

Certification Level	Percentage Eligible to Retire in Next 5 Years	Percentage of Eligible Employees Planning to Retire in Next 5 Years
<b>In Progress</b>	36%	55%
<b>Entry</b>	40%	53%
<b>Mid-Level</b>	43%	50%
<b>Expert</b>	49%	59%
<b>Total</b>	<b>41%</b>	<b>54%</b>

*Table 22: FAC-P/PM Retirement Eligibility* shows the percentage of Program and Project Managers eligible to retire in the next 5 years and the percentage of eligible employees who are actually planning to retire in the next 5 years.

*Table 23: FAC-P/PM Retirement by Proficiency* on the next page summarizes the percentage of the FAC-P/PM workforce that plans to retire within the next five years by proficiency level for each competency (e.g., 24% of FAC-P/PM respondents at the expert proficiency level for the competency “Contracting” plan on retiring within the next 5 years). Results are organized by the percentage of expert level respondents that plan to retire within the next 5 years from greatest to least. The average competency proficiency across all certification levels is also presented.

**Table 23: FAC-P/PM Retirement by Proficiency**

FAC-P/PM Competency	Average Proficiency	Basic	Foundational	Intermediate	Advanced	Expert
Business, Cost and Financial Management	2.89	19%	19%	22%	23%	25%
Contracting	2.92	22%	18%	20%	25%	24%
Requirements Development and Management Processes	3.33	19%	18%	19%	23%	23%
Leadership/Professional	3.63	22%	18%	20%	21%	23%
Systems Engineering	3.09	20%	17%	23%	22%	21%
Life Cycle Logistics	2.87	18%	17%	24%	21%	21%
Test and Evaluation	2.82	22%	19%	20%	24%	16%
<b>Average</b>		<b>20%</b>	<b>18%</b>	<b>21%</b>	<b>23%</b>	<b>22%</b>

Results indicate that, within each proficiency level, a relatively consistent sample of the FAC-P/PM workforce plans to retire within the next five years; however, the workforce does not exhibit any sort of consistent relationship between retirement eligibility and proficiency that would require immediate action.

Table 24: FAC-P/PM Retirement Profile compares the average competency proficiency of acquisition professionals that are not eligible to retire over the next 5 years against those that plan to retire within the same timeframe. This comparison provides insight into skill gaps that the workforce may be faced with if all impending retirees were to leave.

**Table 24: FAC-P/PM Retirement Profile**

FAC-P/PM Competency	Average Competency Proficiency					
	Mid-Level	Mid-Level – Plan to Retire	Difference	Expert	Expert – Plan to Retire	Difference
Requirements Development and Management Processes	3.34	3.50	-0.16	3.99	3.98	0.01
Systems Engineering	3.12	3.28	-0.16	3.62	3.52	0.10
Test and Evaluation	2.92	2.94	-0.02	3.27	3.08	0.19
Life Cycle Logistics	2.80	3.11	-0.31	3.41	3.32	0.09
Contracting	3.01	3.13	-0.12	3.56	3.72	-0.16
Business, Cost and Financial Management	2.81	3.04	-0.23	3.60	3.58	0.02
Leadership Professional	3.57	3.69	-0.12	4.27	4.16	0.11

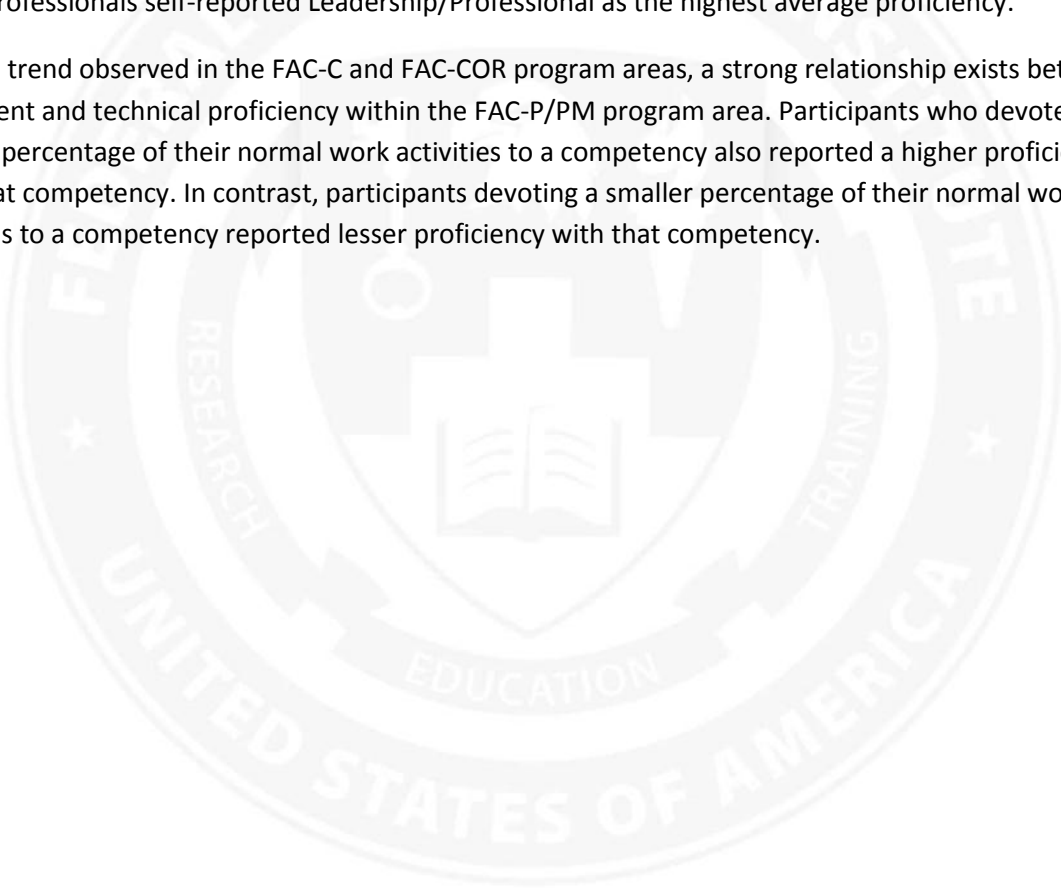
The biggest impact could be felt amongst the mid-level workforce, where all competencies would be negatively affected. While certain competencies, such as Test and Evaluation, have little difference, others, such as Life Cycle Logistics, would be greatly impacted.

In contrast, only one of the seven competencies would be negatively affected when examining the expert workforce. However, the one competency that would be negatively impacted, Contracting, would be impacted by -.16.

### **FAC-P/PM Key Findings**

A comparison of average self-reported FAC-P/PM proficiency ratings in 2012 against previous AWCS iterations reveals a parallel trend in relative self-reported competency proficiency amongst FAC-P/PM professionals. That is, Test and Evaluation; Life Cycle Logistics; Contracting; and Business, Cost and Financial Management tend to be consistently self-reported as areas of lower proficiency relative to the Requirements Development, Systems Engineering and Leadership/Professional competencies. Between 2010 and 2012, trends in competency proficiency were mixed; proficiency in three competencies increased, while decreases were observed in four competencies. Consistent with 2008 and 2010, FAC-P/PM professionals self-reported Leadership/Professional as the highest average proficiency.

Like the trend observed in the FAC-C and FAC-COR program areas, a strong relationship exists between time spent and technical proficiency within the FAC-P/PM program area. Participants who devote a greater percentage of their normal work activities to a competency also reported a higher proficiency with that competency. In contrast, participants devoting a smaller percentage of their normal work activities to a competency reported lesser proficiency with that competency.





## VI. Business Competencies

*Section VI: Business Competencies* summarizes the strengths and opportunities for development of the acquisition workforce related to the foundational skills that support successful performance. Business competencies are consistent across all three Federal Acquisition Certification Program Areas (*i.e.*, Contracting Professionals, Contracting Officer's Representatives, Program and Project Managers).

All participants self-reported their proficiency on the same 12 business competencies using the identical proficiency scale used for the technical competencies (included below). Participants did not rate their time spent on each business competency, as this assessment would be difficult to accurately estimate.

### Proficiency Scale

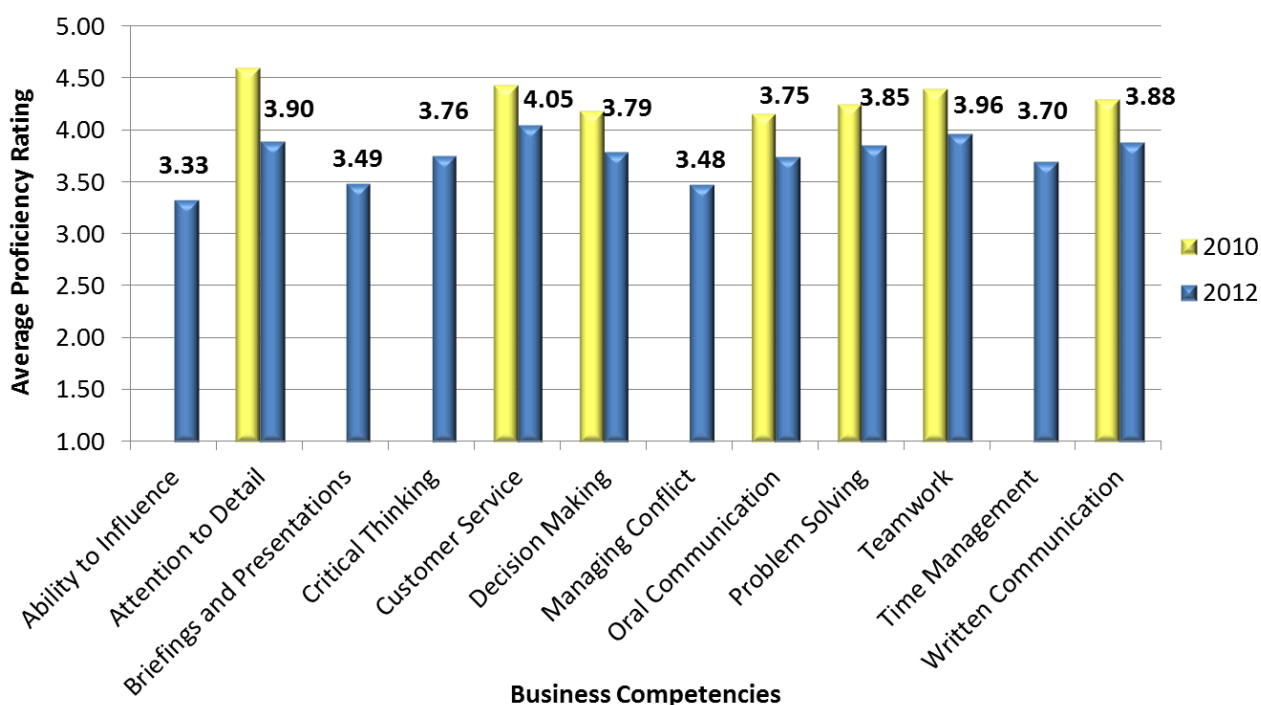
- **None (0):** I do not possess proficiency in this competency.
- **Basic (1):** I am capable of handling the simplest of assignments related to this competency, but need significant assistance beyond the easiest solutions.
- **Foundational (2):** I am capable of handling some assignments involving this competency, but need assistance beyond routine situations.
- **Intermediate (3):** I am capable of handling many day-to-day assignments involving this competency, but may seek assistance in difficult or new situations.
- **Advanced (4):** I am capable of handling most day-to-day assignments involving this competency, though may seek expert assistance with particularly difficult or unique situations.
- **Expert (5):** I am capable of handling all assignments involving this competency and may serve as a role model and/or coach for others.

