

FEDERAL ACQUISITION INSTITUTE



2014 Acquisition Workforce Competency Survey (AWCS) Report

July 3, 2014

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I. Executive Summary

This report examines the results collected from the 2014 Acquisition Workforce Competency Survey (AWCS), administered collaboratively by the Office of Federal Procurement Policy (OFPP) and the Federal Acquisition Institute (FAI) from January 6th, 2014 to February 5th, 2014. The design and administration of the 2014 AWCS was guided by the following objectives:

- Identify the strengths and priority training needs of the Federal civilian acquisition workforce
- Improve the acquisition human capital planning actions and activities to develop an agile and qualified acquisition workforce
- Gauge the developmental progress of the acquisition community in targeted areas

The analyses conducted in this report will help FAI achieve its mission of serving as the nexus for developing an agile and quality government-wide acquisition workforce. The insight gained from the 2014 AWCS will assist the acquisition community in addressing the 2013 U.S. Government Accountability Office's (GAO) focus on strategic human capital management¹. As noted in a recent GAO report, "although progress has been made, the area remains high risk because more work is needed in implementing specific corrective strategies for addressing critical skills gaps and evaluating their results." Utilizing the data presented in this report, acquisition leaders are encouraged to develop and implement workforce planning and learning and development strategies to close agency-specific critical skills gaps that exist in the workforce.

2014 AWCS Highlights

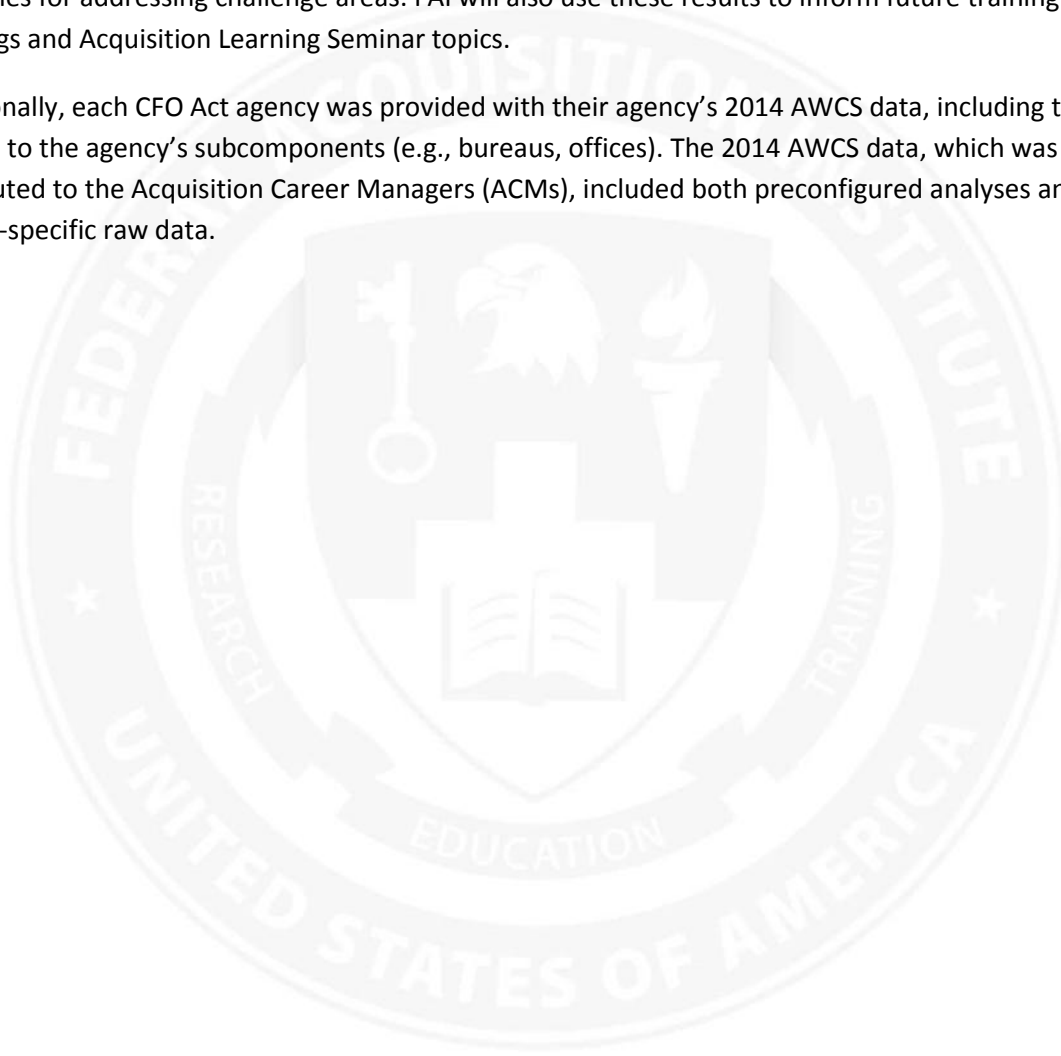
- An increase of 47% over the number of participants in the 2012 AWCS and a 108% increase over the number of participants in 2010
 - 2014 AWCS received a total of 14,378 responses
 - 2014 AWCS received responses from all 23 civilian CFO Act agencies as well as 32 small agencies
- 2014 AWCS response rate across CFO Act agencies increased to 15%, up from 13% in 2012
- An increase in self-reported competency proficiency ratings in most technical competencies across all three Federal Acquisition Certification (FAC) functional areas
- An increase in proficiency across all FAC-C technical competencies except **protests**
- An decrease in proficiency across FAC-COR technical competencies related to the pre-award phase of the acquisition process
- An increase in proficiency across all FAC-P/PM technical competencies except **systems engineering**
- A slight decrease in self-reported proficiency in all General Business Competencies
- Affirmation of the strong relationship between time spent and competency proficiency within each FAC functional area, which was first noted in the 2012 AWCS Report

¹ <http://www.gao.gov/assets/660/652133.pdf>

OFPP and FAI are committed to using 2014 AWCS results to help drive future workforce development decisions. The 2014 AWCS will provide OFPP, FAI, and the broader Federal civilian acquisition community with the data required to make strategic training and development decisions. To help facilitate the use of the 2014 AWCS findings, FAI and OFPP have briefed the Chief Acquisition Officers Council and the FAI Board of Directors.

Each FAC functional area's interagency Functional Advisory Board (FAB), charged with maintaining its functional area's competency model, will discuss results in greater detail and identify actionable strategies for addressing challenge areas. FAI will also use these results to inform future training offerings and Acquisition Learning Seminar topics.

Additionally, each CFO Act agency was provided with their agency's 2014 AWCS data, including the data related to the agency's subcomponents (e.g., bureaus, offices). The 2014 AWCS data, which was distributed to the Acquisition Career Managers (ACMs), included both preconfigured analyses and agency-specific raw data.



II. Introduction

In partnership with the Office of Federal Procurement Policy (OFPP), the Federal Acquisition Institute (FAI) administered the 2014 Acquisition Workforce Competency Survey (AWCS) with three primary objectives:

- Identify the strengths and priority training needs of the Federal civilian acquisition workforce
- Improve the acquisition human capital planning actions and activities to develop an agile and qualified acquisition workforce
- Gauge the developmental progress of the acquisition community in targeted areas

The 2014 AWCS is the fourth iteration of the biannual assessment which collects competency proficiency data across the three primary functional areas. The AWCS has been administered in its current format since 2008, when the survey was expanded to include Contracting Officer's Representatives (CORs) and Program and Project Managers (P/PMs), in addition to contracting professionals. The 2014 AWCS also collects information related to the perceptions of supervisors who oversee acquisition-related employees.

The data collected from the survey will be used at both a government-wide level and at an agency-specific level to inform key strategic workforce planning decisions. The information obtained through the 2014 AWCS will help support activities outlined in the President's budget submission for FY 2014², which notes the importance of having "a sustainable strategic workforce planning method to identify and close skills gaps in mission-critical occupations, including contracting professionals."

Additionally, the 2014 AWCS will help government-wide acquisition workforce leaders address the Cross-Agency Priority (CAP) goals, which were established under the GPRA Modernization Act in 2010. One of the current CAP goals, People and Culture: Deploy a world-class workforce and create a culture of excellence, focuses on "unlocking the full potential of the workforce we have today and building the workforce we need for tomorrow³." The data collected from this assessment will help the community develop a stronger acquisition workforce through the identification of any skills gaps that exist across the acquisition workforce. The data collected through the AWCS can also help to inform workforce development decisions that will affect the workforce of tomorrow. Lastly, the data collected through the 2014 iteration of the survey can be used to gauge the progress of the acquisition workforce over time.

² <http://www.whitehouse.gov/sites/default/files/omb/budget/fy2014/assets/management.pdf>

³ <http://www.performance.gov/cap-goals-list?view=public>

III. Survey Structure and Methodology

The 2014 AWCS was administered to the civilian agency Federal acquisition community from January 6th, 2014 to February 5th, 2014 and was open to all civilian acquisition workforce members and their supervisors. The 2014 AWCS was administered utilizing survey technology housed directly on FAI.gov. The survey was voluntary and was estimated to take between 45 minutes and 60 minutes to complete, with workforce members receiving one continuous learning point (CLP) for completing the survey.

FAI managed a multi-phased communication plan to promote participation by the acquisition community. The communications included:

- announcements on FAI.gov and through FAI's social media forums (e.g., Twitter, Facebook);
- e-mail notifications to all registered users in the Federal Acquisition Institute Training Application System (FAITAS); and,
- communications from acquisition workforce leaders, such as Chief Acquisition Officers, Senior Procurement Executives, and Acquisition Career Managers, through agency-specific communication channels.

The complete 2014 AWCS is presented in Appendix B. It comprised four primary sections:

1. **Demographics and Program Area Characteristics:** This section consists of questions relating to a participant's employment characteristics (e.g., grade, job series, agency bureau), demographics (e.g., age range, retirement eligibility), and certification status (e.g., FAC functional area and certification level). Additional questions were presented based on a respondent's FAC functional area. Therefore, not all survey participants received the same set of functional area questions.
2. **Technical Competencies and Performance Outcomes:** Questions within this section were based on a respondent's identification with one of three FAC functional areas. Participants who hold multiple certifications were given the opportunity to self report their proficiency and time spent on up to two FAC functional areas. Each functional area maintains a set of technical competencies and associated performance outcomes, for which each respondent was asked to rate his or her proficiency on a five-point scale and their time spent on a three-point scale. Both the proficiency and time spent scales can be seen 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.

3. **Business Competencies:** This section of the survey was completed by all respondents who identified that they were a member of the acquisition workforce, but was not completed by survey participants who indicated that they were supervisors only (i.e., supervisors who do not hold a certification in one of the FAC areas). Participants were asked to rate their level of proficiency, on the same five-point scale used for technical competencies, across the six business competencies, which are the fundamental skills that help support sound acquisition practices. Note, the business competencies are the same for all three FAC functional areas. The six business competencies surveyed in 2014 are Ability to Influence, Critical Thinking, Customer Service, Oral Communication, Problem Solving, and Written Communication.
4. **Supervisory Questions:** This section of the survey was only shown to survey participants who self identified as supervising acquisition-related staff members. The questions within this section focused on a supervisor’s perception of their acquisition-related workforce. Within this section, supervisors were asked to indicate the size of their acquisition-related workforce and to rate their workforce, on a five-point scale, across eight different statements. The five-point agreement scale includes:

Agreement Scale

- **5 – Strongly Agree**
- **4 – Agree**
- **3 - Neither Agree Nor Disagree**
- **2 – Disagree**
- **1 – Strongly Disagree**

IV. Survey Respondent Demographics

The 2014 AWCS received a total of 14,378 responses, which was a 47% increase over the number of participants in the 2012. The 2014 AWCS received responses from all 23 civilian CFO Act agencies as well as 32 small agencies. Additionally, the response rate within the civilian CFO Act agencies increased from 13% of the workforce in 2012 to 15% of the workforce in 2014⁴. In addition to indicating their primary area of certification, defined as the functional area where respondents spend the majority of their time, acquisition workforce members were given the opportunity to select a secondary functional area as well. In total, 534 AWCS respondents indicated that they held two certifications and completed proficiency ratings in multiple areas.

Similar to the 2012 AWCS, the 2014 survey received a sufficient number of responses in the three FAC functional areas (FAC-C, FAC-COR, and FAC-P/PM) for the results of the survey to be considered statistically representative at the government-wide level. Consistent with the Office of Personnel Management's (OPM) standards for the Employee Viewpoint Survey (EVS), a statistically representative sample was determined using a 95% confidence level and a confidence interval of plus or minus 5%. In gathering a statistically representative sample, the acquisition community can be more confident that the results collected, and the data analyzed in this report, are representative of the entire acquisition workforce.

In total, the 7,336 Contracting Officer's Representatives comprise the largest portion of the 2014 AWCS sample (61%), while Contracting Officers comprise an additional 3,695 (31%) responses. The Program and Project Managers comprise the remaining 8% of the FAC survey sample population, which equates to 1,012 respondents. As previously noted, AWCS respondents had the opportunity to identify multiple certification areas. Overall, 534 AWCS respondents identified a second certification area. Similar to the data presented for the 2012 AWCS, the most commonly identified combination of certifications is the pairing of FAC-COR and FAC-P/PM, which accounts for 64% of the multiple certification combinations. Additionally, 2,335 AWCS respondents indicated that they do not hold a certification in one of three primary functional areas (e.g., agency-specific certification, supervisor only).

Figure 1: 2014 AWCS Sample Certification Composition

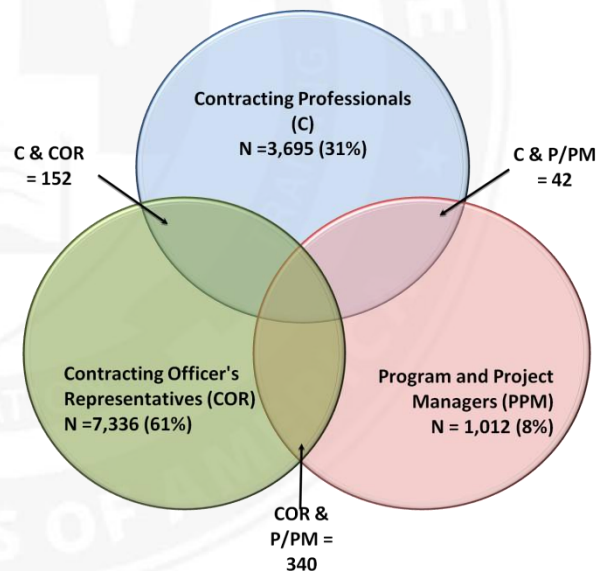


Table 1 provides a comprehensive list of all agencies with participants in the 2014 AWCS. The list includes all 23 civilian CFO Act agencies (note, the Department of Defense was excluded), all of which have participated in the competency survey since 2008.