Like the technical competencies, the business competencies were updated prior to the administration of the 2012 AWCS to better reflect the foundational skills required by acquisition professionals for successful performance. Therefore, a historical comparison of some business competencies is not possible.

Figure 30: Business Competency Proficiency by Year summarizes the average 2012 self-reported business competency proficiency values for the Federal-wide acquisition workforce, as well as provides a historical comparison of competency proficiency ratings in 2012 against results from the 2010 competency survey.

In support of this initiative, the business competencies were revised prior to the administration of the 2012 survey to allow for a more accurate and comprehensive analysis of the acquisition workforce’s strengths and opportunities for growth. As a result, some business competencies were assessed for the first time in this iteration of the AWCS, which prevents a historical comparison of proficiency values for some competencies.

Figure 30: Business Competency Proficiency by Year



Proficiency Scale: None (0) Basic (1) Foundational (2) Intermediate (3) Advanced (4) Expert (5)

As Figure 30 demonstrates, business competency proficiencies decreased from 2010 to 2012, with an average decrease of .45. However, participants in 2012 generally self-reported an average proficiency of advanced across the business competencies, indicating that, on average, acquisition professionals are able to handle most day-to-day assignments involving the competencies, though they may seek expert assistance with particularly difficult or unique situations. Customer Service (4.05) and Teamwork (3.96) were reported as the highest average competencies, whereas Ability to Influence (3.33) and Managing Conflict (3.48) were the two lowest average proficiencies. Of competencies where a historical comparison is possible, Attention to Detail dropped the largest over the 2 year period, with a .70 proficiency decrease.

Table 25: *Business Competencies by Certification Level* summarizes the average Federal-wide business competency proficiency by level of certification.

Consistent with previous tables, cells shaded green or red indicate business competency proficiencies that are above or below one standard deviation from the average of all business competencies, respectively. The standard deviation, which is calculated for a set of numbers, indicates how closely the numbers fall around the average, with values above or below one standard deviation indicating proficiencies that are particularly strong or, conversely, opportunities for development.

**Table 25: Business Competencies by Certification Level**

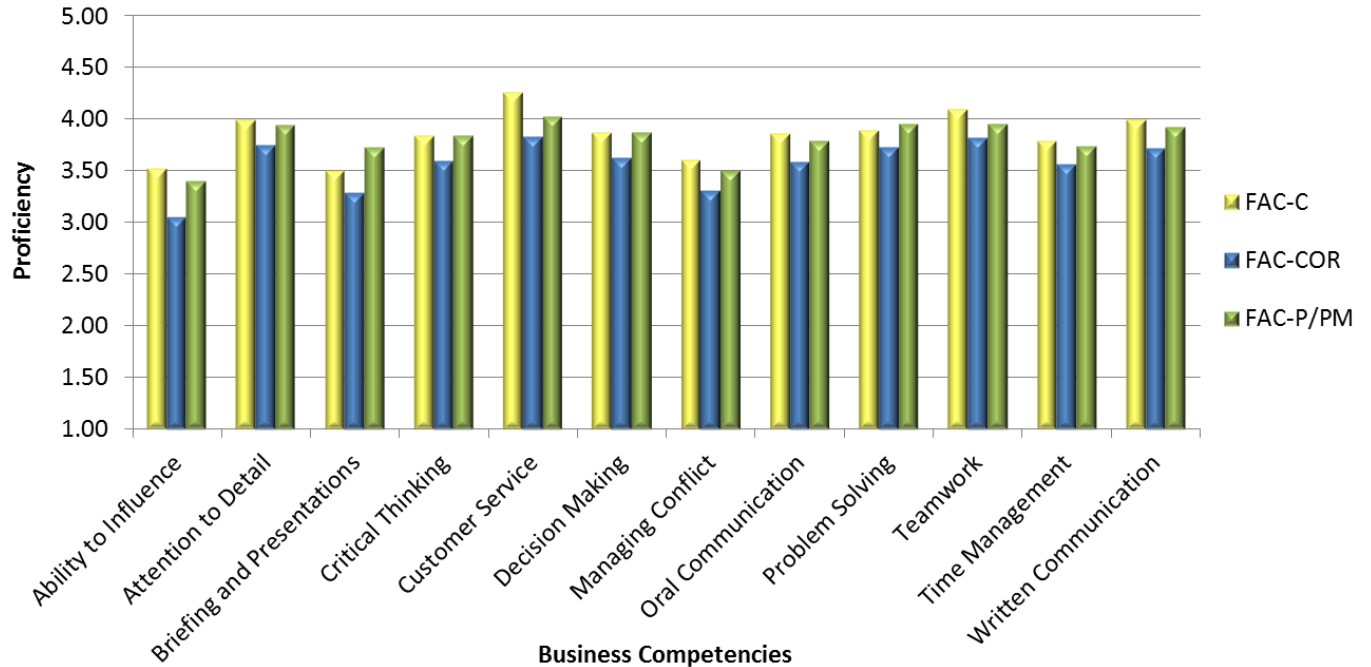
Business Competencies	In Progress	Level 1	Level 2	Level 3	Aggregate	
Customer Service	3.89	3.92	3.96	4.42	4.05	
Teamwork	3.79	3.81	3.92	4.30	3.96	
Attention to Detail	3.69	3.71	3.85	4.28	3.90	
Written Communication	3.68	3.67	3.84	4.28	3.88	
Problem Solving	3.64	3.65	3.81	4.26	3.85	
Decision Making	3.56	3.59	3.72	4.26	3.79	
Critical Thinking	3.54	3.55	3.69	4.21	3.76	
Oral Communication	3.58	3.55	3.68	4.16	3.75	
Time Management	3.52	3.55	3.66	4.03	3.70	
Briefings and Presentations	3.25	3.23	3.41	4.01	3.49	
Managing Conflict	3.23	3.27	3.40	3.97	3.48	
Ability to Influence	3.08	3.08	3.20	3.94	3.33	
<b>Average</b>	<b>3.54</b>	<b>3.55</b>	<b>3.68</b>	<b>4.18</b>	<b>3.75</b>	
<b>Proficiency Scale</b>	<b>0 = None</b>	<b>1 = Basic</b>	<b>2 = Foundational</b>	<b>3 = Intermediate</b>	<b>4 = Advanced</b>	<b>5 = Expert</b>

Consistent trends emerged in the strengths and weaknesses of the Federal-wide acquisition workforce related to the business competencies. Both Customer Service and Teamwork recurrently emerged as areas of strength for the acquisition workforce across all certification levels, as indicated by the consistently high, self-reported proficiency values for these competencies. Conversely, Ability to Influence, Managing Conflict and Briefings and Presentations were consistently rated lower for level 1 and level 2 professionals, as well as those in progress toward a level 1 certification. This trend may be due to limited opportunities to demonstrate these competencies at lower certification levels.

To help build the proficiency of the acquisition workforce related to business competencies with lower average ratings, individual agencies may consider strategic developmental assignments for acquisition professionals at level 1, 2 or individuals working toward a level 1 certification. Such developmental opportunities can include shadowing or stretch assignments where individuals either observe a more seasoned professional, or independently perform a stretch task under observation. These assignments are most effective when coupled with debrief opportunities to discuss lessons learned.

A comparison of average business competency proficiency values by program area is presented in *Figure 31: Business Competency Proficiency by Program Area*.

**Figure 31: Business Competency Proficiency by Program Area**



Proficiency Scale: None (0) Basic (1) Foundational (2) Intermediate (3) Advanced (4) Expert (5)

As depicted in the figure, Contracting Professionals rated themselves the highest across most of the business competencies, with the exception of Briefings and Presentations and Problem Solving. Contracting Officer’s Representatives rated themselves, on average, the lowest across all business competencies.

## VII. Training Environment

In addition to providing insight into the strengths and developmental needs of the acquisition workforce, respondents to the 2012 AWCS also completed questions related to elements of their organizational culture that support continued learning and development (e.g., resources for training, supervisory support for training). Employees in supervisory and non-supervisory positions were presented with a different set of questions related to their department or agency’s training environment. Only survey participants that self-reported being in a supervisory position completed the supervisory questions. *Section IV. Training Environment* summarizes the training environment responses for both groups.

All participants rated the degree to which they agreed with each training environment question on the following scale:

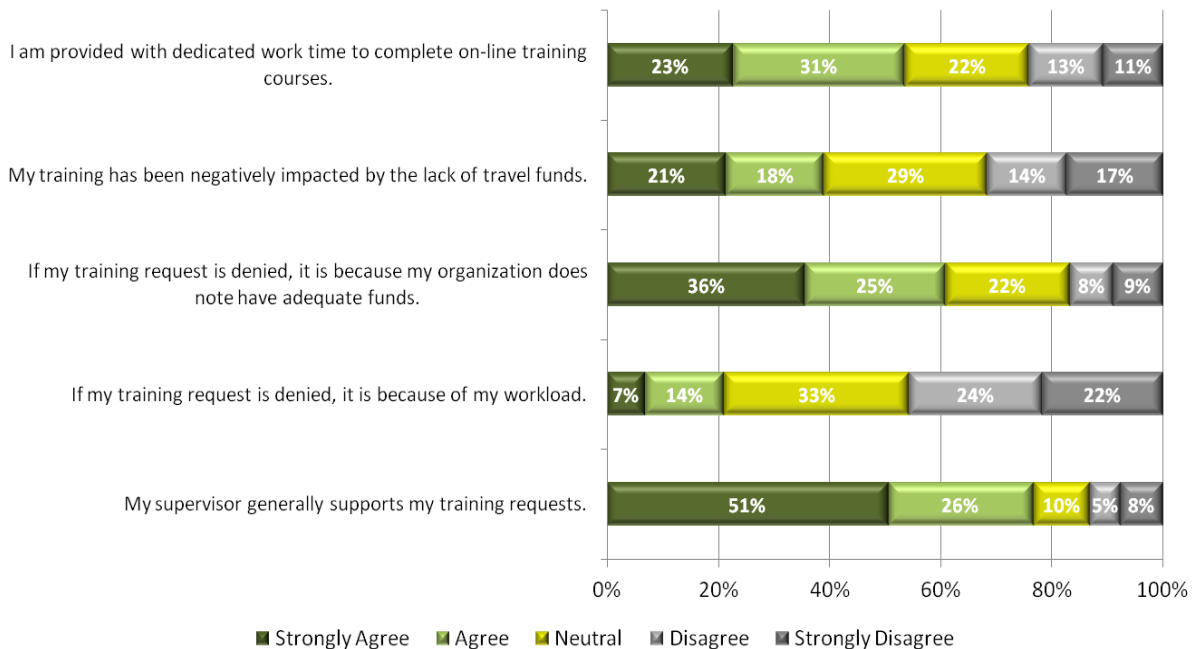
### Level of Agreement Scale

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

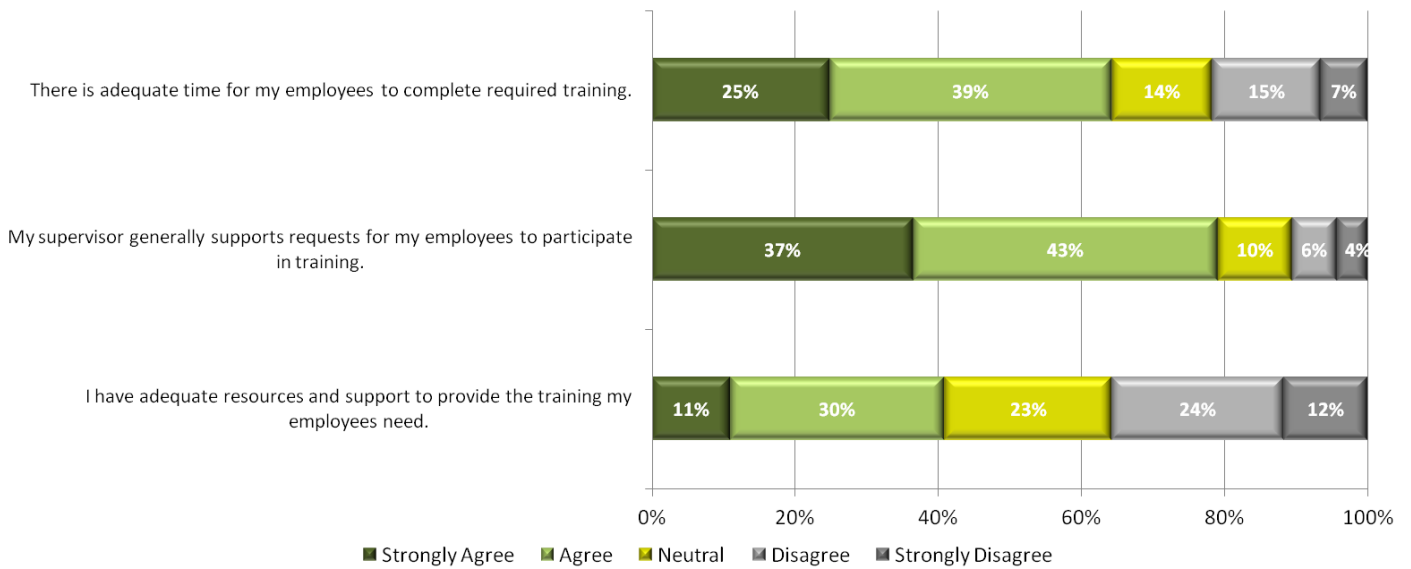
### Organizational Support for Training

Figures 32 and 33 summarize the degree to which employees and supervisors perceive their organization to support their efforts to pursue continued acquisition-related development.

**Figure 32: Organizational Support for Training - Employees**



**Figure 33: Organizational Support for Training - Supervisors**



Acquisition professionals in both supervisory and non-supervisory positions agreed that requests for training are typically supported. Specifically, 77% of employees indicated that their supervisor generally supports training requests, while 80% of supervisory acquisition professionals agreed with the same statement.

In instances where training requests were not supported, an employee’s workload was not perceived to be the primary cause of the lack of support. Only 21% of employees attributed a denied work request to workload, while 46% of employees disagreed that their workload was the cause of a denied training request. Supervisors concurred, with 64% of supervisors agreeing with the statement that adequate time exists for employees to complete required training. Additionally, only a quarter of employees felt they are not provided with time to complete on-line training courses.

Employees generally felt that a lack of adequate funds was the primary driver of a denied training request, with 61% of employees agreeing that if a training request is denied, it’s because their organization does not have adequate funds. However, employees were less likely to view a lack of travel funds as having a negative impact on training, with only 39% of employees agreeing that they’ve felt a negative impact of limited travel funds on their development. Interestingly, supervisors were less likely than employees to perceive a lack of training resources. Only 36% of supervisors disagreed with the statement that they have sufficient resources and support to provide training to employees.

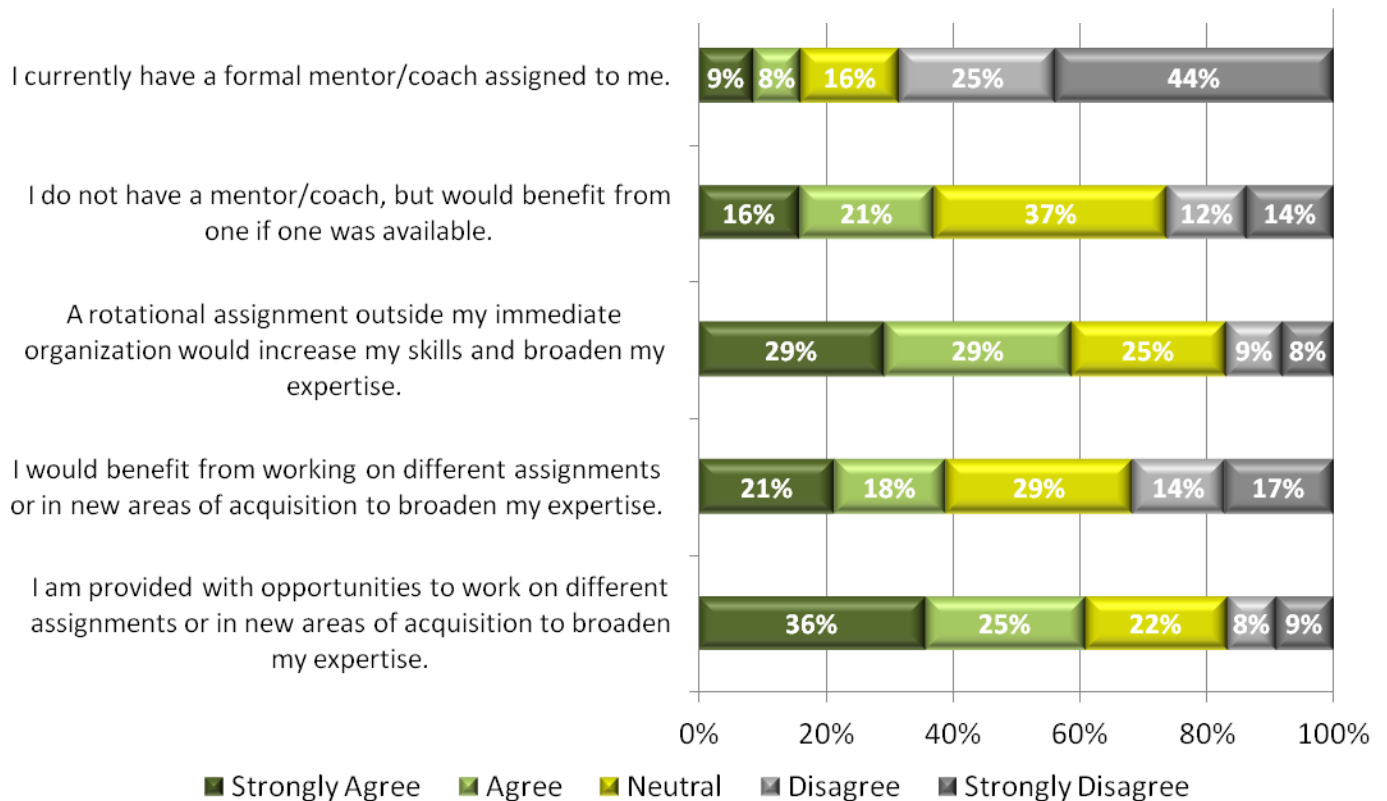
Collectively, these findings indicate that agencies recognize the importance of ongoing training and development for their acquisition workforce, as a significant percentage of both employees and supervisors reported backing from their managers for training requests. It is encouraging to note that employees and supervisors felt their workload did not serve as an impediment to attending training. This fact, coupled with diminishing Federal budgets, may indicate that the acquisition community as a whole may benefit from an increased emphasis on self-paced or online courses to help grow the skills of the civilian acquisition workforce. Given limited agency budgets, alternate developmental opportunities

may also be considered to supplement formal training. Such opportunities are explored in greater detail below.

### Strategies for Individual Development

The following three figures summarize the extent to which acquisition professionals endorse a variety of different developmental opportunities to supplement formal training. Insight is also provided into the extent to which supervisors and employees effectively use developmental assignments to grow acquisition related skills.

**Figure 34: Strategies for Individual Development – Employees (1 of 2)**

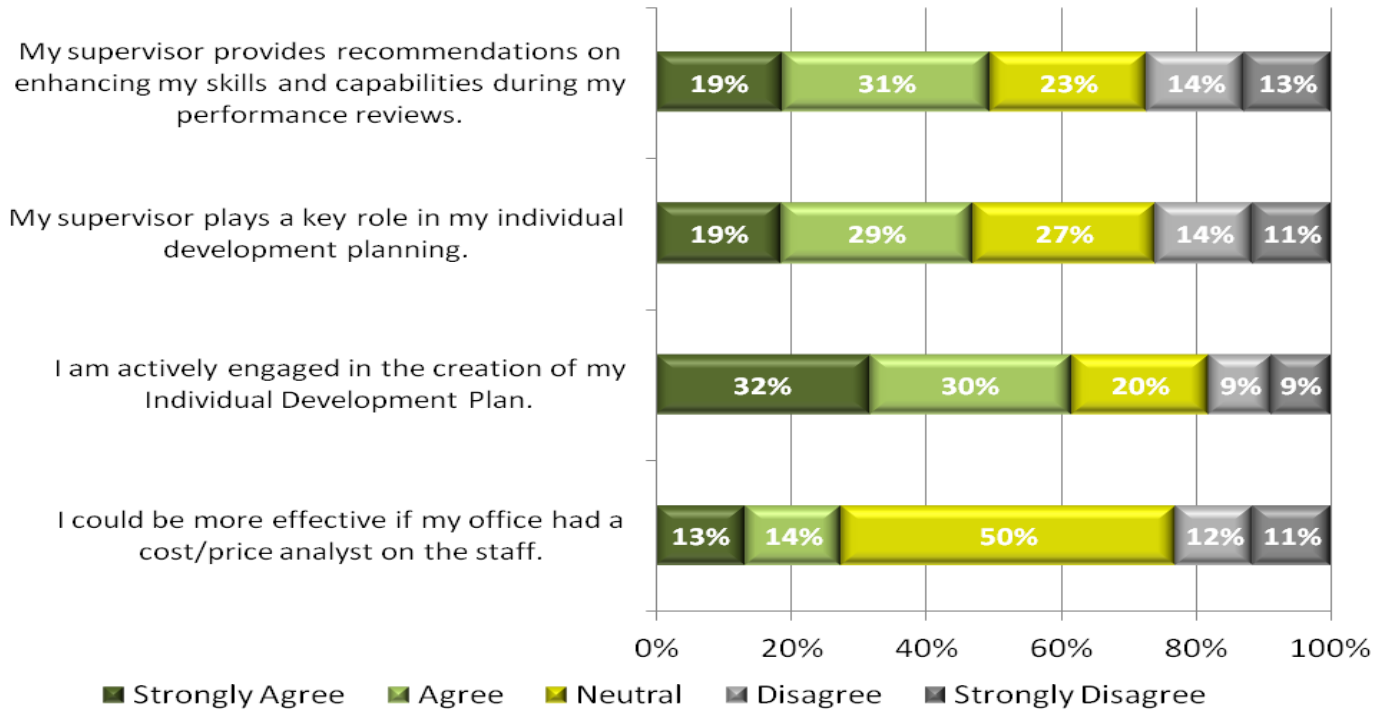


Roughly 70% of Federal civilian acquisition workforce members do not currently have a formal mentor or coach assigned to them. However, employee interest may exist in a formal mentor or coaching program. Thirty-seven percent of employees thought they’d benefit from a mentor/coach, and an equal percentage felt neutral about the benefit of a formal mentor/coach. Additional inquiry into the hesitation of the neutral group in endorsing the idea of a formal mentor or coach may be necessary before a conclusion can be drawn related to Federal-wide interest in mentor or coaching program.