⁴ Civilian CFO Act agency FAC-C, FAC-COR, and FAC-P/PM workforce figures based on November, 2013 OFPP data call

Table 1: 2014 AWCS Participating Agencies

2014 AWCS Department & Agency Participation		
Agency for International Development	Nuclear Regulatory Commission	Federal Mediation and Conciliation Service
Department of Agriculture	Office of Personnel Management	Federal Retirement Thrift Investment Board
Department of Commerce	Small Business Administration	Federal Trade Commission
Department of Education	Social Security Administration	Institute of Museum and Library Services
Department of Energy	African Development Foundation	Inter-American Foundation
Department of Health and Human Services	Armed Services Retirement Home	International Boundary and Water Commission: U.S. & Mexico
Department of Homeland Security	Broadcast Board of Governors	Merit Systems Protection Board
Department of Housing and Urban Development	Congressional Budget Office	Millennium Challenge Corporation
Department of Justice	Consumer Financial Protection Bureau	National Archives and Records Administration
Department of Labor	Consumer Product Safety Commission	National Labor Relations Board
Department of State	Corporation for National and Community Service	Peace Corps
Department of the Interior	District of Columbia Pretrial Services Agency	Pension Benefit Guaranty Corporation
Department of the Treasury	Executive Office of the President	Railroad Retirement Board
Department of Transportation	Export-Import Bank of the United States	Smithsonian Institution
Department of Veterans Affairs	Federal Communications Commission	U.S. Holocaust Memorial Museum
Environmental Protection Agency	Federal Deposit Insurance Corporation	U.S. International Trade Commission
General Services Administration	Federal Energy Regulatory Commission	U.S. Postal Service
National Aeronautics and Space Administration	Federal Housing Finance Agency	U.S. Sentencing Commission
National Science Foundation	Federal Maritime Commission	U.S. Securities & Exchange Commission

Note, **bolded** agencies represent the 23 civilian CFO Act agencies.

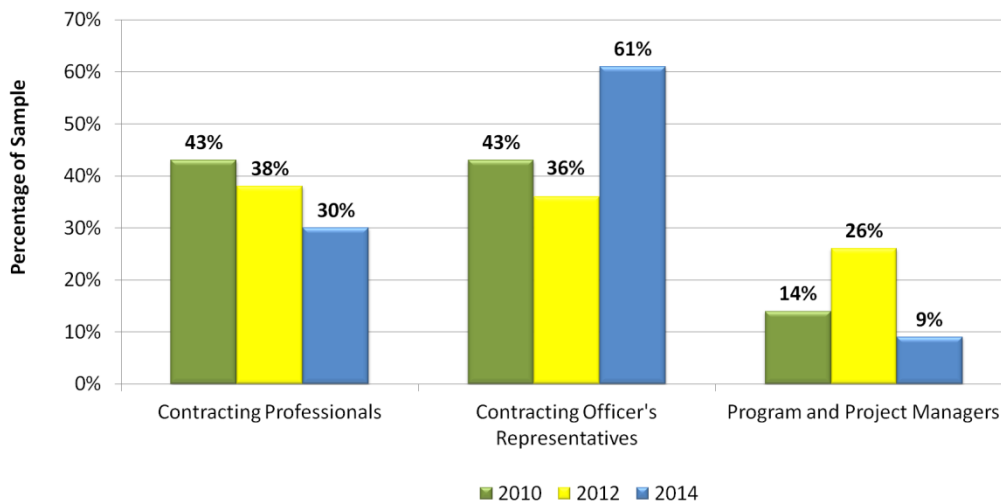
Table 2 below summarizes the mode result by demographic variable for the acquisition workforce over the past three iterations of the assessment, from 2010 – 2014.

Table 2: 2014 AWCS Respondent Profile

Respondent Profile:	2014 AWCS	2012 AWCS	2010 AWCS
Age	51 to 55 Years Old	51 to 55 Years Old	51 to 55 Years Old
Percent Female	51%	48%	51%
Grade Level	GS-13 or equivalent	GS-13 or equivalent	GS-13 or equivalent
Percent Supervisors	15%	20%	20%
Education	Bachelor’s Degree	Bachelor’s Degree	Bachelor’s Degree
Retirement Eligibility	11 to 20 Years	11 to 20 Years	11 to 20 Years
Acquisition Role	Contracting Officer's Representative	Contracting	Contracting
Years of Acquisition Experience	4 to 6 Years	11 to 20 Years	11 to 20 Years

As illustrated in Table 2, the workforce sampled in the competency survey has remained fairly consistent across the past three assessments. The 2014 AWCS sample included a larger share of Contracting Officer’s Representatives compared to historical AWCS iterations. The shift away from a predominately Contracting-oriented survey sample also influenced the decrease in the average number of years of acquisition experience.

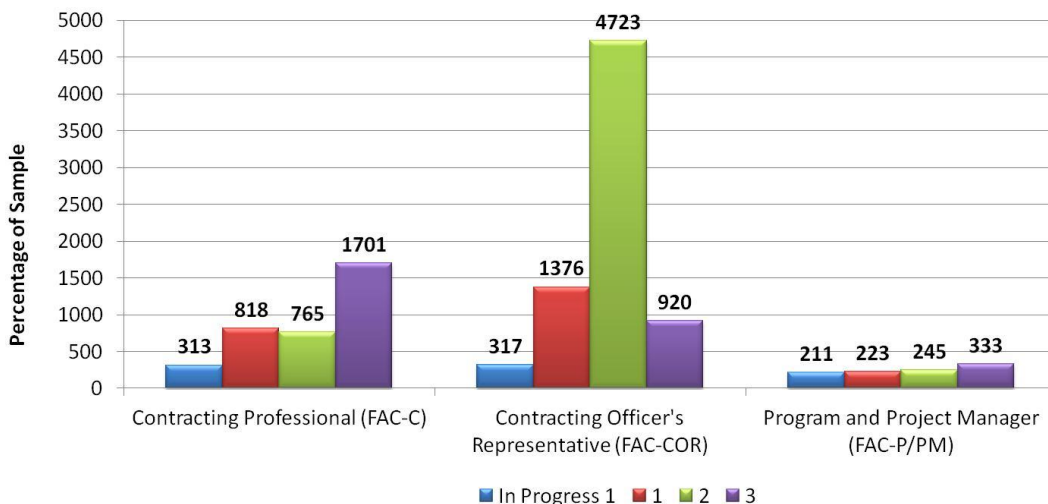
Figure 2: 2014 AWCS Sample Certification Distribution



A more comprehensive view of the functional area distribution of the 2014 sample can be seen in Figures 2 and 3. Figure 2 offers a comparison of the 2014 AWCS sample to the 2012 AWCS sample. Compared to the 2012 sample, both FAC-Cs and FAC-P/PMs comprise less of the 2014 sample. In 2012 FAC-C accounted for 38% of the overall sample, the largest of the three functional areas, but in 2014 FAC-COR comprised the largest functional area, accounting for 61% of all responses.

In addition to providing their certification areas, participants in the 2014 AWCS were asked to provide their certification level. Figure 3 provides a detailed look at the breakout of certification level across the three functional areas. Within Figure 3, “In Progress 1” represents those workforce members who are currently pursuing a level I certification within a given functional area.

Figure 3: 2014 AWCS Sample Certification Level Distribution



Within the FAC-C and FAC-P/PM functional areas, those workforce members holding a level III or Senior level certification comprised the largest segment of each functional area. Additionally, within the FAC-COR functional area, those workforce members holding a level II certification accounted for the largest number of responses. In total, across the three functional areas, 841 workforce members are currently in the process of pursuing their level I certification.

In addition to collecting information on the certification-related data of the acquisition workforce, the 2014 AWCS also collected a variety of demographic information, such as grade. A graphical overview of the 2014 AWCS sample demographics can be found in Appendix A of this report.

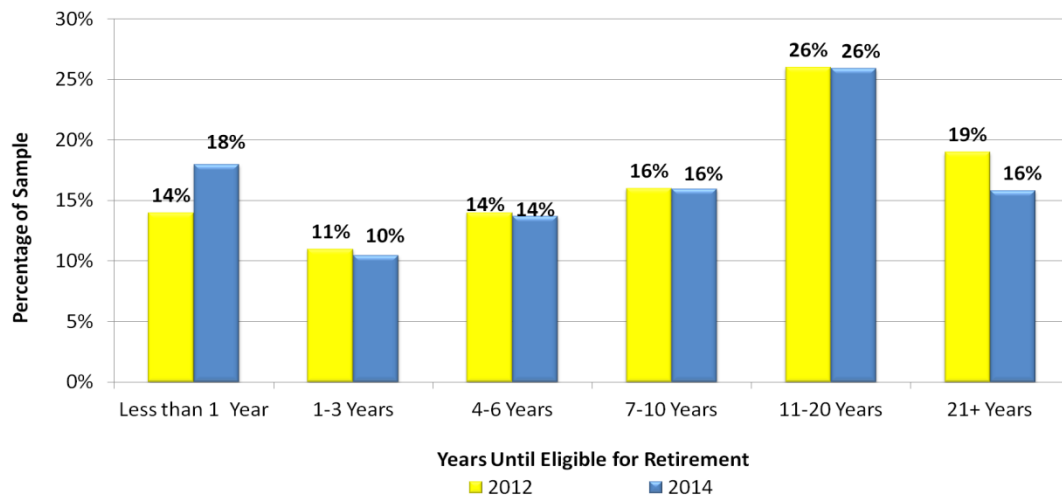
In the 2014 sample, the GS 5-7 and GS 9-12 grade categories increased compared to the 2012 AWCS while the GS 13 – SES and other grade categories decreased in the 2014 AWCS. A comparison of age ranges shows a fairly consistent trend between the 2014 and 2012 surveys. In both years, the largest workforce segment by age was 51-55 years old. Additionally, the smallest workforce segment in both surveys was 25 years old and under. Also of note, the two oldest segments of the workforce both increased their overall share from 2012 to 2014, with the 56-60 years of age and the over 60 years of age categories increasing by 3%.

Similar to 2012, the 2014 AWCS also examined the education level of the respondents. In the 2014 sample, the largest segment of the workforce holds a Bachelor’s degree, which is similar to the 2012 sample. The second largest segment of the workforce holds a Master’s degree, which is also consistent with the 2012 AWCS sample. The total years of experience in Federal service saw the most change from

2012 to 2014, with the largest segment of the workforce shifting away from its historical norm of 11-20 years to 4-6 years in 2014.

Lastly, the 2014 AWCS respondents also provided information related to their retirement eligibility. The levels of retirement eligibility remained nearly identical to 2012 levels across three of the retirement eligibility ranges (4-6 years, 7-10 years, and 11-20 years). The largest increase in retirement eligibility occurred in the less than 1 year category. Note, the 2014 AWCS included a currently eligible category, which was not previously included; therefore, the currently eligible and less than 1 year categories have been combined. When viewed as a single category, which more accurately resembles the 2012 AWCS data, the percentage of the workforce that is within 1 year of retirement eligibility, or currently retirement eligible, increased from 14% in 2012 to 18% in 2014.

Figure 4: 2014 AWCS Sample Retirement Eligibility



V. Technical Competencies and Performance Outcomes⁵

This section of the report is organized into three primary functional areas: Section A - FAC-C, Section B - FAC-COR, and Section C - FAC-P/PM. Each of the three subsections contains the following data:

- A workforce profile, which provides the demographic composition of the 2014 AWCS survey sample
- An analysis of technical competencies, which examines the strengths and opportunities for improvement across the functional area's competencies
- A performance outcomes analysis, which examines the proficiency ratings across the functional area (note, the performance outcomes, known as aligned skills in previous iterations of the AWCS, are behavioral or action statements that align to a particular competency within a functional area⁶)
- An examination of the functional area's retirement eligibility

⁵ The proficiency and time spent scales for rating technical competencies and performance outcomes can be found on pages 6 and 7 within the Survey Structure and Methodology section of this report.

⁶ FAC functional area competency models are available on FAI.gov:

<http://www.fai.gov/drupal/certification/certification-and-career-development-programs>

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

Workforce Profile

Overall, 31% of acquisition workforce members who participated in the 2014 AWCS identified themselves as contracting professionals. Within the FAC-C sample, the majority of respondents hold a level 3 certification (47%). The level 1 and level 2 workforce segments are fairly equal, comprising 23% and 21% of responses, respectively.

Additionally, 9% of AWCS respondents are currently working towards obtaining a level 1 certification. Overall, 67% of respondents who identified as contracting professionals hold a warrant.

As demonstrated in Figure 5 to the right, the FAC-C workforce sample consists of more GS 9-12 graded professionals compared to the overall AWCS sample. Similar to the overall sample, the majority of contracting workforce members fall into the GS 13-SES grade category.

Similar to the 2012 sample, Figure 6 illustrates that, in 2014, the majority of contracting workforce members identified their occupational series as 1102 (83%).

Figure 7 illustrates that the FAC-C workforce has higher levels of workforce members holding a Bachelor's or Master's degree than the AWCS sample as a whole.

Similar to the 2014 AWCS respondent profile presented in the demographics section of this report, Table 4

Table 3: FAC-C Sample Certification Level

Certification Level	Percentage of FAC-C Sample
In Progress	9%
Level 1	23%
Level 2	21%
Level 3	47%

Figure 5: FAC-C Sample by Grade Range

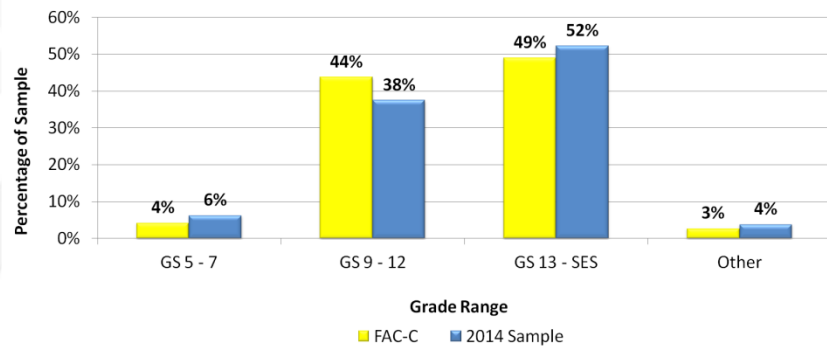


Figure 6: FAC-C Sample by Occupational Series

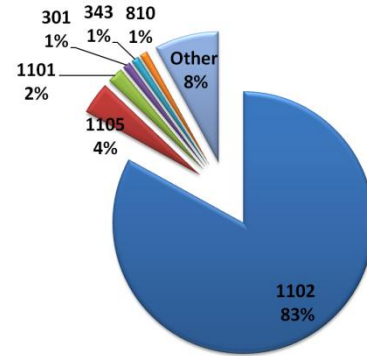
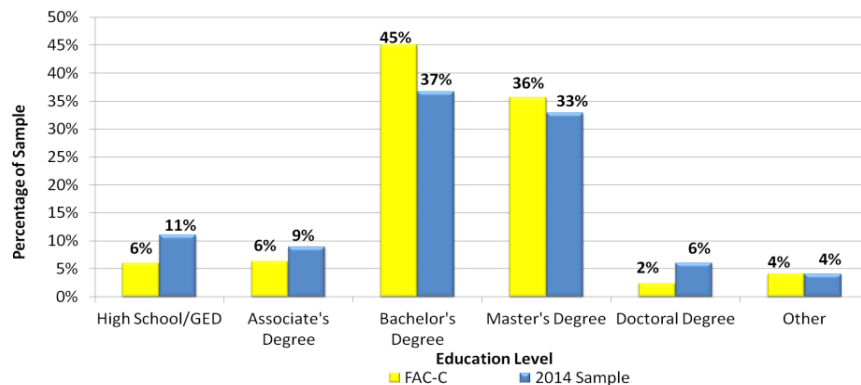


Figure 7: FAC-C Sample by Education



shows the general respondent profile of those workforce members who identified their functional area as contracting across the three most recent competency assessments.