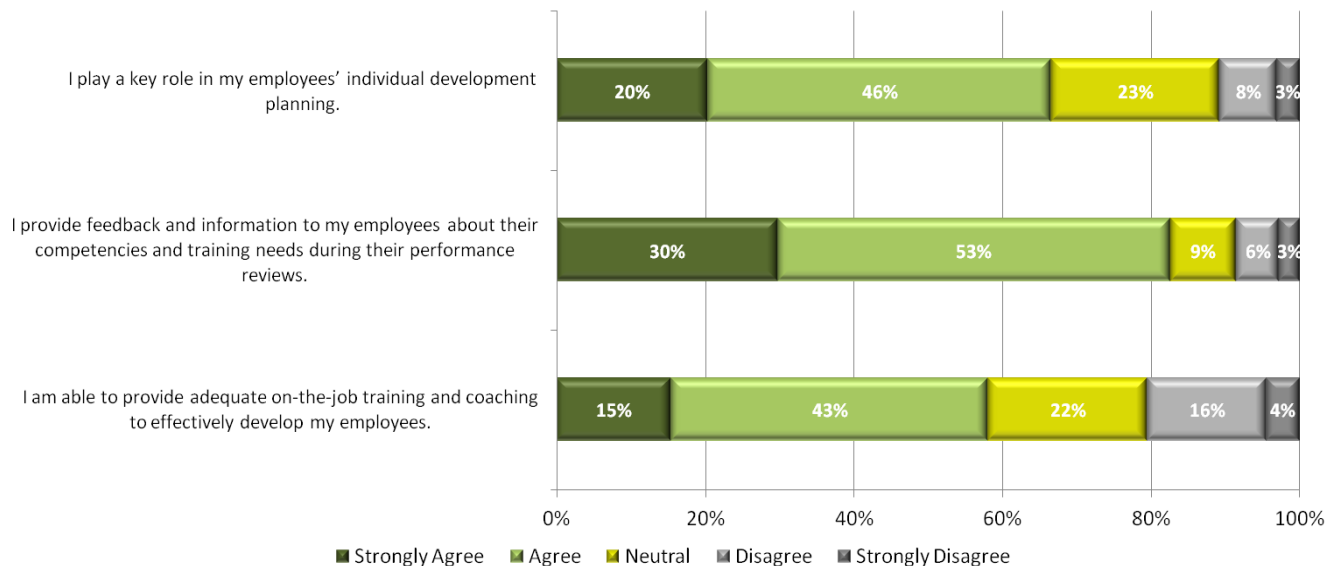
Employees were largely satisfied with the opportunities they received to grow their acquisition expertise through assigned developmental opportunities in new work areas. Sixty-one percent of employees agreed that they are provided with opportunities to work on different assignments to broaden their expertise, while only 17% disagreed with that statement. Opportunities exist to enhance the strategic use of formal developmental assignments to increase acquisition acumen. Fifty-eight percent of

employees agreed that they would benefit from a rotational assignment outside of their immediate organization, with only 17% of employees dissenting.

**Figure 35: Strategies for Individual Development - Employees (2 of 2)**



**Figure 36: Strategies for Individual Development - Supervisors (1 of 2)**



Employees and supervisors disagreed regarding the scope and effectiveness of supervisor feedback delivered in support of the performance planning and appraisal process. Regarding the individual development planning process, roughly half of employees felt their supervisor plays a key role in their developmental planning process, while 66% of supervisors felt they play an active role in the process.

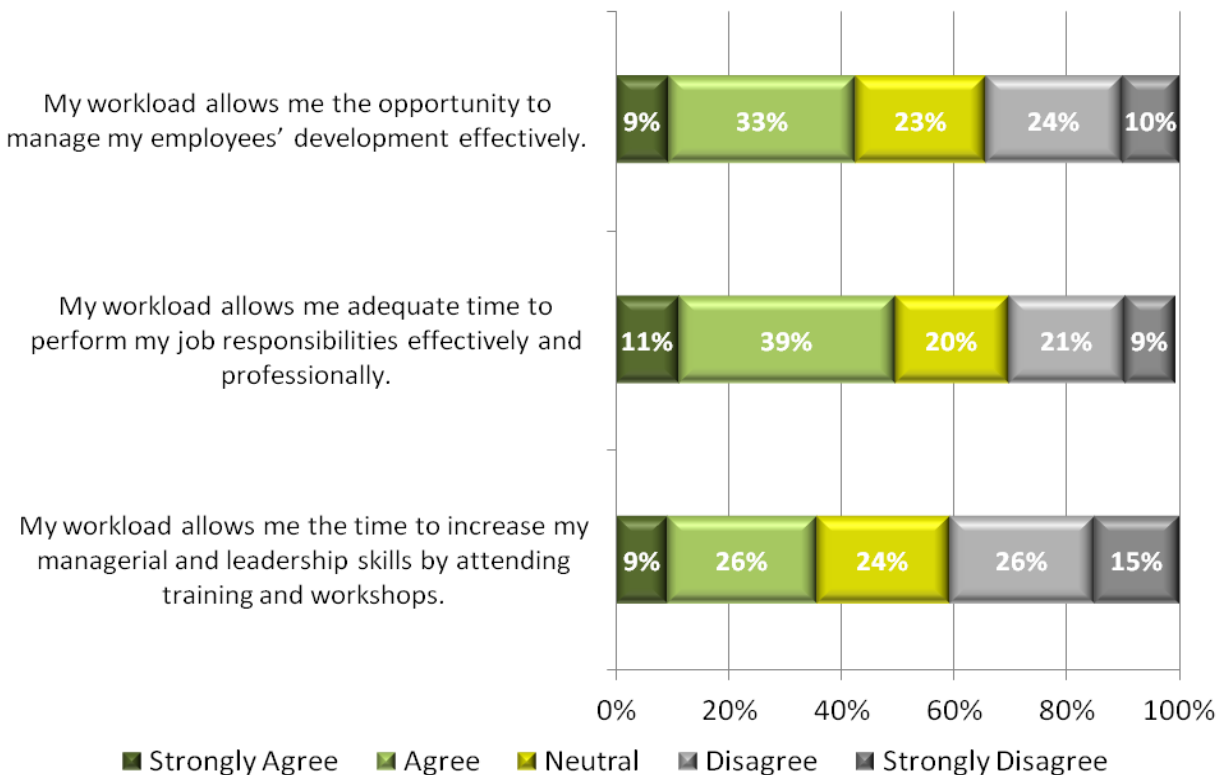


Similarly, half of employees agreed that their supervisor provides recommendations for enhancing their skills during performance reviews, while 83% of supervisors agreed that they provided information on employee strengths and training needs during performance reviews.

Formal agency guidance outlining the ideal role of a supervisor in the creation and communication of an employee’s individual development plan may be beneficial for strategically growing acquisition-related competencies and skills. Such guidance could include best practices, tools and templates and communication strategies for effectively incorporating development planning into performance management, and may help to reduce the disparity between employee and supervisor perceptions regarding the supervisor’s role in the individual development planning process. The same can be said for delivering effective feedback in support of the performance review process, as the dissemination of effective strategies for providing feedback may help increase the percentage of employees that feel their supervisors discussed their developmental needs during reviews.

Figure 37 summarizes supervisors’ perceptions related to the effect of their workload on their ability to perform their job duties while also finding opportunities to grow their own capabilities, as well as the capabilities of their workforce.

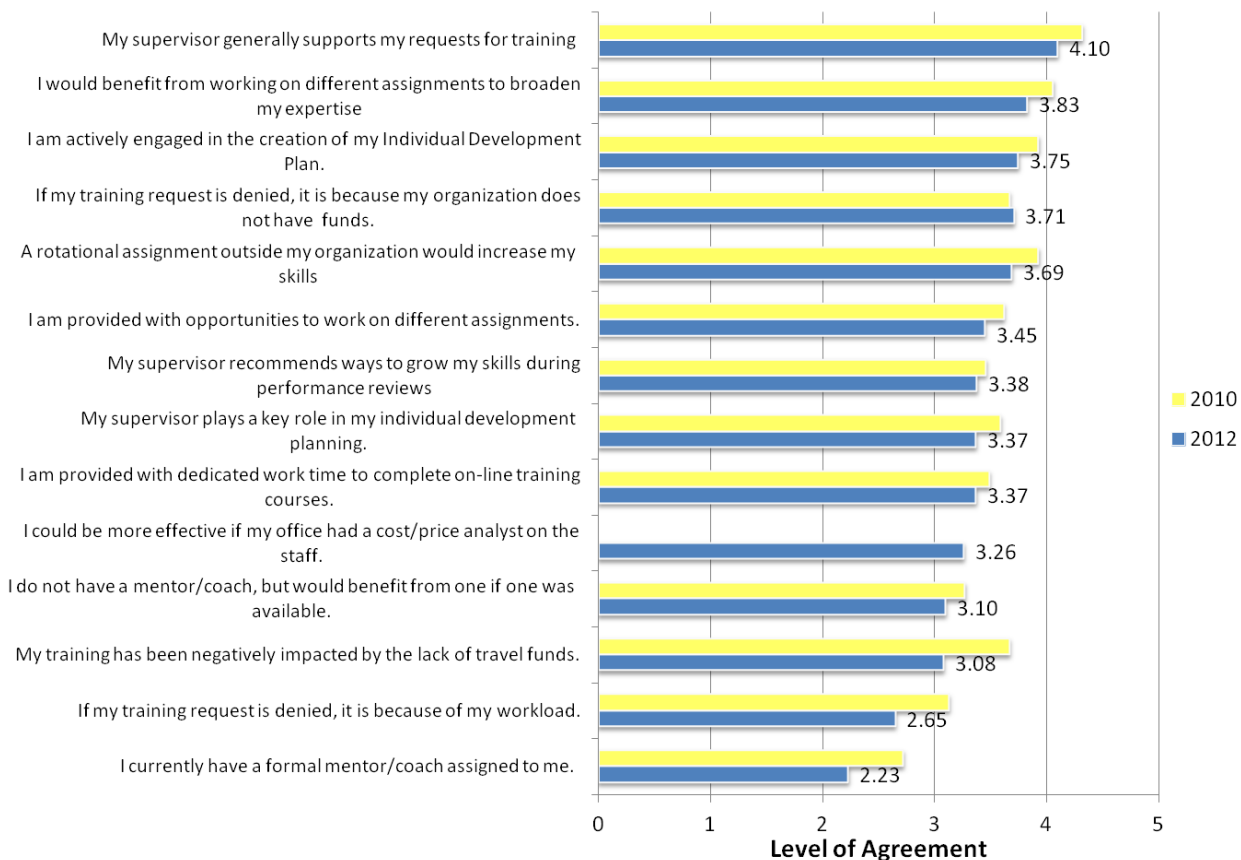
**Figure 37: Strategies for Individual Development - Supervisors (2 of 2)**



As *Figure 37* demonstrates, supervisor attitudes related to the impact of their workload on their ability to perform a range of supervisory responsibilities were generally mixed. Forty-one percent of supervisors felt they had the opportunity to manage their employees' development effectively, while 34% indicated they did not. Similarly, 35% of supervisors agreed that their workload provided opportunities for them to grow their own managerial and leadership skills, while 41% of supervisors disagreed with that statement. The comparable percentage of supervisors that agreed and disagreed with these statements indicates that opportunities may exist to better manage supervisory workloads to allow for more dedicated time to professional development. Additionally, employees may be encouraged to take on a more involved and proactive role in their professional development. A clearer picture emerged related to a supervisor's ability to effectively perform their job duties, with 60% of supervisors indicating that they were able to do so.