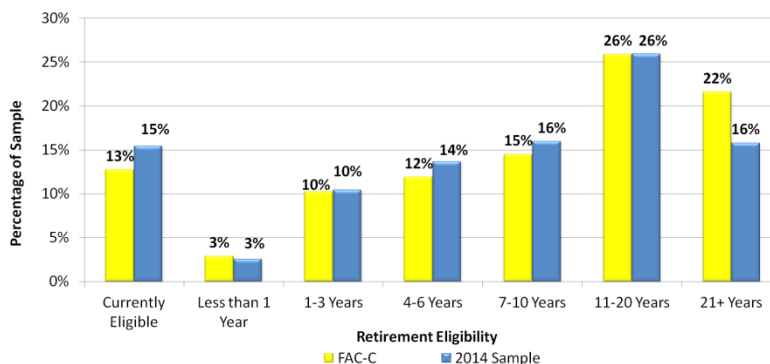
Table 4: FAC-C Respondent Profile

Respondent Profile	2014 AWCS	2012 AWCS	2010 AWCS
Age	51 to 55 Years Old	51 to 55 Years Old	51 to 55 Years Old
Percent Female	59%	57%	59%
Grade Level	GS-13 or equivalent	GS-13 or equivalent	GS-13 or equivalent
Percent Supervisors	20%	17%	20%
Education	Bachelor’s Degree	Bachelor’s Degree	Bachelor’s Degree
Retirement Eligibility	11 to 20 Years	11 to 20 Years	21 + Years
Years of Acquisition Experience	21 + Years	21 + Years	21 + Years

The 2014 AWCS FAC-C profile remains consistent with the 2012 sample and relatively unchanged from the 2010 sample, with the main difference across the four years coming in retirement eligibility.

The retirement eligibility of the FAC-C workforce closely resembles that of the 2014 AWCS overall sample. The FAC-C workforce is within two percent of the overall average across all categories except the 21+ years to retirement, where the FAC-C workforce is six percent higher. Additionally, more than 25% of participants will be eligible to retire at some point in the next three years. In general, that data suggests that the FAC-C workforce may be less vulnerable to retirements in the next 10 years compared to the overall acquisition workforce.

Figure 8: FAC-C Retirement Eligibility

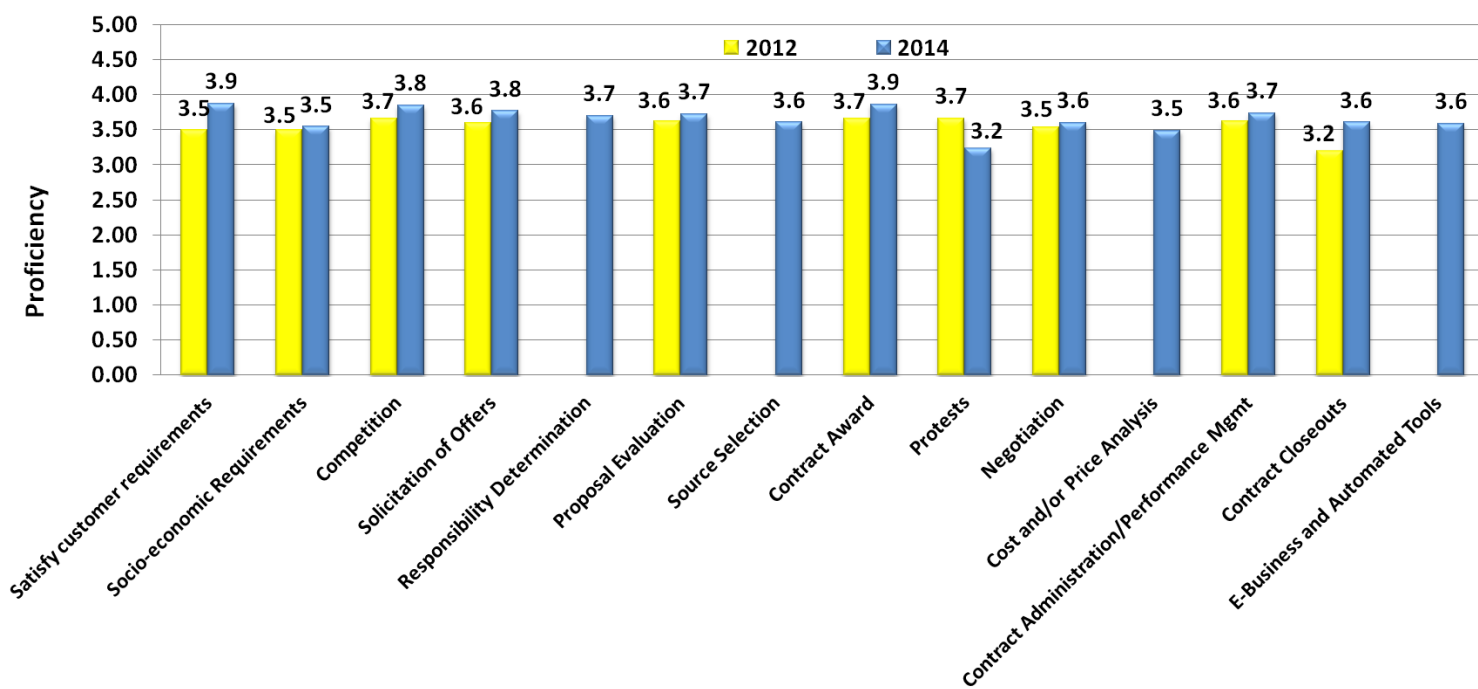


FAC-C Technical Competencies

In 2014, the FAC-C competency model was updated to align with the Department of Defense’s Acquisition Workforce Improvement Act (DAWIA) contracting certification. The competencies presented in the 2014 AWCS reflect this update and comparisons to previous iterations of the AWCS may be affected by this update.

Presented in Figure 9 are the competency proficiency ratings across the 14 FAC-C technical competencies. Figure 9 presents data from the 2012 and 2014 competency surveys, when available. Please note that a single bar within the Figure represents an instance where only 2014 data is presented due to a lack of a corresponding competency in 2012.

Figure 9: FAC-C Competency Proficiency Ratings



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

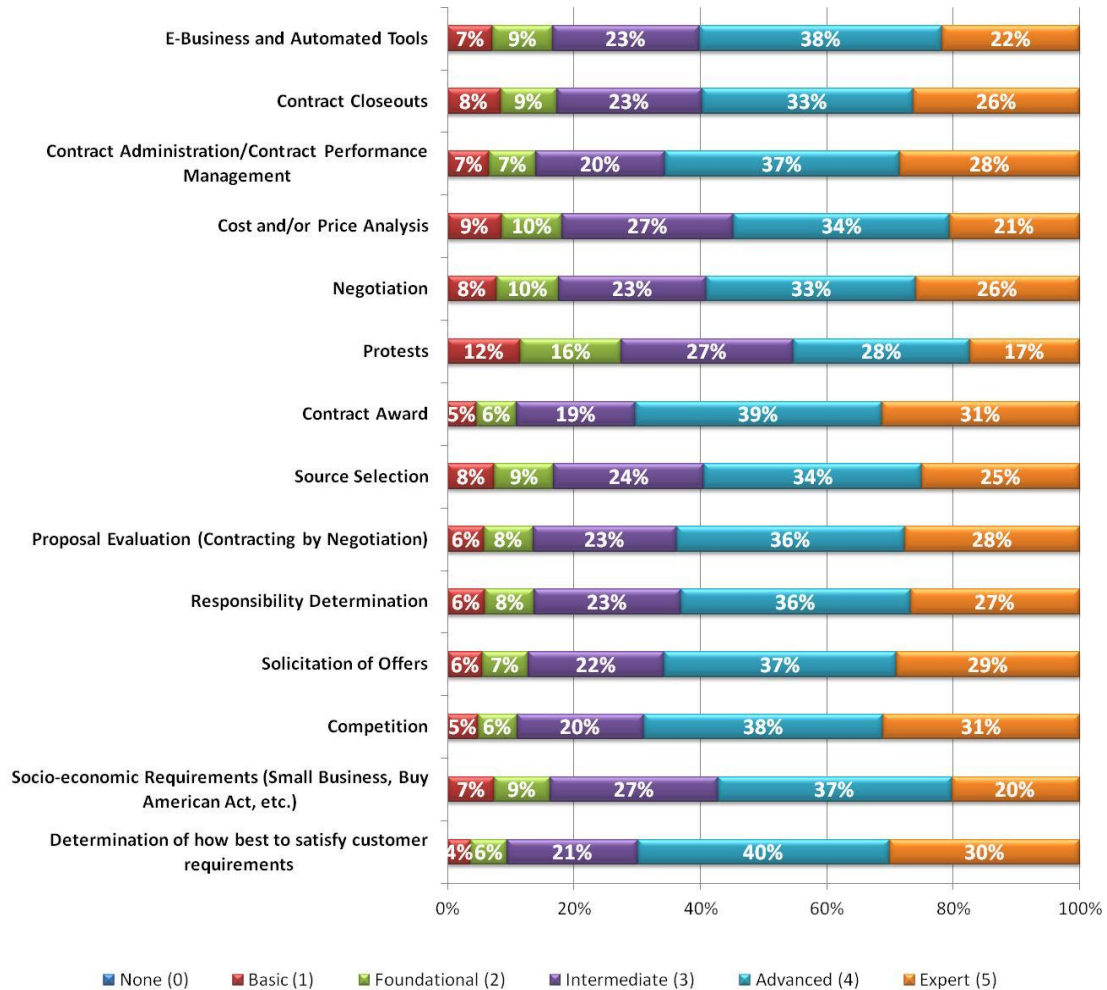
In 2014, competency proficiency increased in all but one of FAC-C competencies. The only competency that did not increase from 2012 to 2014 was **protests**, which declined .42 from 3.66 to 3.24. The largest increase within the FAC-C functional area came in the **contract closeouts** competency, which increased by .40 from 3.20 in 2012 to 3.60 in 2014. As previously stated, due to the updates made to the FAC-C competency model, four of the fourteen competencies do not have comparable data from 2012. These competencies include **responsibility determination**, **source selection**, **cost and/or price analysis**, and **E-Business and automated tools**.

The self-reported competency proficiencies within the FAC-C functional area ranged from 3.24 to 3.87. The highest rated competency was **determination of how best to satisfy customer requirements**, which was rated a 3.87 on a five-point scale. Also highly rated was the **contract award** competency, which was rated a 3.86. The competency with the lowest proficiency rating was **protests**, which was also the only competency to decrease in proficiency rating from 2012 to 2014. As previously stated, the self-reported proficiency rating of the **protests** competency was 3.24, which received the lowest “time spent” rating of all FAC-C competencies.

In addition to looking at the overall competency proficiency ratings, a deeper analysis of competency ratings offers greater insight into the distribution of the proficiency ratings. Figure 10 presents the distribution of the ratings across the five-point scale, with the additional option of none, for those workforce members who believe they hold no proficiency in a given area.

The vertical axis of Figure 10 presents the FAC-C competencies and the horizontal axis represents the percentage of respondents who indicated proficiency within a given rating.

Figure 10: FAC-C Competency Proficiency Ratings Distribution



In an area of **protests**, which was the lowest rated FAC-C competency, the majority of the respondents indicated a proficiency rating of intermediate or less. Additionally, more than 28% of respondents indicated that they only possessed a foundational or basic knowledge of the **protests** competency.

In contrast, across the 14 FAC-C competencies, 62% of respondents, on average, indicated a proficiency rating of advanced or expert. The **contract award** and **determination of how best to satisfy customer requirements** competencies each had the highest percentage of respondents who rated themselves as advanced or expert (70%).

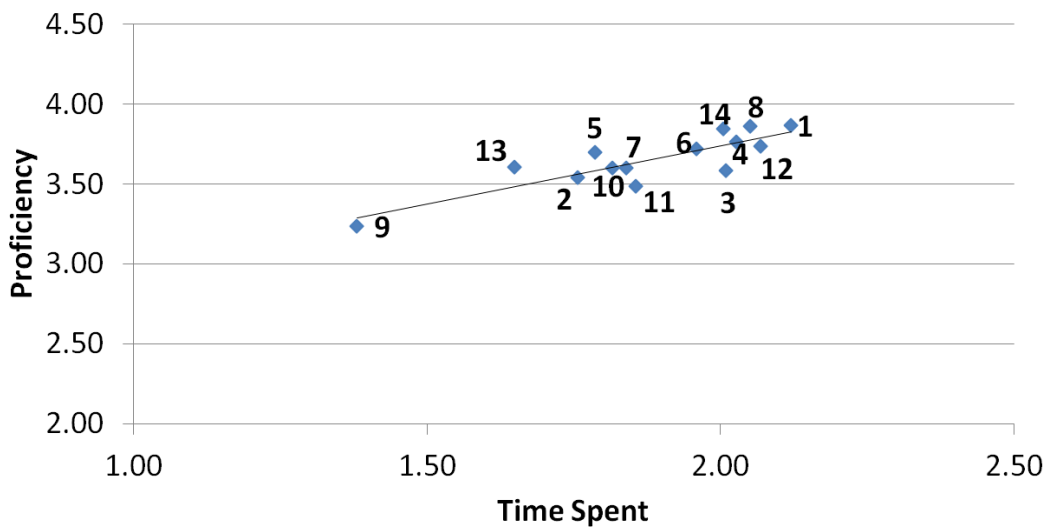
Table 5 presents the competency proficiency and time spent data for each FAC-C competency across the three certification levels and those workforce members who are working towards obtaining their level 1 certification. Shaded cells indicate proficiency values that are one standard deviation or more above (green) or below (red) the certification level's average rating across all competencies.