*Figure 38: Employee Responses to Training Environment Questions by Year* presents a historical comparison of employee responses on the training environment questions. The average response is presented for each question in both 2010 and 2012.

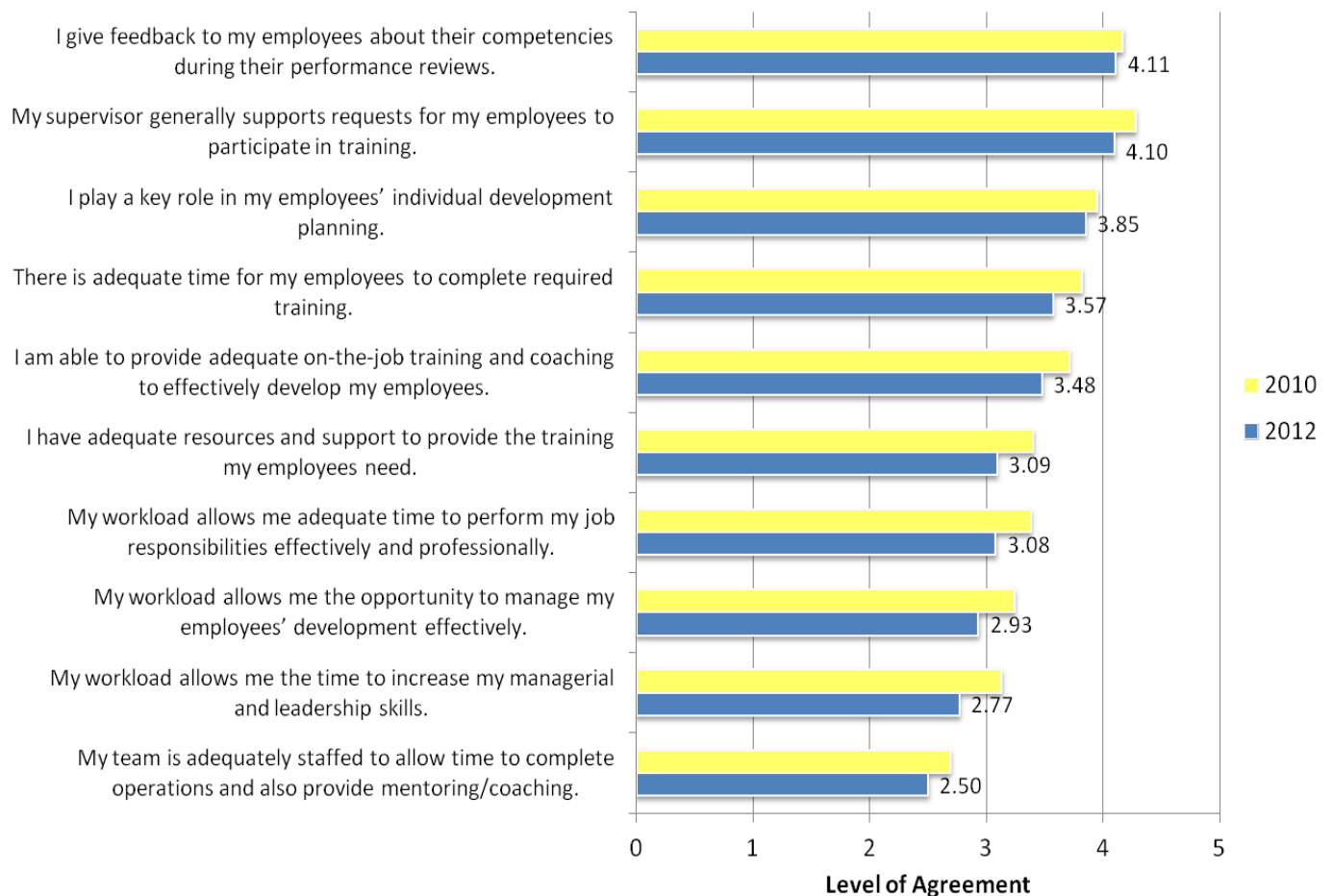
**Figure 38: Employee Responses to Training Environment Questions by Year**



A largely consistent pattern in employee attitudes is observed in both 2010 and 2012. The perception of supervisory support for training continues to be encouraging, as evidenced by the fact that the highest average agreement value in both years was related to supervisory support for training. Denied training requests continue to be attributed to a lack of organizational funds, rather than the product of an employee’s workload. Employees also continue to generally agree that exposure to different work assignments, either internally or through external rotational assignments, would be beneficial in increasing their acquisition related skills.

While the level of employee agreement with each training environment statement generally decreased, the largest decrease in average agreement level between 2010 and 2012 was related to the negative impact of lack of travel funds on training, with a decrease of .59. The decline in number of employees with a formal mentor or coach was also relatively large, with a .49 decrease in the number of employees agreeing with the statement that they have an assigned mentor/coach. The only increase in level of agreement was in response to the statement that an employee’s organization did not have adequate funds for training.

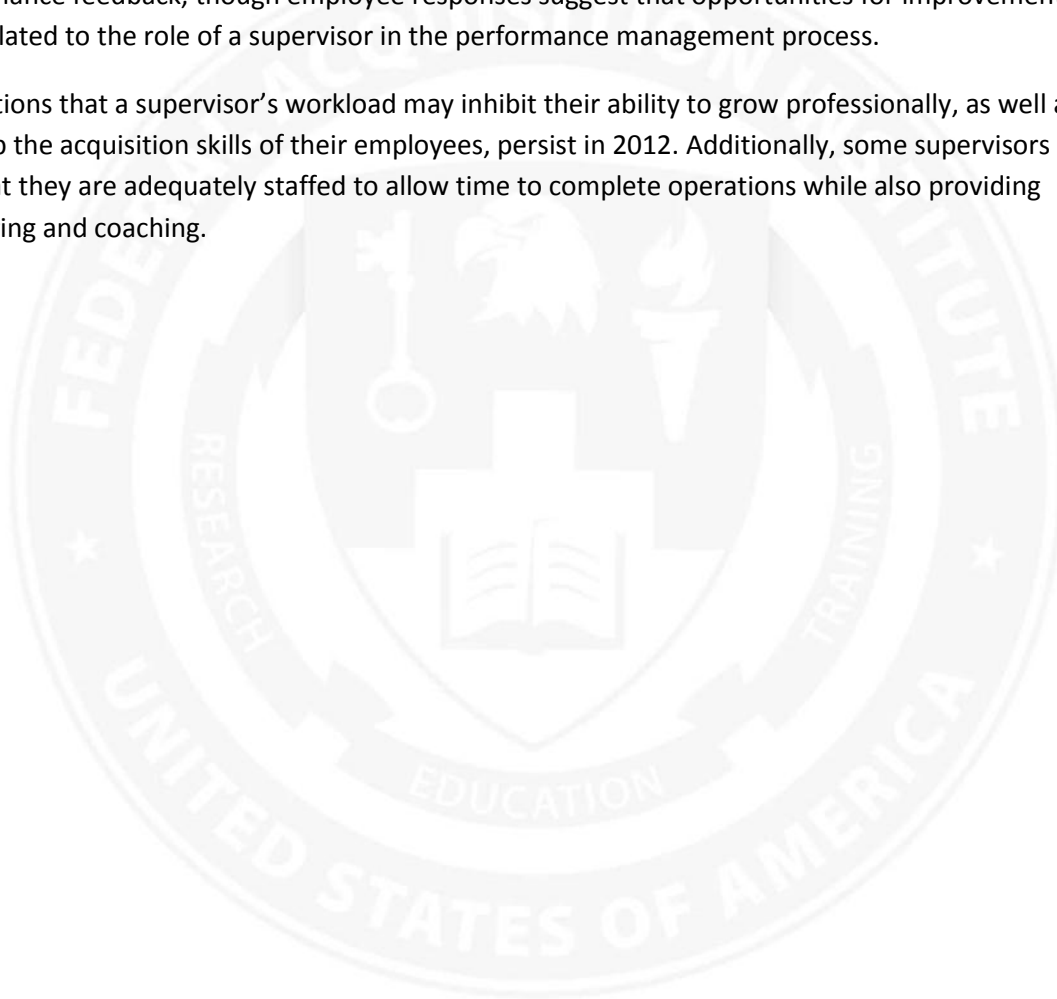
**Figure 39: Supervisor Responses to Training Environment Questions by Year**



Similar to the historical comparison of employee responses, two key trends are exhibited in the average level of agreement amongst supervisory training environment questions between 2010 and 2012. First, a parallel pattern in agreement level is observed between 2010 and 2012, indicating that supervisory attitudes remained relatively consistent over the two year period. Second, the level of agreement generally decreased across all questions in 2012.

Like employees, supervisors continue to feel supported by their immediate managers when making requests for employee participation in acquisition-related training. Supervisors also continue to feel that they play a key role in an employee's development through individual development planning and regular performance feedback, though employee responses suggest that opportunities for improvement may exist related to the role of a supervisor in the performance management process.

Perceptions that a supervisor's workload may inhibit their ability to grow professionally, as well as develop the acquisition skills of their employees, persist in 2012. Additionally, some supervisors do not feel that they are adequately staffed to allow time to complete operations while also providing mentoring and coaching.



## VIII. Conclusion

### Key Findings

Results of the 2012 Acquisition Workforce Competency Survey (AWCS) show varying degrees of proficiency across the three FAC program areas. Aggregate FAC-C competency proficiency values were generally arranged between an intermediate and advanced proficiency, indicating that the average FAC-C respondent self-reported the ability to handle many day-to-day assignments involving technical competencies, but may seek assistance in difficult or new situations. Comparatively, FAC-COR competency proficiencies were generally positioned between a foundational and intermediate level of proficiency, suggesting that CORs may need additional assistance beyond routine or moderately complex assignments. Aggregate FAC-P/PM competency proficiencies spanned a large range, with some competencies positioned between the foundational and intermediate category while others were between the intermediate and advanced categories.

Strengths and opportunities for growth emerged within each program area. Contracting professionals across all certification levels self-reported Contract Administration as an area of strength, while Disputes and Appeals and Contract Termination were consistently self-reported as areas of lower proficiency. Contracting Professionals with a Level 1 certification, as well as those working toward a Level 1 certification, also reported a lower proficiency related to Bid Evaluation. Contracting Officer's Representatives (CORs) at all levels reported Project Management as an area of strength, while Effective Pre-Award Communications and Contract Closeout were consistently reported as areas for growth across all certification levels. For CORs at higher certification levels (i.e., Levels 2 and 3), Contract Negotiations was reported as an area of lower proficiency. Finally, Program and Project Managers reported the Leadership/Professional competency as an area of strength.

A strong relationship between time spent and technical proficiency was exhibited within all three FAC program areas. Specifically, participants that reported devoting a greater percentage of their normal work activities to a competency also reported a higher proficiency with the competency. In contrast, participants devoting a smaller percentage of their normal work activities to a competency also reported lesser proficiency with the competency.

In the FAC-C and FAC-COR program areas, expected retirement over the next five years at the advanced and expert proficiency levels threatens to contribute to the loss of key institutional knowledge in competency areas that were also self-reported as the relatively lowest proficiency areas. This threat did not emerge in the FAC-P/PM program area.