Table 5: FAC-C Technical Competencies and Time Spent 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		
Determination of how best to satisfy customer requirements	3.02	2.10	3.49	2.12	3.76	2.14	4.33	2.12	3.87	2.12		
Contract Award	2.84	2.06	3.38	2.10	3.81	2.05	4.38	2.03	3.86	2.05		
Competition	2.83	2.02	3.41	1.99	3.78	2.01	4.36	2.00	3.84	2.01		
Solicitation of Offers	2.71	1.99	3.25	2.01	3.70	2.05	4.32	2.01	3.76	2.03		
Contract Administration / Contract Performance Management	2.62	2.15	3.19	2.07	3.67	2.08	4.26	2.05	3.73	2.07		
Proposal Evaluation	2.70	2.03	3.10	1.93	3.62	1.96	4.30	1.95	3.72	1.96		
Responsibility Determination	2.67	1.82	3.23	1.79	3.62	1.78	4.22	1.77	3.70	1.79		
Source Selection	2.55	1.89	2.99	1.81	3.44	1.85	4.20	1.84	3.60	1.84		
Negotiation	2.58	1.83	2.90	1.80	3.39	1.80	4.20	1.83	3.60	1.82		
Contract Closeouts	2.76	1.64	3.22	1.66	3.46	1.62	4.04	1.67	3.60	1.65		
E-Business and Automated Tools	2.74	2.06	3.24	2.03	3.50	2.01	3.97	2.01	3.58	2.01		
Socio-economic Requirements	2.57	1.70	3.14	1.73	3.50	1.77	4.01	1.74	3.54	1.76		
Cost and/or Price Analysis	2.62	1.84	2.93	1.89	3.37	1.85	4.01	1.83	3.49	1.86		
Protests	2.23	1.35	2.56	1.35	2.92	1.37	3.74	1.36	3.24	1.38		
Average	2.67	1.89	3.14	1.88	3.54	1.88	4.17	1.87	3.65	1.88		
Proficiency Scale	0 = None		1 = Basic		2 = Foundational		3 = Intermediate		4 = Advanced		5 = Expert	
Time Spent Scale	N/A = Not Applicable		1 = Minimal		2 = Moderate				3 = Extensive			

Across many of the strengths and areas for development highlighted in Table 5, there is a pattern of both proficiency and time spent ratings being above or below the average. Similar to the 2012 AWCS FAC-C ratings, the 2014 AWCS FAC-C ratings support the idea that proficiency and time spent are highly correlated, which reinforces the importance of experiential development. Figure 11 illustrates the correlation between proficiency rating and time spent rating across all fourteen FAC-C competencies. Each blue diamond represents the intersection of a given competency's (identified by the numbered data labels) proficiency and time spent ratings. Using the linear trend line, Figure 11 demonstrates the positive correlation that exists between the proficiency rating and the time spent performing a competency. Additionally, the low proficiency and time spent ratings of the **protests** competency are again clearly seen when compared to the other 13 FAC-C competencies.

Figure 11: FAC-C Competency Proficiency and Time Spent Comparison



Legend	
1) Determination of how best to satisfy customer requirements	8) Contract Award
2) Socio-economic Requirements (Small Business, Buy American Act, etc.)	9) Protests
3) Competition	10) Negotiation
4) Solicitation of Offers	11) Cost and/or Price Analysis
5) Responsibility Determination	12) Contract Administration/Contract Performance Management
6) Proposal Evaluation (Contracting by Negotiation)	13) Contract Closeouts
7) Source Selection	14) E-Business and Automated Tools

FAC-C Performance Outcomes

In addition to rating the proficiency and time spent across each of the FAC-C competencies, respondents also provided the same self-evaluations for the performance outcomes associated with each competency. The performance outcomes align with a specific competency and represent actions or behaviors that are exhibited when performing activities related to the competency. Note, in previous iterations of the AWCS, performances outcomes were identified as aligned skills.

Shaded cells indicate proficiency values that are one standard deviation or more above (green) or below (red) the average rating across all performance outcomes.

Table 6: FAC-C Performance Outcome Proficiency and Time Spent

Competency/Performance Outcome	Proficiency	Time Spent
Determination of how best to satisfy customer requirements	3.87	2.12
Determine when customer-prepared documents are clear and consistently written requirements reflecting the customer's needs	3.84	2.08
Ensure all documentation follows FAR and agency-specific regulations and guidelines.	3.83	2.19
Conducting market research in order to identify potential sources, industry-specific terms and conditions, and other industry unique conditions impacting a solicitation.	3.79	1.88
Determine the appropriate method of procurement that satisfies the customer's requirements while properly allocating risk.	3.78	1.98
Contract Award	3.86	2.05
Prepare the contract document for award ensuring that all required and appropriate terms and conditions are included.	3.67	2.08
Conducting pre/post award debriefings for all offerors (successful and unsuccessful) when requested.	3.13	1.39
Competition	3.84	2.01
Determine the competition requirements per FAR and agency-specific regulations.	3.82	1.96
Adequately support the need for other than full and open competition.	3.79	1.90
Solicitation of Offers	3.76	2.03
Determine when a solicitation should be amended or cancelled.	3.78	1.77
Using the acquisition plans, source selection plans, and requirements documents. Preparation of a solicitation document with the appropriate provisions and clauses.	3.73	2.04
Determine the appropriate action or actions based on the FAR and agency supplements.	3.72	1.93
Contract Administration/Contract Performance Management	3.73	2.07
Determine when contract modifications are required.	3.89	2.02

Competency/Performance Outcome	Proficiency	Time Spent
Review and approve contract requests for payments including final vouchers.	3.78	1.89
Appoint and monitor contracting officer representatives (CORs) ensuring that they perform all delegated duties.	3.74	1.85
Resolve contract performance problems, determine remedies, and initiative contract actions.	3.72	1.97
Identify the requirements for contract past performance reporting and systems.	3.56	1.76
Monitor contract performance using a QASP.	3.35	1.65
Proposal Evaluation (Contracting by Negotiation)	3.72	1.96
Evaluate proposals and quotes against technical and price evaluation criteria.	3.74	1.98
Make a determination of reasonableness based on the offered prices.	3.54	1.72
Responsibility Determination	3.70	1.79
Determine contractor responsibility in preparation for contract award.	3.71	1.80
Source Selection	3.60	1.84
Prepare business clearances or other agency-specific documentation to support source selection.	3.87	1.77
Determine when discussions should be held.	3.52	1.71
Establish the competitive range.	3.50	1.77
Negotiation	3.60	1.82
Negotiates contracts including the terms and conditions, price, and other relevant factors.	3.69	1.95
Prepares the Governments' pre-negotiation position in accordance with the FAR, agency and local office guidelines.	3.60	1.84
Contract Closeouts	3.60	1.65
Determine when contracts should or are ready to be closed out.	3.66	1.65
Identify the FAR requirements for contract close-out.	3.57	1.62
E-Business and Automated Tools	3.58	2.01
Use e-business systems and automated tools such as a contract writing system, FPDS-NG, CPARS, PPIRS, etc.	3.59	2.04
Socio-economic Requirements (Small Business, Buy American Act, etc.)	3.54	1.76
Apply small business requirements for solicitations in the FAR such as when set asides are required or are the preferred method.	3.61	1.78
Identify socio-economic requirements (small business, labor, environmental, foreign, and others) that should be used for a procurement action.	3.54	1.73
Cost and/or Price Analysis	3.49	1.86

Competency/Performance Outcome	Proficiency	Time Spent
Make a determination of reasonableness based on the offered prices.	3.80	2.01
Establish a competitive range.	3.52	1.70
Determine when to use cost analysis, price analysis, and price realism.	3.40	1.70
Know when the requirements of the Truth in Negotiations Act should be applied to a procurement.	3.25	1.54
Calculate the impact of the types of payments and financing on an offeror's proposed price.	3.11	1.53
Protests	3.24	1.38
Evaluate protests to determine appropriate actions such as withholding of award, stop work, etc.	3.56	1.79

Table 7 presents the impact retirement could have on the FAC-C workforce in the near future. The table compares the average proficiency of the entire FAC-C workforce to the average proficiency of those who currently retirement eligible and those who will be retirement eligible in the next six years.

FAC-C Competency	All FAC-C	FAC-C Retirement Eligible	FAC-C Retirement Eligible < 6 YRS
Determination of how best to satisfy customer requirements	3.87	4.18	4.09
Socio-economic Requirements (Small Business, Buy American Act, etc.)	3.54	3.90	3.82
Competition	3.84	4.18	4.13
Solicitation of Offers	3.76	4.10	4.03
Responsibility Determination	3.70	4.01	3.96
Proposal Evaluation (Contracting by Negotiation)	3.72	4.03	3.98
Source Selection	3.60	3.96	3.88
Contract Award	3.86	4.17	4.10
Protests	3.24	3.75	3.61
Negotiation	3.60	4.02	3.92
Cost and/or Price Analysis	3.49	3.77	3.72
Contract Administration/Contract Performance Management	3.73	4.02	3.96
Contract Closeouts	3.60	3.88	3.83
E-Business and Automated Tools	3.58	3.61	3.62

Overall, the retirement eligible workforce is, on average, .31 points more proficient than the entire FAC-C population. Additionally, the segment of the FAC-C workforce that will be retirement eligible at some point in the next six years was, on average, .25 points more proficient than the entire FAC-C sample.

FAC-C Key Findings

The demographics of the FAC-C workforce sample have remained constant between the 2010 and 2014 iterations of the AWCS, which illustrates a stable workforce. Additionally, this demonstrates that findings and conclusions reached from the 2014 AWCS are unlikely to have been a product of a large scale demographic shift.

Unlike 2012 when competency proficiencies generally declined since the previous iteration of the survey, the 2014 AWCS results increased across thirteen of fourteen FAC-C competencies. On average, the FAC-C technical competencies increased by .18 points. The only area to decline was the **protests** competency, which declined .42 points from the 2012 to 2014 AWCS.

Additional analysis of the FAC-C competency proficiency ratings across certification level also demonstrated that there are consistent strengths and areas for development that span the entire workforce. **Determination of how best to satisfy customer requirements, competition, and contract award** were consistently rated at least one standard deviation higher than the average proficiency at a given certification level. Likewise, **protests** and **cost and/or price analysis** were consistently rated with a lower proficiency across most certification levels. The acquisition community could capitalize on opportunities, such as FAI's Acquisition Learning Seminars, to reach a large audience in addressing the identified areas for development. Additionally, recent updates to contracting-related courses based on the new FAC-C competency model could aide in addressing the competencies and performance outcomes with low proficiency ratings.

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

Workforce Profile

In total, 61% of the 2014 AWCS respondents identified themselves as FAC-CORs, an increase from 38% in 2012.

Within the 2014 FAC-COR sample, the majority of respondents (64%) identified as being level 2 certified. The second largest segment of the sample was those who identified as being level 1 certified. Additionally, 4% of

respondents identified as being in progress towards achieve a level 1 certification. In total, 70% of survey respondents who identified as FAC-COR are currently appointed.

Figure 12 illustrates that the grade range distribution of the FAC-COR sample does not deviate drastically from the overall 2014 AWCS sample. Similar to the overall sample, the largest segment of the FAC-COR sample comprised GS 13-SES graded staff (55%). Additionally, the FAC-COR sample was within 1% of the overall 2014 AWCS sample across all other grade categories.

As demonstrated in Figure 13, the largest occupational series reported by the FAC-COR sample was 343 (Management and Program Analysis), which comprised 11% of all FAC-COR respondents. There were also eight additional occupational series which accounted for at least 2% of the sample. However,

more than 59% of all FAC-COR respondents did not fall into one of the nine identified categories in Figure 16.

Figure 14 shows the largest education level identified in the FAC-COR workforce was Bachelor’s Degree, which is

Table 8: FAC-COR Sample Certification

Certification Level	Percentage of FAC-C Sample
In Progress	4%
Level 1	19%
Level 2	64%
Level 3	13%

Figure 12: FAC-COR Sample by Grade Range

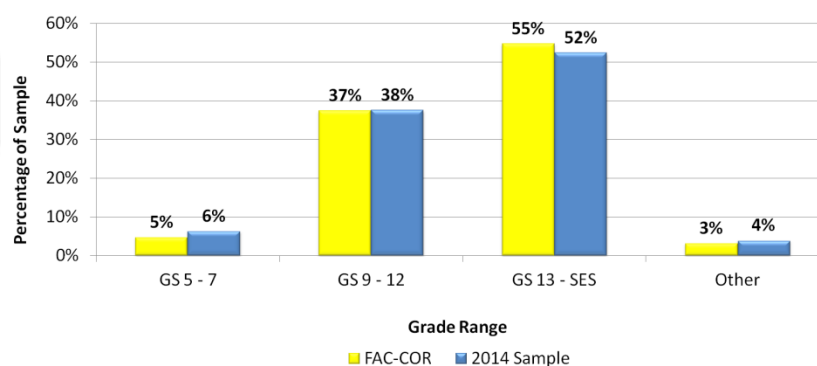


Figure 13: FAC-COR Sample by Occupational Series

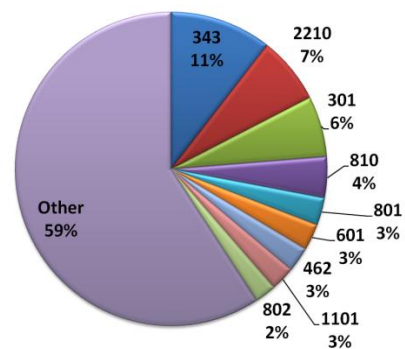
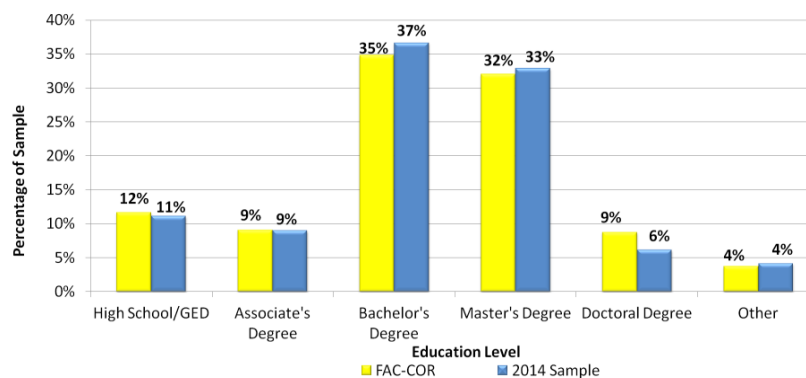


Figure 14: FAC-COR Sample by Education



consistent with the 2014 AWCS population as a whole.

Table 9: FAC-COR Respondent Profile

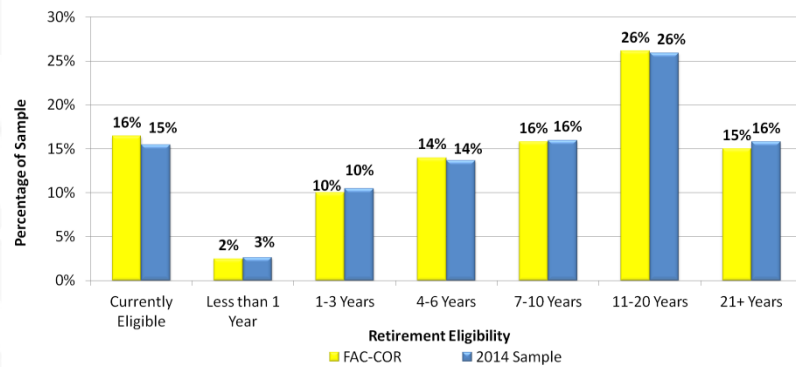
Respondent Profile	2014 AWCS	2012 AWCS	2010 AWCS
Age	51 to 55 Years Old	51 to 55 Years Old	51 to 55 Years Old
Percent Female	46%	46%	44%
Grade Level	GS-13 or equivalent	GS-13 or equivalent	GS-13 or equivalent
Percent Supervisors	9%	18%	18%
Education	Bachelor’s Degree	Bachelor’s Degree	Bachelor’s Degree
Retirement Eligibility	11 to 20 Years	11 to 20 Years	11 to 20 Years
Years of Acquisition Experience	1 to 3 Years	1 to 3 Years	1 to 3 Years

The respondent profile for the FAC-COR workforce is presented in Table 9. Table 9 presents the respondent profile for the FAC-COR workforce over the past three iterations of the AWCS (2010 – 2014).