### Implications of Findings

Results of the 2012 AWCS can inform more strategic, data-driven human capital planning and development efforts for growing the proficiency of the Federal civilian acquisition workforce.

FAI will use 2012 AWCS results to prioritize future training opportunities to fulfill its mission of advocating acquisition workforce excellence through Federal acquisition certification training. Training offerings will be prioritized to address two key opportunities for increasing Federal-wide competency proficiency. First, consistent developmental opportunities emerged across certification levels within

each program area, indicating that FAI can offer timely training opportunities in these developmental areas. Second, an analysis of retirement eligibility by program area revealed that the acquisition workforce risks losing key skills in areas of lower aggregate proficiency through planned retirement over the next five years; training offerings to build these skills in the general workforce can help mitigate the risk of losing this knowledge. This data will be provided to each agency to inform their acquisition human capital planning.

The strong relationship between the amount of time spent performing a competency and the self-reported technical proficiency, exhibited across all three program areas, has interesting implications for structuring future training and development opportunities. Trainers should look to provide frequent opportunities for the practical application of key course content through realistic simulations of job functions, as these training methods may be more effective for providing practice opportunities. In such cases, acquisition professionals can be presented with a case study and background related to a relevant job duty and subsequently asked to respond to a series of emails, memoranda or incoming telephone calls in real time under observation from the instructor. Creative instructional design techniques can also be adopted to provide participants with the appropriate balance of instruction and on-the-job application. In such cases, participants may bookend a defined period of on-the-job performance with training opportunities to prepare the employee for the task and debrief on the employee's experience. Additionally, agencies should ensure that acquisition workforce members appropriately intersperse their training with their on-the-job experience to better develop their competencies.

OFPP and FAI will also look to expand current federal-wide initiatives to grow the expertise of the acquisition workforce, with a specific focus on mid-level acquisition professionals. First, OFPP and FAI will look to establish a mid-level acquisition leadership development program to target and develop the competencies required for career progression. Second, OFPP and FAI will work toward developing a career path roadmap for contracting professionals in the 1102 series to document the skills and abilities required at each career level.

Agencies may also choose to supplement formal training opportunities with agency-specific developmental programs designed to provide employees with experiential learning acquired through on-the-job duties. Rotational or shadowing assignments that allow individuals to either observe a more seasoned professional, or independently perform a stretch task under observation, may prove particularly beneficial in expanding an employee's proficiency. Employee responses to the training environment questions indicate an initial support for these developmental experiences, as a large percentage of employees responded favorably to the idea of internal or external rotational assignments.

Finally, mentoring programs, pairing a more experienced acquisition professional with one that has a basic or foundational understanding of key acquisition concepts, can also serve as an effective way to retain and disseminate critical institutional knowledge. Agencies may look to provide stronger incentives to mentors to encourage participation in these programs. Additionally, formal training to prepare mentors for effectively serving in their role can be conducted either at an individual agency level or facilitated by FAI on a Federal-wide basis. Mentoring programs may also be more effective than formal training courses in targeting the development of skills in areas where employees have limited

opportunities to gain on-the-job experience. While employees may not be able to apply lessons learned through training in a timely manner, mentors can be consulted on an ad-hoc basis.

One noteworthy challenge persists in identifying the strengths and developmental needs of the Federal civilian acquisition workforce. Accurately identifying and tracking members of the acquisition workforce on a Federal-wide level can be difficult given the complexity of creating a Federal-wide standard for defining the acquisition workforce.

To address this issue, FAI and OFPP, in collaboration with Acquisition Career Managers, continue to use the Federal Acquisition Institute Training Application System (FAITAS) to manage, track and communicate to members of the acquisition workforce. Initially deployed in 2011, FAITAS serves as the central application for Federal Acquisition Certification (FAC) registration and management. The use of FAITAS has significantly improved FAI's ability to identify members of the acquisition workforce, as evidenced, in part, by the increase in 2012 survey participation by nearly 3,000 respondents.

FAI is committed to sustaining the strengths of the civilian acquisition workforce and improving in the identified developmental areas. In support of this objective, FAI will incorporate 2012 AWCS data into a variety of strategic planning forums to ensure progress and accountability. First, AWCS data will be used to inform the strategic priorities and discussions of the FAC Functional Advisory Boards and Interagency Acquisition Career Management Committee (IACMC) meetings. Collectively, these venues are comprised of experienced acquisition professionals who advise OFPP and FAI on changes needed to improve the workforce competencies. Second, AWCS data will be incorporated into future agency acquisition human capital planning processes to help facilitate the development of agency-specific human capital programs and initiatives to promote a skilled acquisition workforce.

## IX. Appendix A: Acquisition Workforce Competency Survey (AWCS)

*Appendix A: Acquisition Workforce Competency Survey (AWCS)* contains a copy of the 2012 AWCS. Agencies were given the opportunity to add related, agency-specific questions that only appeared to employees from the respective agency.

### Homepage

Welcome to the 2012 Acquisition Workforce Competency Survey (AWCS)! The AWCS is sponsored by the Office of Federal Procurement Policy (OFPP), the Federal Acquisition Institute (FAI), and the Office of Personnel Management (OPM). The purpose of this survey is to identify and prioritize the developmental needs of the federal acquisition workforce so that resources can be dedicated to enhancing learning and development opportunities. Participation in this survey is completely confidential, and survey results will only be reported in aggregate. This survey is estimated to take between 30 and 60 minutes to complete depending on the number of acquisition program areas that you work in. All participants who complete the survey are eligible to receive 1 CLP. Participants must be registered in FAITAS to receive 1 CLP. CLPs will be assigned within 30 days of the survey's May 31st end date. When completing the survey, please use the grey "Next" and "Previous" buttons below to navigate through the survey. Do not hit the back button on your internet browser. Thank you for your participation in this important initiative. Your input is greatly appreciated, and will help to continue to improve acquisition-related developmental opportunities.

- 1) Please select your Agency/Department.  
Choose one of the following answers:
- |   |   |
|---|---|
| 1. Administrative Office of the United States Courts                | 17. Department of Justice                         |
| 2. Advisory Council on Historic Preservation                        | 18. Department of Labor                           |
| 3. Appalachian Regional Commission                                  | 19. Department of State                           |
| 4. Armed Forces Retirement Home                                     | 20. Department of Transportation                  |
| 5. Corporation for National and Community Service                   | 21. Department of the Treasury                    |
| 6. Council of Economic Advisers                                     | 22. Department of Veterans Affairs                |
| 7. Council on Environmental Quality/Office of Environmental Quality | 23. Dwight D. Eisenhower Memorial Commission      |
| 8. Department of Agriculture  | 24. Environmental Protection Agency               |
| 9. Department of Commerce   | 25. Executive Office of the President             |
| 10. Department of Defense   | 26. Export-Import Bank of the United States       |
| 11. Department of Education   | 27. Federal Communications Commission             |
| 12. Department of Energy  | 28. Federal Election Commission                   |
| 13. Department of Health and Human Services                         | 29. Federal Housing Finance Agency                |
| 14. Department of Homeland Security                                 | 30. General Services Administration               |
| 15. Department of Housing and Urban Development                     | 31. Millennium Challenge Corporation              |
| 16. Department of the Interior                                      | 32. National Aeronautics and Space Administration |
|   | 33. National Archives and Records Administration  |
|   | 34. National Science Foundation                   |
|   | 35. National Security Council                     |
|   | 36. Nuclear Regulatory Commission                 |
|   | 37. Office of Administration                      |



- 38. Office of Management and Budget
- 39. Office of National Drug Control Policy
- 40. Office of Personnel Management
- 41. Office of Science and Technology Policy
- 42. Overseas Private Investment Corporation
- 43. Railroad Retirement Board
- 44. Securities and Exchange Commission

- 45. Small Business Administration
- 46. Social Security Administration
- 47. Trade and Development Agency
- 48. U.S. Agency for International Development
- 49. U.S. International Development Cooperation Agency
- 50. Vietnam Education Foundation
- 51. Other: \_\_\_\_\_

- 2) Please select your agency subcomponent below. Choose one of the following answer
  - 1. Agency subcomponents were populated based on the participant's response to question 1.
  
- 3) Please select your current grade level or equivalent pay band. Choose one of the following answers:
  - 1. GS-5 or equivalent
  - 2. GS-7 or equivalent
  - 3. GS-9 or equivalent
  - 4. GS-11 or equivalent
  - 5. GS-12 or equivalent
  - 6. GS-13 or equivalent
  - 7. GS-14 or equivalent
  - 8. GS-15 or equivalent
  - 9. FS – 1
  - 10. FS – 2
  - 11. FS – 3
  - 12. FS – 4
  - 13. FS – 5
  - 14. Senior Executive Service
  - 15. Other: \_\_\_\_\_

- 4) Please select your age. Choose one of the following answers:
  1. 25 years old and under
  2. 26 – 30
  3. 31 – 35
  4. 36 – 40
  5. 41 – 45
  6. 46 – 50
  7. 51 – 55
  8. 56 – 60
  9. Over 60 years old
  
- 5) Please select your gender. Choose one of the following answers:
  1. Female
  2. Male
  
- 6) How soon are you eligible for federal retirement? Choose one of the following answers:
  1. Less than 1 year
  2. 1 – 3 years
  3. 4 – 6 years
  4. 7 – 10 years
  5. 11- 20 years
  6. 21 + years
  
- 7) Do you plan on retiring in the next 5 years? Choose one of the following answers (**question presented if participant selects any of the first three options under question 6**):
  1. Yes
  2. No
  3. N/A
  
- 8) Please select the highest level of education you have completed. Choose one of the following answers:
  1. High School/GED
  2. Associate’s Degree
  3. Bachelor’s Degree
  4. Master’s Degree
  5. Doctoral Degree
  6. Other: \_\_\_\_\_
  
- 9) What position did you hold before entering your current job series?
  1. Employed in another federal government occupational series
  2. Employed in a similar job in state/local government
  3. Employed/serving in a similar role in the military
  4. Employed in a similar job in the private sector
  5. Employed in a similar job in a Non-Governmental Organization
  6. Employed in a similar job in an educational setting (university/college)
  7. Employed in a non-contracting/acquisition related job in the private sector
  8. Student
  9. Unemployed
  10. Other: \_\_\_\_\_

## Program Area Questions

- 10) Please indicate your primary program area. "Primary" is defined as the program area in which you currently dedicate the majority of your time. Choose one of the following answers:
1. Contracting
  2. Contracting Officer's Representative
  3. Program and Project Managers

- 11) Please select the highest \_\_\_\_ **(FAC-C, FAC-COR, FAC-P/PM – populated based on answer to previous question)** certification level that you've completed. If you are currently working toward a Level 1 \_\_\_\_ **(FAC-C, FAC-COR, FAC-P/PM – populated based on answer to previous question)** certification, select "In Progress."