The respondent profile of the FAC-COR workforce has remained relatively unchanged since the 2010 AWCS. The respondent profile has not changed across any of the six key demographic categories, except for a decrease in the percent of supervisors; however, the majority of the FAC-COR sample still serves in a non-supervisory role. The consistency across the three AWCS iterations provides confidence that any proficiency changes are not overly impacted by changing demographics.

The retirement eligibility of the FAC-COR workforce mimics the trends of the broader 2014 AWCS sample. The FAC-COR workforce is within 1% of the overall 2014 sample across all categories, and expresses the same retirement eligibility as the overall sample in four of the seven eligibility categories. The largest segment of the workforce will be retirement eligible in 11 – 20 years.

Figure 15: FAC-COR Sample Retirement Eligibility

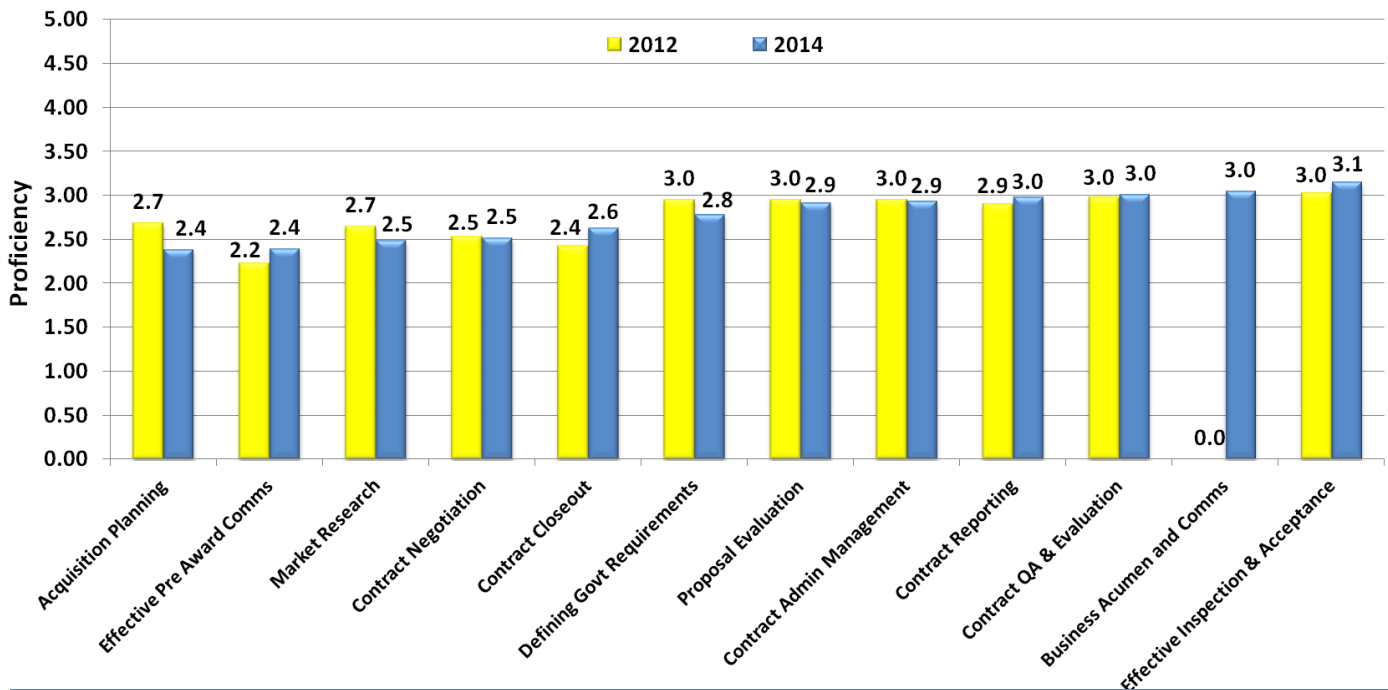


FAC-COR Technical Competencies

The 2014 AWCS participants who identified themselves as being FAC-COR certified were asked to rate their proficiency and time spent across the 12 FAC-COR competencies. Figure 16 presents the self-reported proficiency ratings across the entire FAC-COR sample.

Across all 12 FAC-COR competencies, the average proficiency of the workforce increased in five areas, decreased in 6 areas, and one competency was not included in the 2012 competency model. Of the five competencies that increased, the average proficiency increase was .12. Additionally, the average decrease across the six competencies that experienced proficiency declines was also .12.

Figure 16: FAC-COR Competency Proficiency Ratings



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

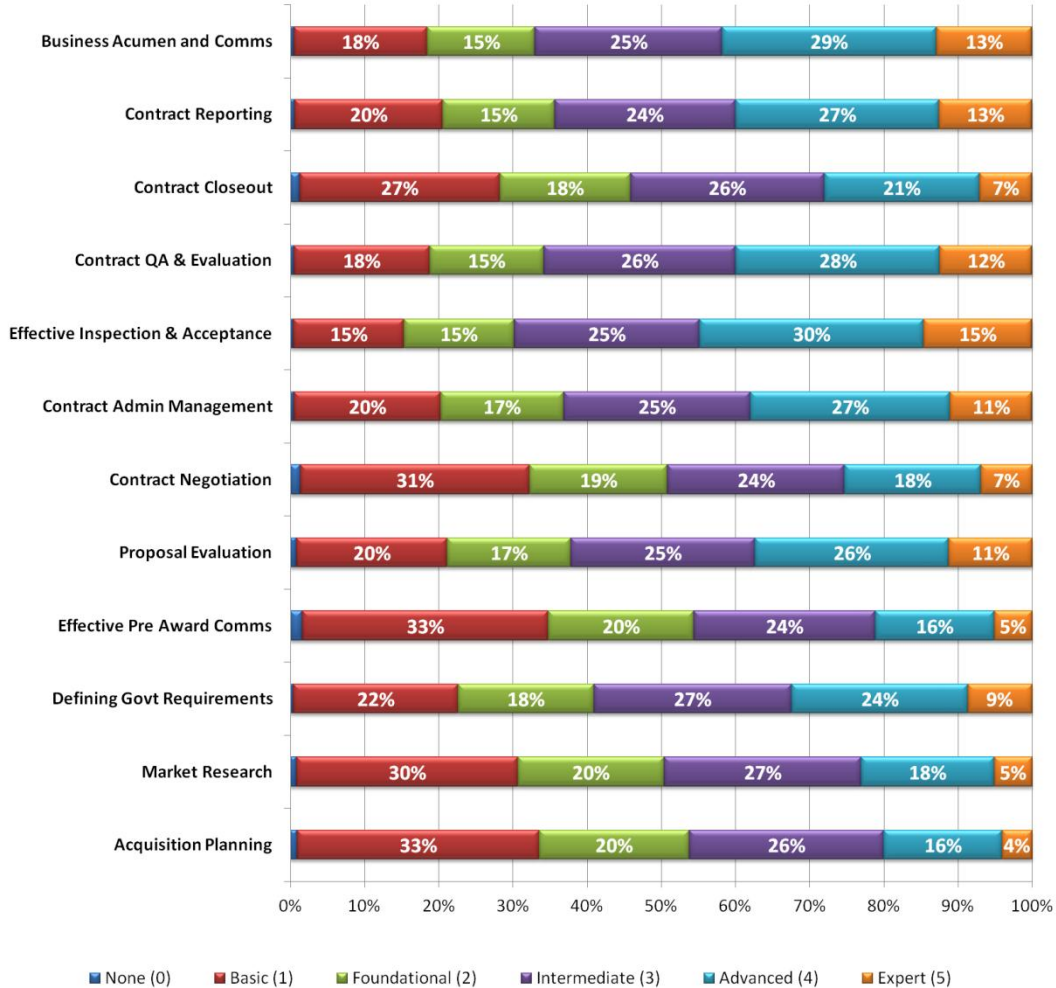
As previously noted, one FAC-COR competency did not have a comparable data point for 2012 as it was not part of the competency model at that time. The **business acumen and communication skills sets** competency was first assessed in the 2014 AWCS.

Of the 12 FAC-COR competencies assessed, the highest rated competency was **effective inspection and acceptance**, which had a self-reported proficiency rating of 3.15. Additionally, the lowest rated competency was **acquisition planning**, which had a self-reported proficiency rating of 2.38.

The largest proficiency increase from 2012 to 2014 occurred in the **contract closeout** competency area. The proficiency rating of the **contract closeout** competency increased by .20 from 2.43 in 2012 to 2.63 in 2014. The largest decrease in any one competency from 2012 to 2014 occurred in the **acquisition planning** area, where the self-reported proficiency of the workforce decreased by .30 from 2.68 in 2012 to 2.38 in 2014.

To provide a better understanding of the competency proficiency ratings, Figure 17 details the responses for each FAC-COR competency across the five-point rating scale. The vertical axis of the Figure provides the competency and the horizontal axis identifies the percentage of respondents who self-reported at a given proficiency level.

Figure 17: FAC-COR Competency Proficiency Ratings Distribution



The data within this table can be utilized to help develop more informed approaches to closing critical competency gaps in areas such as **acquisition planning** and **effective pre-award communications**, where nearly one-third of respondents identify their proficiency as basic. Additionally, 30% of respondents identify their proficiency as basic regarding **market research**. When viewed collectively these three competencies indicated a potential issue in the pre-award phase of the acquisition process.

On average, 33% of respondents indicated that they possess an advanced or expert level of proficiency across all 12 FAC-COR competencies. **Effective inspection and acceptance** and **business acumen and communication skills sets** demonstrated the highest levels of advanced and expert proficiency ratings, 45% and 42%, respectively.

Table 10 below presents the competency proficiency and time spent data for each of the 12 FAC-COR competency across the three certification levels and those workforce members who are working towards obtaining their level 1 certification. Shaded cells indicate proficiency values that are one standard deviation or more above (green) or below (red) the certification level's average proficiency across all competencies.

Table 10: FAC-COR Technical Competencies and Time Spent by Certification Level

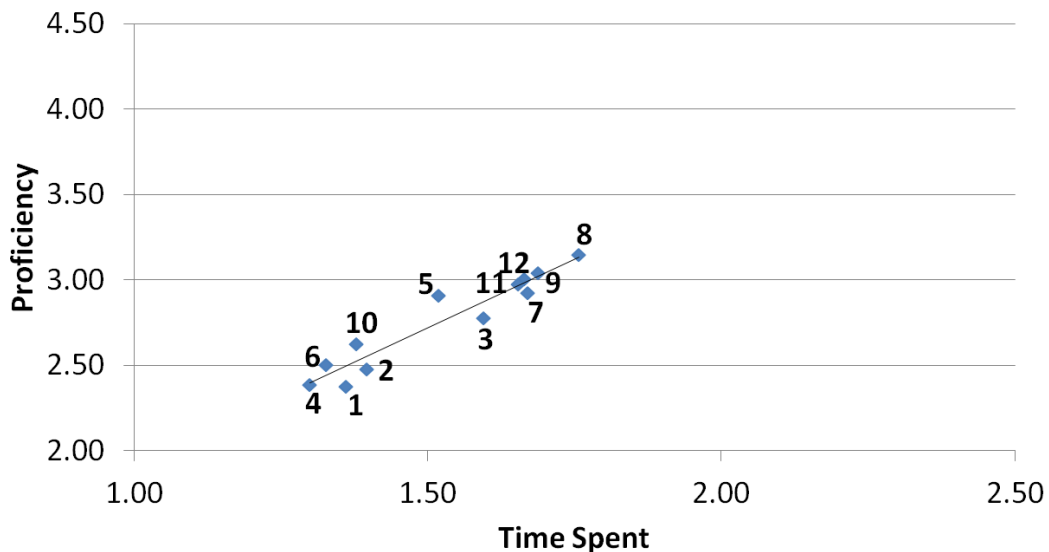
FAC-COR Competencies	In Progress		Level 1		Level 2		Level 3		Aggregate			
	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent		
Effective Inspection & Acceptance	2.48	1.79	2.52	1.77	3.17	1.74	3.90	1.76	3.15	1.76		
Business Acumen and Communication Skill Sets	2.57	1.69	2.47	1.69	3.04	1.69	3.68	1.66	3.04	1.69		
Contract Quality Assurance & Evaluation	2.35	1.72	2.41	1.67	3.01	1.65	3.73	1.65	3.00	1.66		
Contract Reporting	2.33	1.68	2.31	1.65	2.97	1.65	3.81	1.65	2.97	1.65		
Contract Administration Management	2.20	1.67	2.29	1.67	2.90	1.68	3.76	1.66	2.92	1.67		
Proposal Evaluation	2.30	1.53	2.36	1.49	2.89	1.55	3.57	1.48	2.91	1.52		
Defining Government Requirements	2.21	1.64	2.24	1.61	2.77	1.59	3.43	1.58	2.78	1.60		
Contract Closeout	2.12	1.43	2.13	1.38	2.55	1.37	3.41	1.36	2.63	1.38		
Contract Negotiation	2.01	1.31	2.11	1.29	2.43	1.34	3.06	1.32	2.50	1.33		
Market Research	2.07	1.42	2.00	1.42	2.46	1.40	3.02	1.36	2.48	1.40		
Effective Pre Award Communications	1.94	1.32	1.92	1.29	2.32	1.30	3.03	1.28	2.39	1.30		
Acquisition Planning	1.86	1.38	1.88	1.34	2.34	1.37	2.98	1.35	2.37	1.36		
Average	2.20	1.55	2.22	1.52	2.74	1.53	3.45	1.51	2.76	1.53		
Proficiency Scale	0 = None		1 = Basic		2 = Foundational		3 = Intermediate		4 = Advanced		5 = Expert	
Time Spent Scale	N/A = Not Applicable		1 = Minimal		2 = Moderate				3 = Extensive			

Similar to the pattern that was demonstrated in the FAC-C competency area, there are competencies that are consistently rated significantly higher or lower than the other competencies. In the FAC-COR functional area, the acquisition planning, market research, and effective pre-award communications competencies are rated at least one standard deviation below the average across three of the four certification categories.

Additionally, a similar pattern is demonstrated for those competencies consistently rated at least one standard deviation higher than the average. The **effective inspection and acceptance** and **business acumen and communication skill set** competencies are both rated significantly higher than the average across at least three of the four certification categories.

Figure 18 below demonstrates the relationship between time spent on a given competency and the competency’s proficiency rating. Similar to results analyzed in 2012, as well as FAC-C results reviewed previously in this report, the FAC-COR data illustrates strong relationship between the time a workforce member spends performing a given competency and the competency’s proficiency rating. Additionally, the FAC-COR competencies appear to be more highly correlated with the time spent ratings than the FAC-C competencies are in the 2014 AWCS.