Please note: The Federal Acquisition Certification Policy for CORs was amended effective January 1, 2012. All CORs now belong to one of three certification levels. If you were certified prior to January 1, 2012, then you are now Level 2 FAC-COR certified unless otherwise assigned by your agency. **(if answer to previous question is "Contracting Officer's Representative," this note is presented)**

Choose one of the following answers:

1. In Progress
  2. Level 1
  3. Level 2
  4. Level 3
- 12) Please enter your four digit job series in the box below.
- 13) Please select your job title below. If "Other," please specify. Choose one of the following answers: **(for FAC-C only)**
1. Contracting Specialist
  2. Contracting Officer
  3. Cost/Price Analyst
  4. Procurement Analyst
  5. Small Business Specialist
  6. Other: \_\_\_\_\_
- 14) Please indicate your job title below. **(for FAC-COR, FAC-P/PM)**
- 15) How many years of contracting experience do you have in industry? Choose one of the following answers: **(FAC-C only)**
1. Less than 1 Year
  2. 1-3 Years
  3. 4-6 Years
  4. 7-10 Years
  5. 11-20 Years
  6. 21+ Years

- 16) How many years of government contracting experience do you have? Choose one of the following answers: **(FAC-C only)**
1. Less than 1 Year

2. 1-3 Years
3. 4-6 Years
4. 7-10 Years
5. 11-20 Years
6. 21+ Years

17) How many years of government experience do you have as a Contracting Officer's Representative?  
Choose one of the following answers: **(FAC-COR only)**

1. Less than 1 Year
2. 1-3 Years
3. 4-6 Years
4. 7-10 Years
5. 11-20 Years
6. 21+ Years

18) How many years of experience do you have as a Program and Project Manager in industry? Choose one of the following answers: **(FAC-P/PM only)**

1. Less than 1 Year
2. 1-3 Years
3. 4-6 Years
4. 7-10 Years
5. 11-20 Years
6. 21+ Years

19) How many years of government experience do you have as a Program and Project Manager? Choose one of the following answers: **(FAC-P/PM only)**

1. Less than 1 Year
2. 1-3 Years
3. 4-6 Years
4. 7-10 Years
5. 11-20 Years
6. 21+ Years

20) Please indicate up to three additional acquisition-related certifications you have besides the FAC-C, FAC-COR and FAC-P/PM. Include the level, if applicable.

1. Additional Certification #1
2. Level
3. Additional Certification #2
4. Level
5. Additional Certification #3
6. Level

## Technical Competencies

Please indicate your current proficiency on each FAC-C technical competency and its set of aligned skills, as well as how frequently you demonstrate the technical competency/aligned skill in your current position. **Each technical competency is bolded and underlined**, and its aligned skills are listed beneath it with a corresponding number and letter.

Use the following scales when rating each technical competency and aligned skill:

### **Proficiency Scale**

**None:** I do not possess proficiency in this competency/skill.

**Basic:** I am capable of handling the simplest of assignments related to this competency/skill, but need significant assistance beyond the easiest solutions.

**Foundational:** I am capable of handling some assignments involving this competency/skill, but need assistance beyond routine situations.

**Intermediate:** I am capable of handling many day-to-day assignments involving this competency/skill, but may seek assistance in difficult or new situations.

**Advanced:** I am capable of handling most day-to-day assignments involving this competency/skill, though may seek expert assistance with particularly difficult or unique situations.

**Expert:** I am capable of handling all assignments involving this competency/skill and may serve as a role model and/or coach for others.

### **Time Spent**

**N/A:** This competency/skill is not relevant for my current position\*\*

**Minimal:** I spend very little time on this competency/skill in my normal work activities.

**Moderate:** I spend a fair amount of time on this competency/skill in my normal work activities.

**Extensive:** I spend a large portion of my time on this competency/skill in my normal work activities.

\*\*If a competency or aligned skill is not relevant to your current position, select "N/A" from the "Time Spent" drop-down. Note: you will still be required to enter a proficiency level. If you are unfamiliar with the competency or aligned skill, please select "N/A."

**Note: Participants that (1) hold multiple certifications, or (2) are working toward a second or third certification, have the opportunity to rate their proficiency and time spent on competencies/aligned skills in multiple program areas.**

## FAC-C Technical Competencies and Aligned Skills

FAC-C Technical Competencies	Aligned Skills
<p><b>1. Acquisition Planning</b> Ability to prepare and execute an acquisition plan/strategy that meets customer needs and the requirements in FAR.</p>	<ul style="list-style-type: none"> <li>• Acquisition Plan</li> <li>• Market Research</li> <li>• Performance Based Acquisition (PBA)</li> </ul>
<p><b>2. Requirements Definition</b> The ability to analyze and describe customer requirements.</p>	<ul style="list-style-type: none"> <li>• Requirements Documents</li> <li>• Performance Work Statement (PWS)</li> </ul>
<p><b>3. Contracting Methods</b> The ability to determine the most appropriate method of acquisition based on the customer's needs and requirements.</p>	<ul style="list-style-type: none"> <li>• Simplified Acquisition Procedures</li> <li>• Blanket Purchase Agreements</li> <li>• Sealed Bidding</li> <li>• Contracting by Negotiations</li> </ul>
<p><b>4. Contract Types</b> The ability to select and recommend the appropriate contract type in order to meet customer needs and requirements and support the selected method of contracting.</p>	<ul style="list-style-type: none"> <li>• Fixed Price Contracts</li> <li>• Cost-Reimbursement Contracts</li> <li>• Time and Materials/Labor Hour Contracts</li> <li>• Letter Contracts</li> <li>• Incentive Contracts</li> <li>• Cash Flow</li> </ul>
<p><b>5. Solicitation Planning</b> The ability to prepare a solicitation with the appropriate format and clauses that reflect the requirements for the selected method of contracting.</p>	<ul style="list-style-type: none"> <li>• Publicizing Proposed Procurements</li> <li>• Simplified Acquisition Procedures</li> <li>• Sealed Bidding</li> <li>• Source Selection Criteria</li> <li>• Contract Format</li> <li>• Contract Financing Types</li> </ul>
<p><b>6. Competition Requirements</b> The ability to determine the appropriate application of competition requirements that conforms with the method of contracting and FAR requirements.</p>	<ul style="list-style-type: none"> <li>• Competition</li> </ul>
<p><b>7. Bid Evaluation</b> The ability to evaluate bids submitted in response to sealed bid solicitations</p>	<ul style="list-style-type: none"> <li>• Sealed Bid Source Selection Evaluation Factors</li> <li>• Bid Evaluation</li> <li>• Mistakes in Bids</li> </ul>
<p><b>8. Proposal Evaluation</b> The ability to evaluate proposals submitted in response to a solicitation.</p>	<ul style="list-style-type: none"> <li>• Proposal Evaluation</li> <li>• Certified Cost or Pricing</li> <li>• Types of Costs</li> <li>• Communication</li> </ul>
<p><b>9. Contract Negotiations</b> The ability to prepare for and negotiate a contract action.</p>	<ul style="list-style-type: none"> <li>• Conduct Discussions</li> <li>• Negotiation Strategy</li> <li>• Conduct Negotiations</li> </ul>
<p><b>10. Contract Award</b> The ability to appropriately prepare and execute a contract award.</p>	<ul style="list-style-type: none"> <li>• Debriefings</li> <li>• Protests</li> <li>• Data Entry</li> </ul>

FAC-C Technical Competencies	Aligned Skills
<p><b>11. Contract Administration</b> The ability to administer contract requirements in order to ensure the effective delivery of the contracted for goods and services.</p>	<ul style="list-style-type: none"> <li>• Contract Administration Functions</li> <li>• Post-award Conference</li> <li>• Contract Modifications and Adjustments</li> <li>• Subcontracting</li> <li>• Contract Payments and Financing</li> <li>• Government Property</li> <li>• Special Contract Terms and Conditions</li> <li>• Contract Closeout</li> </ul>
<p><b>12. Contract Performance</b> The ability to monitor contact performance.</p>	<ul style="list-style-type: none"> <li>• CORs</li> <li>• Contract Surveillance</li> <li>• Acceptance</li> </ul>
<p><b>13. Contract Termination</b> The ability to plan and execute a contract termination.</p>	<ul style="list-style-type: none"> <li>• Termination</li> <li>• Methods of Contract Termination</li> </ul>
<p><b>14. Socioeconomic Programs</b> The ability to identify and apply the appropriate socioeconomic programs requirements for each solicitation and resulting contract.</p>	<ul style="list-style-type: none"> <li>• Small Business and Preference Programs</li> <li>• The 8(a) program</li> <li>• HUBZone</li> <li>• Service Contract Act</li> <li>• Buy American Act</li> </ul>
<p><b>15. Disputes and Appeals</b> The ability to analyze disputes and appeals.</p>	<ul style="list-style-type: none"> <li>• Fraud</li> <li>• Disputes</li> <li>• Contractor Debts</li> </ul>

## FAC-COR Technical Competencies and Aligned Skills

FAC-COR Technical Competencies	Aligned Skills
<b>1. Acquisition Planning</b>	<ul style="list-style-type: none"> <li>• Documenting the source</li> <li>• Methods of payment</li> <li>• Contract financing</li> <li>• Unpriced contracts</li> <li>• Recurring requirements</li> <li>• Price arrangements</li> <li>• Compliance to FAR guidelines</li> <li>• Determining need for EVM</li> <li>• Task and delivery order contracting</li> <li>• Strategic planning</li> </ul>
<b>2. Market Research (Understanding the Marketplace)</b>	<ul style="list-style-type: none"> <li>• Conduct, collect and apply market based analysis</li> <li>• Collecting information on potential sources of an acquisition</li> <li>• Gather information on terms and conditions for commercial items acquisition</li> </ul>
<b>3. Defining Government Requirements</b>	<ul style="list-style-type: none"> <li>• Writing statements of work, statements of objectives and other documents</li> <li>• Conducting needs analysis</li> <li>• Preparing requirements documents</li> <li>• Assisting in the development of acquisition strategy</li> </ul>
<b>4. Effective Pre-Award Communication</b>	<ul style="list-style-type: none"> <li>• Publicizing proposed acquisitions</li> <li>• Subcontracting requirements</li> <li>• Solicitation preparation</li> <li>• Pre-quote/Pre-bid/Pre-proposal conferences</li> <li>• Amending/cancelling solicitations</li> </ul>
<b>5. Proposal Evaluation</b>	<ul style="list-style-type: none"> <li>• Evaluating non-price factors</li> <li>• Pricing information from offerors</li> <li>• Evaluation documentation</li> <li>• Source selection criteria</li> </ul>
<b>6. Contract Negotiation</b>	<ul style="list-style-type: none"> <li>• Negotiation strategy</li> <li>• Conducting discussions/negotiations</li> <li>• Determining capability</li> </ul>
<b>7. Contract Administration Management</b>	<ul style="list-style-type: none"> <li>• Contract administration planning and orientations</li> <li>• Contract modification and adjustment</li> <li>• Work order management</li> </ul>



FAC-COR Technical Competencies	Aligned Skills
<b>8. Effective Inspection and Acceptance</b>	<ul style="list-style-type: none"> <li>• Performance metrics</li> <li>• Performance management</li> <li>• Financial management</li> <li>• Inspection and acceptance</li> <li>• Specialized requirements</li> </ul>
<b>9. Contract Quality Assurance and Evaluation</b>	<ul style="list-style-type: none"> <li>• Consistency of requirements as they relate to the contract</li> <li>• Quality characteristics integrated into the product or services</li> <li>• Continuous process-improvement</li> </ul>
<b>10. Contract Closeout</b>	<ul style="list-style-type: none"> <li>• Contract completion and administrative contract closeout</li> <li>• Contractor's performance evaluation/Document for past performance</li> <li>• Final payment determination</li> <li>• Contract file completion</li> </ul>
<b>11. Contract Reporting</b>	<ul style="list-style-type: none"> <li>• Maintain a COR file</li> <li>• Corrective actions for a contractor's poor performance</li> <li>• Invoice management and reporting</li> </ul>
<b>12. Project Management</b>	<ul style="list-style-type: none"> <li>• Identify risks and problem areas and their corrective actions</li> <li>• Effective business partnerships</li> <li>• Catalyst for change</li> <li>• Schedule and technical management approach to the program</li> </ul>