Figure 18: FAC-COR Competency Proficiency and Time Spent Comparison



Legend	
1) Acquisition Planning	7) Contract Admin Management
2) Market Research	8) Effective Inspection & Acceptance
3) Defining Government Requirements	9) Contract Quality Assurance & Evaluation
4) Effective Pre Award Communication	10) Contract Closeout
5) Proposal Evaluation	11) Contract Reporting
6) Contract Negotiation	12) Business Acumen and Communication Skills

FAC-COR Performance Outcomes

In addition to rating the proficiency and time spent across each of the FAC-COR related competencies, respondents were asked to provide proficiency and time spent ratings for the performance outcomes associated with each competency. The performance outcomes align with a specific competency and represent actions or behaviors that are exhibited when performing activities related to the competency. Note, in previous iterations of the AWCS, performances outcomes were identified as aligned skills.

Shaded cells indicate proficiency values that are one standard deviation or more above (green) or below (red) the average performance outcome proficiency rating across all performance outcomes.

Table 11: FAC-COR Performance Outcome Proficiency and Time Spent

Competency/Performance Outcome	Proficiency	Time Spent
Effective Inspection & Acceptance	3.15	1.76
Inspect and accept deliveries and services by inspecting deliverables and monitoring services for conformance with contract/order/agreement terms and conditions, and accept or reject them.	3.15	1.77
Ensure compliance and completion by the Contractor of all required operations, including the preparation of any forms (ex. Material Inspection and Receiving Reports) or equivalent which shall be authenticated and the COR that the services/supplies have been received and are acceptable.	3.12	1.76
Process inspection report as supporting documentation for payment and maintain documentation of all inspections performed including disposition of the results. Ensure that invoice properly aligns with delivered services and products received and accepted.	3.09	1.72
Business Acumen and Communication Skill Sets	3.04	1.69
Monitors schedule and delivery processes.	3.13	1.71
Manage effective business partnership with the Contracting Officer, agency and other business advisers, and program participants.	3.08	1.70
Manages stakeholder relationships that generates buy-in to the business and technical management approach to the program.	2.96	1.63
Participates and/or contributes to the formulation of objectives and priorities, and where appropriate, implement plans consistent with the long-term interests of the organization in a global environment.	2.93	1.60
Risk Management- Identify, mitigate, and advise against potential risks.	2.92	1.58
Contract Quality Assurance & Evaluation	3.00	1.66
Monitors the products or services throughout their life cycle.	3.05	1.71
Ensures consistency of appropriate quality requirements as they relate to the contract and validates/verifies adherence specified requirements through test and measurement activities.	2.97	1.66

Competency/Performance Outcome	Proficiency	Time Spent
Influences knowledge management practices (e.g. continuous process-improvement).	2.92	1.60
Contract Reporting	2.97	1.65
Monitor Contractor's performance.	3.18	1.82
Accept or reject an invoice for a given task or deliverable in accordance with the Prompt Payment Act.	3.16	1.69
Develop the COR file in accordance with Agency requirements.	2.86	1.61
Contract Administration Management	2.92	1.67
Contract Administration Planning and Orientations- Define the COR roles and responsibilities by knowing the terms and conditions to which they are assigned; and participate in post-award orientation meetings to review contract milestones and responsibilities.	2.90	1.62
Requests for Contract Modification and Adjustment- Provide appropriate documentation in support of contract modification or adjustments to the CO.	2.88	1.57
Work Order Management- Submit work package to request work under the contract.	2.83	1.56
Financial Analysis and Reporting- Track the indexes as well as the appropriate burn rate for a given contract.	2.80	1.58
Proposal Evaluation	2.91	1.52
Ethics- Ability to demonstrate ethical conduct during the procurement process.	3.09	1.53
Evaluation Documentation- Ability to clearly document reasoning behind proposed evaluation.	2.86	1.50
Evaluating Non-Price Factors- Apply non-price factors in evaluating quotations, proposals, and past performance.	2.80	1.49
Defining Government Requirements	2.78	1.60
Writing Statements of Work- Create statements of work, SOOs and other related documents.	2.89	1.67
Conducting Needs Analysis and Preparing Requirements Documents- Perform an analysis, based on standard methodology, to identify all requirements and obligations in order to assist in the development of requirements documents.	2.65	1.51
Pricing Information from Offerors- If requested by the CO, assist in determining what pricing information to require from offerors.	2.58	1.42
Assisting in the Development of Acquisition Strategy- Assist the CO with the development of an appropriate acquisition strategy.	2.47	1.40
Contract Closeout	2.63	1.38
Identify condition for final payment to the Contractor.	2.67	1.39
Identify the conditions under which a COR's duties and responsibilities end for a specific contract.	2.67	1.38
Recommend the appropriate rating criteria for the Contractor's performance evaluation within the agency past performance	2.66	1.39

Competency/Performance Outcome	Proficiency	Time Spent
system.		
Identify the appropriate program file completion requirements.	2.52	1.36
Given a contract type, identified the FAR regulations, agency supplemental requirements, as appropriate and steps associated with closeout. Distinguish between physical contract completion and administrative contract closeout.	2.49	1.36
Contract Negotiation	2.50	1.33
Determining Capability- Assist in determining and documenting the capability of a firm to effectively perform the terms and conditions of the contract.	2.60	1.39
Conducting Discussions/Negotiations- Assist CO in preparing for a negotiation session.	2.43	1.33
Negotiation Strategy- Assist CO in preparing a negotiation strategy that will permit negotiators to maximize the Government's ability to obtain best value.	2.41	1.32
Market Research	2.48	1.40
Technology- Understanding available sources of information (e.g., internet, spreadsheets) to efficiently conduct sufficient market research.	2.65	1.41
Conflict of Interest- Identifying potential conflicts of interest.	2.46	1.29
Conduct, collect, and apply market based research to understand the market place/requirement to identify the sources for a supply or service, the terms and conditions under which those goods/services are sold to the general public, and assist the CO on the best way to meet the need.	2.44	1.40
Gather all information related to the potential sources of an acquisition as well as, for commercial items, the terms and conditions under which the sources sell the goods and/or services involved.	2.42	1.39
Industry Trends- Understand the industry environment and determine availability of sources of supply and/or services.	2.41	1.37
Warranties- Support the Contracting Officer in determining whether a warranty is appropriate for a specific acquisition including nature and use of the supplies or services; the cost of applying a warranty and any issues with administration and enforcement.	2.26	1.28
Effective Pre Award Communication	2.39	1.30
Pre-Quote/Pre-Bid/Pre-Proposal Conferences- Assist with the pre-quote, pre-bid, or pre-proposal conference when appropriate and maintain an accurate record of the meeting.	2.40	1.32
Solicitation Preparation- Assist in the preparation of a written solicitation, providing guidance as needed in the selection of the appropriate provisions and clauses for the requirement.	2.37	1.38
Amending/Canceling Solicitations- Provide input into the amendment or cancelation of a solicitation when it is in the best	2.27	1.25

Competency/Performance Outcome	Proficiency	Time Spent
interest of the Government and/or Agency.		
Subcontracting Requirements- Recommend appropriate requirements be put into solicitations for subcontracting or make-or-buy situations.	2.19	1.25
Publicizing Proposed Acquisitions- Recommend to CO additional methods of publicizing the proposed procurement when appropriate.	2.17	1.23
Acquisition Planning	2.37	1.36
Strategic Planning- Advise customers on their acquisition-related roles and acquisition strategies needed to assure that supplies and services are available to meet mission requirements.	2.42	1.45
Task and Delivery Order Contracting- Suggest possible ordering vehicles to the CO in order to assist in determining the appropriate vehicles and submitting work package to request work under the contract.	2.36	1.40
Recurring Requirements- Assist in determining whether and how to provide for recurring requirements.	2.29	1.35
Methods of Payment- Assist in the selection of the most appropriate method of payment that will best minimize the Government's overhead.	2.27	1.31
Documenting the Source- Assist in determining whether a written source selection plan is necessary, and if so, properly documenting the source selection planning or acquisition strategy.	2.26	1.29
Contract Type- Assist in determining appropriate contract type(s).	2.22	1.29
Determining Need for EVM- Mitigate potential problems with cost, schedule, and technical risks.	2.20	1.32
Compliance to FAR Guidelines- Assist the CO with compliance of applicable FAR guidelines when acquiring products and services.	2.19	1.33
Contract Financing- Assist in determining whether to provide for Government financing, and, where necessary, the method of financing to use.	2.16	1.29
Unpriced Contracts- Assist in the preparation of unpriced orders and contracts.	2.11	1.28

Table 12 provides greater detail into the potential loss of competency proficiency over the next six years as a result of personnel retirements. As illustrated in Table 12, the proficiency of the FAC-COR workforce would decline across all 12 competencies if all workforce members who were currently retirement eligible retired immediately. Additionally, the proficiency of the workforce would decline if all those who were retirement eligible in the next six years retired upon their eligibility.

Table 12: FAC-COR Retirement Eligibility and Proficiency

FAC-COR Competency	All FAC-COR	FAC-COR Retirement Eligible	FAC-COR Retirement Eligible < 6 YRS
Acquisition Planning	2.37	2.55	2.45
Market Research	2.48	2.51	2.50
Defining Government Requirements	2.78	2.89	2.85
Effective Pre Award Communications	2.39	2.52	2.44
Proposal Evaluation	2.91	3.02	2.98
Contract Negotiation	2.50	2.68	2.59
Contract Admin Management	2.92	3.06	3.00
Effective Inspection & Acceptance	3.15	3.24	3.19
Contract QA & Evaluation	3.00	3.12	3.04
Contract Closeout	2.63	2.79	2.71
Contract Reporting	2.97	3.07	3.00
Business Acumen and Communications	3.04	3.13	3.07

The average retirement eligible FAC-COR certified workforce member .12 points more proficient than the entire FAC-COR sample across all proficiencies. Likewise, the average FAC-COR who will be retirement eligible in the next six years is .06 points more proficient, on average, than the entire FAC-COR sample across all proficiencies.

Table 12 suggests that the FAC-COR workforce is vulnerable to retirements, especially to those that could happen at any time. In order to dampen the impact of these potential losses, the acquisition community must focus its efforts on appropriately training junior workforce members while imparting them with the institutional knowledge held by the more senior, retirement eligible professionals.

FAC-COR Key Findings

Overall, the key demographics of the FAC-COR workforce have remained unchanged since the 2010 iteration of the AWCS, which is indicative of a stable workforce. As the demographic composition of the workforce has not changed over the past three iterations of the AWCS, findings and conclusions reached from the 2014 AWCS data are unlikely to be the results of shifting demographics within the workforce.

Across the 12 FAC-COR competencies, the average proficiency increased in five competencies and decreased in six competencies. Of the five competencies that increased, the average proficiency

increase was .12 points. Additionally, the average decrease across the six competencies that experienced a proficiency decline was also .12 points.

When competency proficiency is examined across certification level, consistent workforce strengths and areas for development emerged. The **acquisition planning, market research, and effective pre-award communications** competencies are rated at least one standard deviation below the average across three of the four certification categories. Additionally, a similar pattern is demonstrated for those competencies identified as strengths of the workforce. The **effective inspection and acceptance** and **business acumen and communication skill set** competencies are both rated significantly higher than the average across at least three of the four certification categories. Consistent with the findings in the FAC-C functional area, this information suggests that large scale training and development efforts have the potential to impact a large number of workforce members. These training and development opportunities could focus on increasing the proficiency levels of the three competencies which are identified as areas for development. Additionally, leveraging currently available continuous learning modules available through FAITAS may assist workforce members in strengthening skills associated with the pre-award competency areas.

The FAC-COR workforce is no more or less likely to be affected by retirements than the overall 2014 AWCS sample; however, data suggests that there will be a loss of key skills as the workforce members who are near retirement begin to exit the workforce. Additionally, the largest impact on the workforce because of retirements will occur as those who are currently eligible leave.

C. Federal Acquisition Certification (FAC) – Program and Project Managers (P/PM)

Workforce Profile

Of all the 2014 AWCS participants, 8% identified themselves as holding a FAC-P/PM certification, a decrease from 26% in 2012. The FAC-P/PM certifications were distributed across the four certification levels. The largest share of the workforce identified as holding a Senior level FAC-P/PM certification. Additionally, 21% of FAC-P/PM respondents identified as in progress towards obtaining an Entry level certification.

As seen in Figure 19, the grade distribution of the FAC-P/PM sample diverges from that of the overall sample in three of the four grade categories. The largest FAC-P/PM workforce segment by grade range is the GS 13 - SES grade category, which accounts for 79% of the FAC-P/PM sample.

Similar to the FAC-COR AWCS sample, Figure 20 demonstrates the largest segment of the FAC-P/PM sample by occupational series is 343 (Management and Program Analysis), which comprises 11% of the sample. An additional seven occupational series each represent at least 3% of the workforce sample, with all additional occupational series representing 35% of the FAC-P/PM sample.

Figure 21 shows the FAC-P/PM 2014 AWCS sample has a higher proportion of workforce members who hold a Master's degree (51%) and proportionately less Bachelor's degrees than the AWCS sample as a whole.

Table 13: FAC-P/PM Sample Certification

Certification Level	Percentage of FAC-P/PM Sample
In Progress	21%
Entry	22%
Mid	24%
Senior	33%

Figure 19: FAC-P/PM Sample by Grade Range

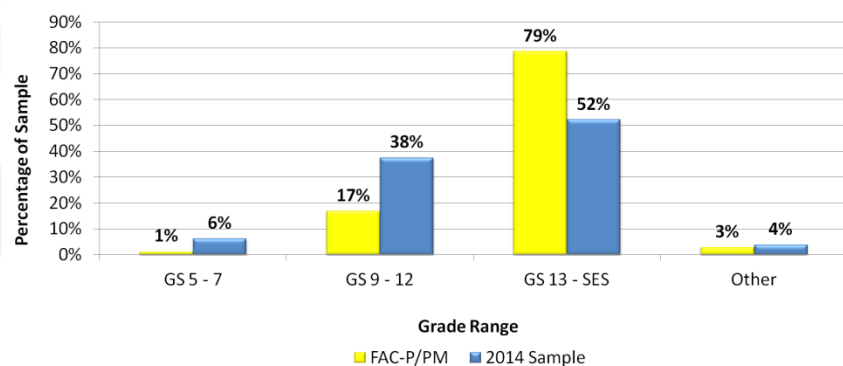


Figure 20: FAC-P/PM Sample by Occupational Series

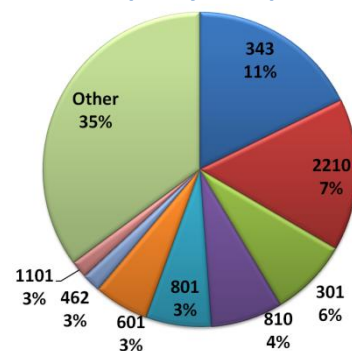


Figure 21: FAC-P/PM Sample by Education

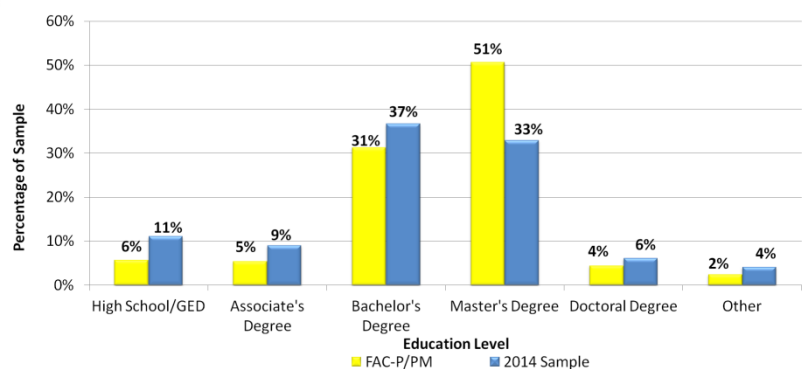


Table 14: FAC-P/PM Respondent Profile

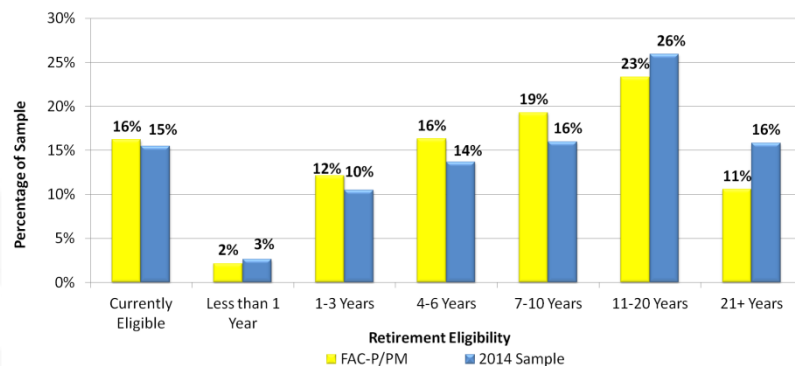
Respondent Profile	2014 AWCS	2012 AWCS	2010 AWCS
Age	51 to 55 Years Old	51 to 55 Years Old	51 to 55 Years Old
Percent Female	37%	40%	37%
Grade Level	GS-14 or equivalent	GS-14 or equivalent	GS-14 or equivalent
Percent Supervisors	24%	27%	28%
Education	Master’s Degree	Master’s Degree	Master’s Degree
Retirement Eligibility	11 to 20 Years	11 to 20 Years	11 to 20 Years
Years of Acquisition Experience	7 to 10 Years	11 to 20 Years	11 to 20 Years

The respondent profile in Table 14 details out the key demographic variables of the 2014 AWCS FAC-P/PM respondents and compares this year’s sample to the same variables across the 2012 and 2010 AWCS assessments.

Similar in nature to the two previously reviewed FAC functional areas, the respondent profile has changed little of the three past iterations of the AWCS. The FAC-P/PM respondent profile was unchanged from the 2010 AWCS to the 2012 AWCS; however, in the 2014 version of the assessment, the years of acquisition experience declined from 11 - 20 years to 7 – 10 years.

The retirement eligibility of the FAC-P/PM 2014 AWCS sample is less heavily comprised of workforce members who are more than a decade away from retirement than the overall 2014 AWCS sample. Additionally, in the FAC-P/PM sample 30% of the workforce will be retirement eligible in less than three years, compared to 28% of the overall sample population.

Figure 22: FAC-P/PM Sample Retirement Eligibility

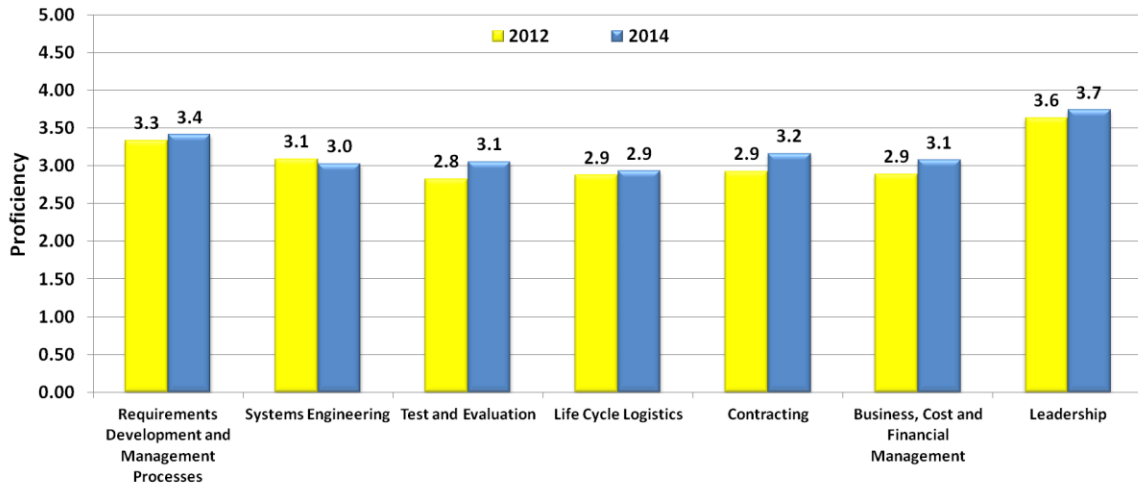


FAC-P/PM Technical Competencies

The seven competencies of the FAC-P/PM competency model remained unchanged from 2012 to 2014, which allows for a historical comparison across all competencies assessed. However, changes were made to the overall FAC-P/PM competency model in the form of updates to the associated performance outcomes, which will be addressed in the next subsection of this report.

The self-reported proficiencies for each of the seven FAC-P/PM competencies are presented in Figure 23 on the following page. The Figure presents the proficiency ratings for each competency for both 2014 and 2012, to provide a historical comparison of change over time.

Figure 23: FAC-P/PM Competency Proficiency Ratings



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

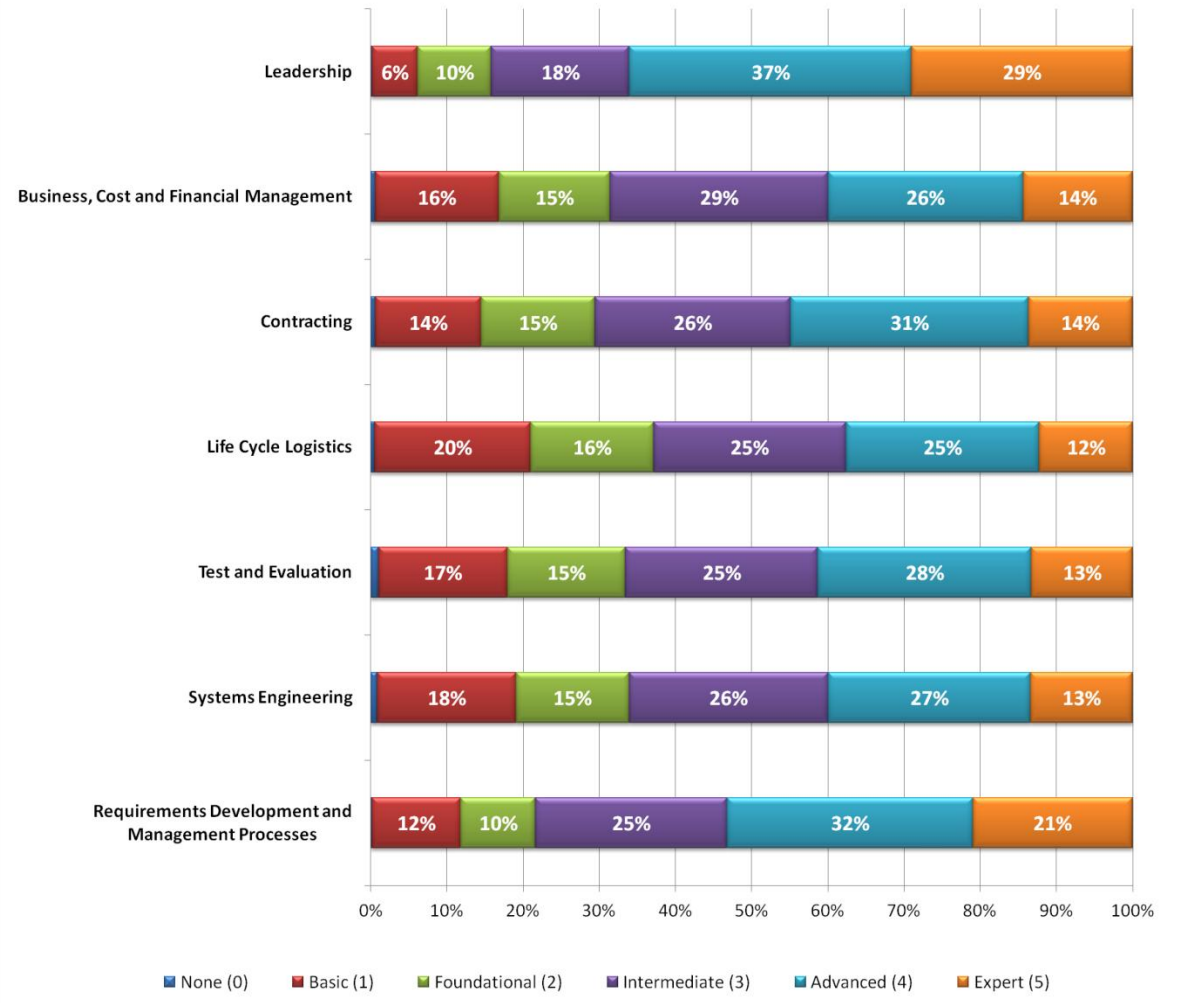
In 2014, the average self-reported proficiency increased across six of the seven competencies when compared to 2012. The **leadership** competency was the most highly rated, with an average proficiency rating of 3.74, an increase of .11 from 2012. The lowest rated competency within the FAC-P/PM functional area was **life cycle logistics**, which had an average proficiency of 2.93. However, the **life cycle logistics** competency increased .05 from the 2012 AWCS.

Across the six competencies that increased proficiency from 2012 to 2014, the average proficiency increased .15 points. The largest increase between the 2012 and 2014 AWCS assessments was .23 points and occurred in both the **test and evaluation** and **contracting** competency areas. The smallest increase between the two most recent AWCS iterations occurred in the **life cycle logistics** competency area, which increased .05 points.

In comparison, only one FAC-P/PM competency decreased from 2012 to 2014. The **systems engineering competency** area decreased in self-reported proficiency from 3.09 in 2012 to 3.02 in 2014. The decrease represents a decline of roughly .07 points between survey iterations.

To better evaluate the overall competency proficiency ratings, a deeper analysis of competency ratings is presented in Figure 24. The Figure illustrates the distribution of the ratings across the five-point scale, with the additional option of none, for those workforce members who believe they hold no proficiency in a given area. The vertical axis of Figure 24 presents the FAC-P/PM competencies and the horizontal axis represents the percentage of respondents who indicated proficiency within a given rating.

Figure 24: FAC-P/PM Competency Proficiency Ratings Distribution



Similar to the FAC-C and FAC-COR competency proficiency ratings distributions, Figure 24 offers a greater understanding of the strengths and areas for development within the FAC-P/PM area. For example, the **life cycle logistics** competency received the largest percentage of workforce members who indicated that they only hold a basic understanding of area (20% of FAC-P/PM workforce members). Additionally, the **contracting** competency area demonstrated a large advanced level of understanding and a relatively small expert level of understanding.

On average, 46% of the FAC-P/PM sample rated themselves at the advanced or expert proficiency level across the seven competencies. In the **leadership** competency area, two-thirds of respondents indicated their proficiency level as advanced or expert, the highest among the seven competencies. Regarding the **life cycle logistics** competency area, only 38% of respondents indicated their proficiency level as advanced or expert, the lowest among the seven competencies.

Table 15 below presents the competency proficiency and time spent data for each of the seven FAC-P/PM competencies across the three certification levels and those workforce members who are working towards obtaining their level 1 certification. Shaded cells indicate proficiency values that are one standard deviation or more above (green) or below (red) the certification level’s average proficiency across all competencies.

Table 15: FAC-P/PM Technical Competencies and Time Spent by Certification

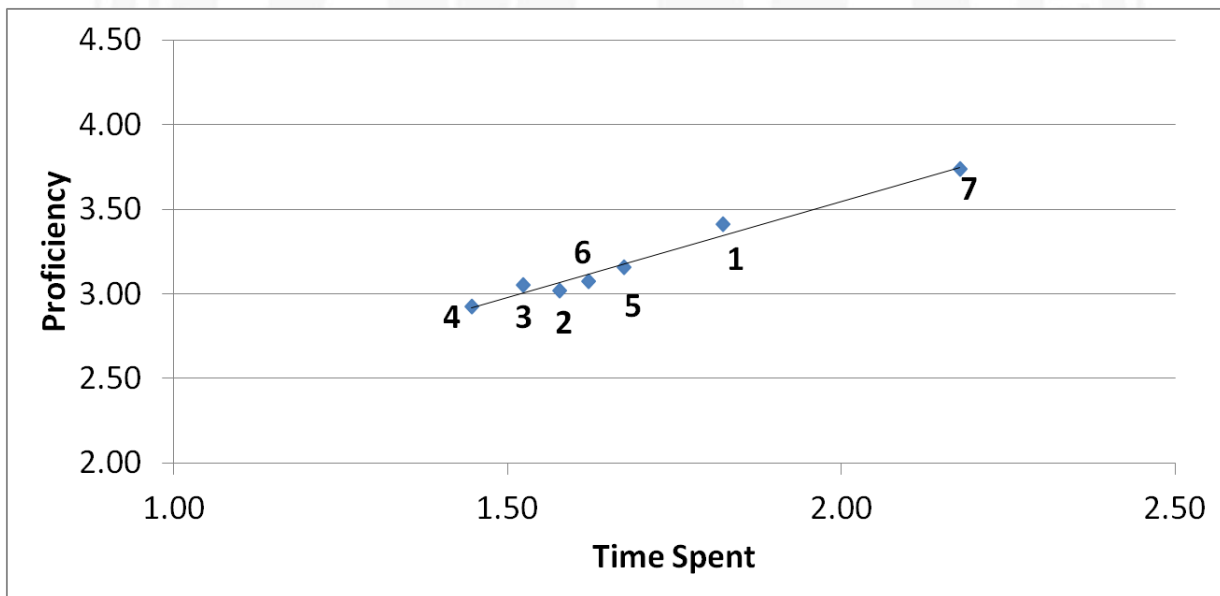
FAC-P/PM Competencies	In Progress		Level 1		Level 2		Level 3		Aggregate			
	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent		
Leadership	3.30	2.06	3.44	1.97	3.68	2.13	4.35	2.43	3.74	2.18		
Requirements Development and Management Processes	2.77	1.75	2.92	1.58	3.50	1.95	4.08	1.94	3.41	1.82		
Contracting	2.62	1.53	2.80	1.58	3.07	1.74	3.59	1.78	3.16	1.67		
Business, Cost and Financial Management	2.52	1.54	2.61	1.48	2.98	1.63	3.62	1.75	3.07	1.62		
Test and Evaluation	2.52	1.44	2.52	1.38	2.94	1.65	3.46	1.58	3.05	1.52		
Systems Engineering	2.43	1.45	2.59	1.47	3.08	1.65	3.42	1.67	3.02	1.58		
Life Cycle Logistics	2.36	1.35	2.47	1.32	2.84	1.56	3.30	1.51	2.93	1.45		
Average	2.64	1.59	2.76	1.54	3.16	1.76	3.69	1.81	3.20	1.69		
Proficiency Scale	0 = None		1 = Basic		2 = Foundational		3 = Intermediate		4 = Advanced		5 = Expert	
Time Spent Scale	N/A = Not Applicable		1 = Minimal		2 = Moderate				3 = Extensive			

As shown in Table 15, there are certain competencies that emerged as consistent strengths across multiple certification levels. The **leadership** competency was at least one standard deviation above the average competency proficiency rating across all four certification level categories, as well as the aggregate rating proficiency. Similarly, **the requirements development and management processes** competency was rated at least one standard deviation above the average competency proficiency rating across two of the four certification level categories. Compared to other FAC functional areas, the FAC-P/PM competency proficiencies were more consistent across certification levels.