## FAC-P/PM Technical Competencies and Aligned Skills

FAC-P/PM Technical Competencies	Aligned Skills
<b>1. Requirements Development and Management Processes</b>	<ul style="list-style-type: none"> <li>• Communications management</li> <li>• Concept selection process</li> <li>• Core management skills and processes</li> <li>• Market research (including socio-economic considerations)</li> <li>• Requirements development process</li> <li>• Risk and opportunity management</li> <li>• Technical development process</li> <li>• Total ownership cost</li> <li>• Working groups and teams</li> <li>• Life-cycle management</li> <li>• Statutory requirements</li> <li>• Acquisition strategy development</li> </ul>
<b>2. Systems Engineering</b>	<ul style="list-style-type: none"> <li>• Technical Management Process</li> <li>• Technical Process</li> </ul>
<b>3. Test and Evaluation</b>	<ul style="list-style-type: none"> <li>• Integration of T&amp;E</li> <li>• Realistic or operational test and evaluation (OT&amp;E)</li> <li>• Test and evaluation strategy (TES)</li> </ul>
<b>4. Life Cycle Logistics</b>	<ul style="list-style-type: none"> <li>• Life-Cycle Logistics (LCL) management, product support and interoperability</li> </ul>
<b>5. Contracting</b>	<ul style="list-style-type: none"> <li>• Administer contract</li> <li>• Contract approach</li> <li>• Perform source selection</li> <li>• Performance-based service agreements</li> <li>• Prepare and issue solicitation</li> <li>• Prepare requirements and support documentation</li> </ul>
<b>6. Business, Cost and Financial Management</b>	<ul style="list-style-type: none"> <li>• Business financial planning and management</li> <li>• Cost estimating</li> <li>• Department/Agency programming, planning and budgeting type system (OMB A-11)</li> <li>• Earned Value Management (EVM)</li> <li>• Financial reporting and oversight</li> </ul>

FAC-P/PM Technical Competencies	Aligned Skills
<p><b>7. Leadership/Professional</b></p>	<ul style="list-style-type: none"> <li>• Accountability</li> <li>• Conflict management</li> <li>• Creativity/innovation</li> <li>• Developing others</li> <li>• Entrepreneurship</li> <li>• External Awareness</li> <li>• Leveraging diversity</li> <li>• Partnering</li> <li>• Political savvy</li> <li>• Resilience</li> <li>• Strategic planning</li> <li>• Strategic thinking</li> <li>• Team building/IPT</li> <li>• Vision</li> </ul>



## Business Competencies

Please indicate your current proficiency on the twelve general business competencies listed below. General business competencies are the fundamental skills that help support sound acquisition practices and are the same for all three program areas. Use the proficiency scale below when making your ratings.

### Proficiency Scale

**None:** I do not possess proficiency in this competency.

**Basic:** I am capable of handling the simplest of assignments related to this competency, but need significant assistance beyond the easiest solutions.

**Foundational:** I am capable of handling some assignments involving this competency, but need assistance beyond routine situations.

**Intermediate:** I am capable of handling many day-to-day assignments involving this competency, but may seek assistance in difficult or new situations.

**Advanced:** I am capable of handling most day-to-day assignments involving this competency, though may seek expert assistance with particularly difficult or unique situations.

**Expert:** I am capable of handling all assignments involving this competency and may serve as role model and/or coach for others.

### Business Competencies

- |                               |
|-------------------------------|
| 1. Ability to Influence       |
| 2. Attention to Detail        |
| 3. Briefing and Presentations |
| 4. Critical Thinking          |
| 5. Customer Service           |
| 6. Decision-Making            |
| 7. Managing Conflict          |
| 8. Oral Communication         |
| 9. Problem Solving            |
| 10. Time Management           |
| 11. Teamwork                  |
| 12. Written Communication     |

## Training Environment Questions

- 1) Please indicate your level of agreement or disagreement with the training environment questions listed below. The training environment questions center on aspects of your organizational culture that support your learning and development.

Use the following scale when providing your ratings:

### Scale

**5 - Strongly Agree**

**4 - Agree**

**3 - Neither Agree Nor Disagree**

**2 - Disagree**

**1 - Strongly Disagree**

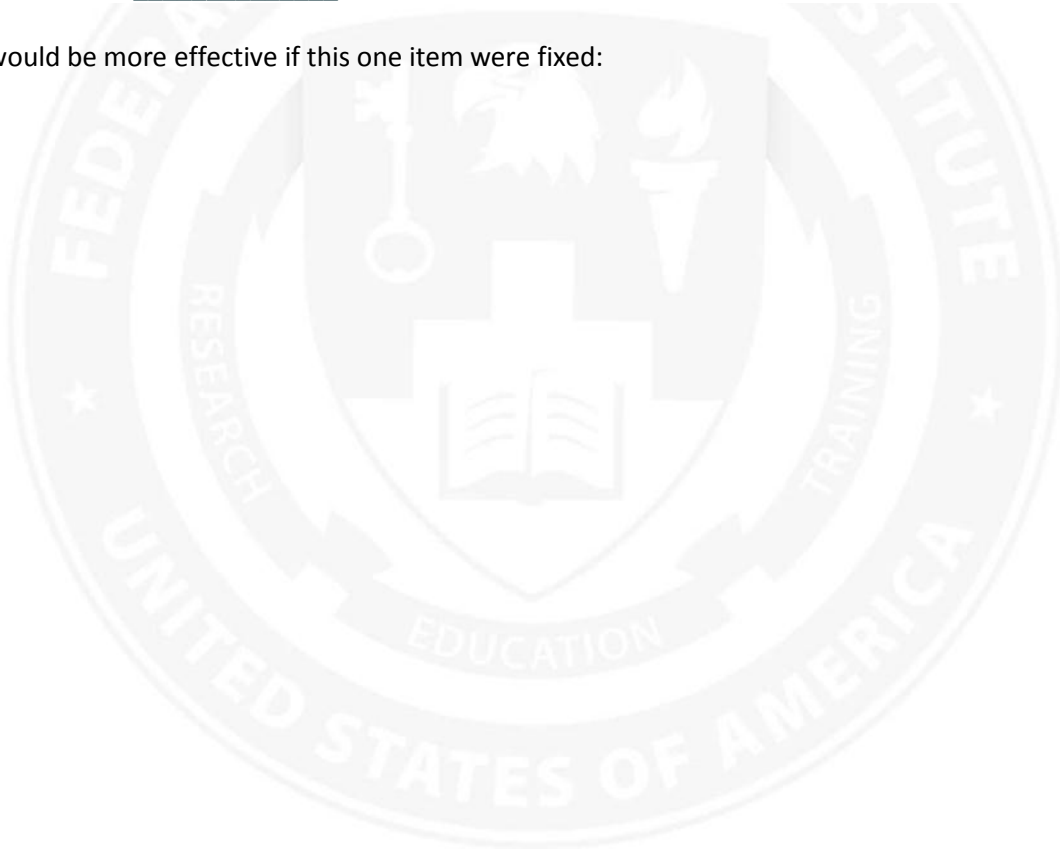
1. My supervisor generally supports my requests for training to achieve, maintain or increase my certification level or to satisfy my continuous learning requirements.
  2. If my training request is denied, it is because my organization does not have adequate funds.
  3. My training has been negatively impacted by the lack of travel funds.
  4. If my training request is denied, it is because of my workload.
  5. I am actively engaged in the creation of my Individual Development Plan.
  6. My supervisor plays a key role in my individual development planning.
  7. I currently have a formal mentor/coach assigned to me.
  8. I do not have a mentor/coach, but would benefit from one if one was available.
  9. My supervisor provides recommendations on enhancing my skills and capabilities during my performance reviews.
  10. I am provided with opportunities to work on different assignments or in new areas of acquisition to broaden my expertise.
  11. I would benefit from working on different assignments or in new areas of acquisition to broaden my expertise.
  12. A rotational assignment outside my immediate organization would increase my skills and broaden my expertise.
  13. I am provided with dedicated work time to complete on-line training courses.
  14. I could be more effective if my office had a cost/price analyst on the staff.
- 2) Which of the following is most important to you regarding retention? Choose one of the following answers
1. Telework
  2. Flexible Work Schedules
  3. Tuition Assistance/Reimbursement
  4. Time-Off Awards
  5. Availability of Career Ladder Positions
  6. Other: \_\_\_\_\_
- 3) Which of following is most important to you regarding development? Choose one of the following answers
1. Additional Technical Training
  2. Career-Broadening Rotational Assignments
  3. Mentoring/Coaching

4. Soft Skills Training
5. Senior-Level Development Programs
6. Other: \_\_\_\_\_

4) How would you like FAI to communicate with you? Check any that Apply

1. Email
2. Facebook
3. FAI.gov Announcements
4. FAITAS v.2 Announcements
5. Google +
6. LinkedIn
7. Newsletters
8. Podcasts
9. Twitter
10. Other: \_\_\_\_\_

5) I would be more effective if this one item were fixed:



## Supervisory Questions

- 1) Are you currently in a supervisory position?
  1. Yes (**if yes, participant is presented with supervisory questions**)
  2. No (**if no, participant is directed to CLP page**)
  
- 2) Please indicate your level of agreement or disagreement with the training environment questions listed below. The training environment questions center on aspects of your organizational culture that support your learning and development.

Use the following scale when providing your ratings:

### Scale

**5 - Strongly Agree**

**4 - Agree**

**3 - Neither Agree Nor Disagree**

**2 - Disagree**

**1 - Strongly Disagree**

1. There is adequate time for my employees to complete required training.
  2. My supervisor generally supports requests for my employees to participate in training.
  3. I am able to provide adequate on-the-job training and coaching to effectively develop my employees.
  4. My workload allows me the time to increase my managerial and leadership skills by attending training workshops.
  5. My workload allows me the opportunity to manage my employees' development effectively.
  
  6. My workload allows me adequate time to perform my job responsibilities effectively and professionally.
  7. I play a key role in my employees' individual development planning.
  8. I have adequate resources and support to provide the training my employees need.
  9. I provide feedback and information to my employees about their competencies and training needs during their performance reviews.
  10. My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.
- 
- 3) I would support my employees in performing an **internal** job rotational assignment to expand their skill set for the following time period:
    1. 30 days
    2. 60 days
    3. 90 days
    4. 6 months
    5. 1 year
    6. Any of the above time periods
    7. None
  
  - 4) I would support my employees in performing an **external** job rotational assignment to expand their skill set for the following time period:
    1. 30 days
    2. 60 days

3. 90 days
4. 6 months
5. 1 year
6. Any of the above time periods
7. None

5) I spend about \_\_\_\_% of my time preparing contract actions.

1. 25
2. 50
3. 75
4. 100

6) I would be more effective if this one item were fixed:

### **Continuous Learning Point (CLP)**

- 1) All survey participants are eligible to receive one CLP upon completion of the survey. To receive your CLP, please enter your email address in the box below. Enter the email address that was used to create your FAITAS account. CLPs will be assigned within 30 days of the survey's May 31st end date. Your email address will only be used to assign you a CLP point. All survey responses are confidential. Entering your email address is optional, though it is needed to award CLPs.