As previously demonstrated in this report, there exists a correlation between the amount of time spent performing a competency and the self-reported proficiency of that competency. Figure 25 below illustrates the correlation between the average time spent (x-axis) and the average competency proficiency rating (y-axis).

While not as strongly correlated as the FAC-COR competencies, the FAC-P/PM competencies are all closely plotted to the linear trend line. Additionally, the majority of the competencies are closely clustered together. The one exception being the leadership competency which is identified as number 7 in the graphic below and is plotted towards the upper end of the trend line.

Figure 25: FAC-P/PM Competency Proficiency and Time Spent Comparison



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

FAC-P/PM Performance Outcomes

Similar to other FAC functional areas, FAC-P/PM respondents rated their proficiency and time spent across each of the performance outcomes associated with each competency. Each performance outcome is associated with a specific competency and represents an action or behavior that is exhibited when performing activities related to the competency. Note, in previous iterations of the AWCS, performance outcomes were identified as aligned skills.

The FAC-P/PM competency model designates a unique set of performance outcomes for each certification level. Therefore, there are three tables presenting performance outcome data, unlike the singular table used in previous sections of this report.

Shaded cells indicate proficiency values that are one standard deviation or more above (green) or below (red) the average performance outcome proficiency rating across all performance outcomes.

Table 16: FAC-P/PM Entry level Performance Outcome Proficiency and Time Spent

Competency/Performance Outcome – Entry level	Proficiency	Time Spent
Leadership	3.44	1.97
Comprehend the tenets of effectively communicating information in a succinct and organized manner, orally and in writing.	3.49	2.10
Recognize the value of a customer-oriented approach when assessing needs, resolving conflict, and satisfying expectations	3.48	2.01
Recall how to identify problems, determining accuracy and relevance of information and using sound judgment when offering solutions.	3.40	1.97
Recognize the 1 role of the Program Manager; the qualities of leadership and management as they relate to the Program Manager; and the common leadership challenges faced by Program Managers.	3.39	1.97
Recognize the roles organizational culture and leadership play in establishing an ethical work environment.	3.35	1.85
Recall accepted methods how to lead/manage a project team to satisfactory achievement of project goals.	3.34	1.94
Describe methods to hold self and others accountable for measurable, high-quality, timely, and cost-effective results	3.29	1.90
Recognize how interpersonal and organizational conflict impacts the program management office and select relevant conflict management techniques and methods to address that conflict.	3.29	1.83
Define the principles of ethics and values inherent to the systems acquisition process and identify the core ethical values associated with acquisition decision making	3.27	1.79
Relate the various techniques to adapt behavior or work methods in response to new information or changing conditions	3.23	1.89

Competency/Performance Outcome – Entry level	Proficiency	Time Spent
Recognize how Continuous Process Improvement (CPI) is used to enhance an organization's performance and identify key CPI methodologies.	3.09	1.74
Requirements Development and Management Processes	2.92	1.58
Identify the functions of membership in a working group or project oriented team	3.19	1.78
Comprehend the concept and utility of working groups and project oriented teams.	3.18	1.80
Recognize the program manager's responsibility for managing program cost, schedule and performance to achieve program success	3.17	1.79
Describe the requirements development process and the criticality of meeting user/mission requirements.	2.91	1.64
Comprehend a general life-cycle model an agency may use to select concepts to meet user/mission requirements	2.81	1.56
Generalize the risk/opportunity management process.	2.81	1.61
Recognize the role of the Acquisition Strategy and other key planning documentation	2.79	1.49
Define the utility, tenets and guidelines for preparing an Integrated Master Plan and Integrated Master Schedule.	2.65	1.47
Comprehend the interrelationship of the applicable governance, budgeting and requirements development processes which embody all Federal acquisitions.	2.61	1.47
Recognize the applicable laws, statutes and regulations that control the Federal acquisition process.	2.59	1.47
Identify the major organizations that control and execute the Federal acquisition process.	2.59	1.39
Compare and contrast the major planning attributes of traditional, information technology, services and facilities construction programs.	2.59	1.48
Recall the concept of Total Ownership Cost (TOC) and other cost descriptions that define cost accounting of the program	2.48	1.38
Contracting	2.80	1.58
Define the process for developing a comprehensive program specification, Statement Of Work (SOW), and/or Statement of Objective (SOO) that fully and correctly defines the project, addressing roles and missions of the government and contractor.	3.01	1.64
Illustrate the role of the COR during all phases of the contracting process.	3.01	1.64
Contrast the roles and responsibilities between the contracting officer and the program manager	2.97	1.60
Recognize the need for a comprehensive program specification and requirements statement that fully and correctly defines the program	2.96	1.60

Competency/Performance Outcome – Entry level	Proficiency	Time Spent
Recognize the benefits of performance-based acquisition.	2.83	1.52
Recognize the need to formulate a source selection plan that allows for best value	2.80	1.46
Recall the formal source selection process, including acquisition planning and pre-solicitation processes; market research; the request for proposal (RFP); evaluation of proposals; and contract award.	2.79	1.52
Identify key activities in contract administration, including contract modifications and terminations.	2.79	1.54
Describe pre-award actions and the associated contracting methods required by the Federal Acquisition Regulation (FAR). Recognize the need for the Program Manager to participate in pre-award actions required by acquisition planning (FAR Part 7.1)	2.69	1.49
Business, Cost and Financial Management	2.61	1.48
Recognize cost estimating processes, methods and techniques.	2.74	1.54
Generalize common uses of cost estimating, cost analysis, financial planning, formulating financial projects and budgets, budget analysis/execution, benefit-cost analysis, EVM, and other methods of performance measurement.	2.71	1.55
Recognize the benefits of using balanced and goal oriented performance measures in managing a program	2.63	1.48
Recognize the 1 concepts of Earned Value Management (EVM), including cost and schedule program status indicators, and how EVM relates to managing program risk.	2.58	1.40
Comprehend how to allocate funds within appropriation categories and how to use the funds from each appropriation.	2.57	1.48
Comprehend the Congressional appropriation process, the various appropriation categories, and the rules for using the funds from each appropriation	2.56	1.46
Recognize common formats and approach to building and analyzing a viable and relevant Business Case containing both quantitative and qualitative decision criteria	2.49	1.42
Define the Integrated Baseline Review (IBR) process or similar process that reviews program cost and schedule performance.	2.47	1.40
Generalize the agency's policy and for financial planning, programming, budget development, budget execution and OMB A-11 application.	2.42	1.39
Recognize the statutory requirements for measuring performance of acquisition programs	2.37	1.36
Recall the common types of software instruments available for performance measurement of programs.	2.36	1.38
Systems Engineering	2.59	1.47

Competency/Performance Outcome – Entry level	Proficiency	Time Spent
Recognize the utility of using work breakdown structures (WBS) as a technical management tool across all functional disciplines in the acquisition process.	2.86	1.53
Recognize the roles and responsibilities of the Government and the contractor in the SE process	2.73	1.48
Identify and relate the utility of key technical management processes and tools used in the SE process, including: configuration management, technical performance measures, and technical design reviews	2.71	1.46
Recognize the importance of integrating the SE life cycle and its technical management and review process with the acquisition life cycle.	2.70	1.48
Define the key aspects of risk management in the context of systems engineering and participate in development of a risk/opportunity management plan.	2.64	1.44
Define the key aspects of a plan for technical assessment that measures technical progress and assist in the development of a technical assessment plan.	2.58	1.43
Comprehend the need for design considerations accounting for: environmental, safety and occupational health (ESOH); human factors; and security factors.	2.58	1.41
Discuss the concept of systems management and the role of human factor engineering in system engineering.	2.56	1.41
Summarize the process for monitoring and selecting a balanced systems design solution	2.52	1.34
Describe the content for a technical data management plan.	2.48	1.37
Test and Evaluation	2.52	1.38
Recognize the importance of test and evaluation to acquisition decisions.	2.76	1.46
Identify the role that T&E plays in the systems engineering process.	2.61	1.37
Explain efficient and cost effective methods for planning, monitoring, conducting, and evaluating tests of developmental, commercial or modified systems.	2.60	1.42
Define and determine the need for a comprehensive test and evaluation approach, including the use of modeling and simulation.	2.60	1.39
Explain the value of a comprehensive and documented test and evaluation strategy and how this strategy evolves into test and evaluation plans, such as a Test and Evaluation Master Plan (TEMP).	2.52	1.34
Discuss various Federal agency processes for conducting test and evaluation, including the need to conduct user testing or operational test and evaluation (OT&E).	2.48	1.35
Life Cycle Logistics	2.47	1.32

Competency/Performance Outcome – Entry level	Proficiency	Time Spent
Recognize the importance of planning for the deployment of a new system or project.	2.83	1.53
Comprehend the concepts of availability, supportability, and reliability/maintainability while minimizing cost, the logistic footprint, and interoperability.	2.54	1.39
Express understanding of the concept of integrated product support, the product support elements and purpose of a product support plan.	2.53	1.39
Comprehend performance-based logistic efforts that optimize total life cycle costs while maintaining system readiness.	2.53	1.37
Define interoperability as a key product support factor, along with examples of interoperability application.	2.51	1.38
Assist in implementation of alternative logistics support practices	2.49	1.38
Recognize alternative logistics support practices, including supply chain management, best public sector and commercial practices and technology solutions, and their utility and appropriateness according to the type and scope of the acquisition program.	2.45	1.35

Table 17: FAC-P/PM Mid level Performance Outcome Proficiency and Time Spent

Competency/Performance Outcome – Mid level	Proficiency	Time Spent
Leadership	3.68	2.13
Apply an effective communications approach that builds networks and fosters professional alliances	3.73	2.13
Construct effective and timely decisions, adjusting for time-sensitive situations or when relevant information is limited.	3.70	2.04
Determine the impact that stakeholder relations have on programmatic success.	3.67	2.00
Demonstrate the ability to develop new insights, question conventional approaches; encourage new ideas and innovations; and design and implement new or cutting edge plans and processes	3.64	1.96
Resolve interpersonal conflicts, grievances and confrontations to minimize negative personal and organizational impact	3.63	1.87
Lead and facilitate an integrated project team (IPT) to satisfactory achievement of program/project goals.	3.62	2.08
Foster the talent of others to perform by providing ongoing, effective feedback.	3.59	1.94
Persuade others to accept recommendations, cooperate or change their behavior, work with others towards an agreement, and negotiate to find mutually acceptable solutions.	3.55	1.98

Competency/Performance Outcome – Mid level	Proficiency	Time Spent
Identify and effectively leverage the internal and external political environment that impacts the work of the organization.	3.40	1.89
Requirements Development and Management Processes	3.50	1.95
Apply effective oral and written capabilities to communicate project needs and expectations.	3.72	2.12
Form and lead working groups as Integrated Project/Product Teams.	3.64	2.03
Illustrate the criticality of user/mission requirements in performing project management functions.	3.52	1.94
Determine requirements and assist in the planning for technology and business management throughout the acquisition process.	3.29	1.74
Discover the scope and purpose of systems acquisition management as an integration of the primary functions of: (1) requirements development and management; (2) systems engineering; (3) test and evaluation; (4) life-cycle logistics; (5) contracting; (6)	3.27	1.79
Formulate the key features of a risk/opportunity management process.	3.25	1.63
Apply government and agency acquisition policies to meet user/mission requirements.	3.24	1.79
Relate how acquisition programs exist in size and scope along a continuum of increasing complexity, mission criticality, cost and level of control and oversight	3.24	1.67
Formulate an Acquisition Strategy that incorporates risk mitigation strategies.	3.24	1.68
Clarify alternative concepts that efficiently meet mission capability gaps.	3.22	1.67
Prepare an Integrated Master Plan that reflects the tenets of total life cycle system management	3.10	1.62
Assist in the development of an estimate of TOC in agency format.	2.93	1.47
Systems Engineering	3.08	1.65
Apply quantitative and qualitative analytical techniques for decision making.	3.19	1.76
Comprehend the systems life-cycle management concepts used for information technology (IT) systems.	3.13	1.71
Structure an effective requirements development and management process that traces engineering and technical specification requirements back to the user's system requirements.	3.08	1.64
Explain and justify the benefits of using balanced and goal oriented performance measures in managing a system design effort.	3.03	1.56

Competency/Performance Outcome – Mid level	Proficiency	Time Spent
Apply key technical management processes and tools used in the SE process, including: configuration management, technical performance measures, and technical design reviews.	3.02	1.57
Develop and demonstrate effective technical performance measures to monitor system performance.	3.00	1.61
Develop and apply a viable risk/opportunity management plan in the context of systems engineering (SE).	2.92	1.48
Develop and apply a process for monitoring and selecting a balanced systems design solution.	2.90	1.50
Administer and assess technical assessment plans and decision analysis methods.	2.88	1.51
Comprehend the major provisions of the Information Technology Management Reform (Clinger-Cohen) Act.	2.88	1.52
Illustrate the main causes of software program problems.	2.87	1.57
Recognize the best practices used in the Federal Government to improve efficiency and effectiveness of software acquisitions.	2.79	1.51
Compare and contrast the common software acquisition strategies and software development paradigms.	2.77	1.50
Apply a process for monitoring and selecting a systems design accounting for: environmental, safety and occupational health (ESOH); human factors; and security requirements.	2.57	1.44
Contracting	3.07	1.74
Demonstrate and apply the knowledge and skills required to perform the responsibilities of a COR.	3.48	1.85
Formulate the key features of a comprehensive program/project specification and SOW.	3.28	1.79
Apply and track contract administrative actions in collaboration with the program COR.	3.18	1.73
Assist the contracting officer in the negotiations with industry for the required level of contract performance.	3.11	1.65
Interpret the differences in business processes between industry and the Federal government as they relate to contracting.	3.05	1.55
Conduct market research, including considerations for dual-use technologies, use of commercial items, and socioeconomic considerations.	3.02	1.62
Formulate an Acquisition Strategy which includes a comprehensive contracting approach that incorporates risk mitigation strategies.	3.00	1.55
Correlate the relationship between the Acquisition Strategy and the Acquisition Plan.	2.99	1.56
Administer a negotiated baseline of performance with operational users, and the corresponding commercial and/or organic support providers.	2.98	1.53
Examine the leadership and management processes associated with acquisition planning.	2.97	1.55

Competency/Performance Outcome – Mid level	Proficiency	Time Spent
Differentiate the key features of pre-award actions, contracting methods, and policy required by FAR.	2.91	1.50
Illustrate the basis for building and maintaining effective contract incentive relationships	2.89	1.46
Account for the factors that determine how commercial-off-the-shelf (COTS) products may affect a program during acquisition planning	2.89	1.46
Clarify source selection criteria including risk analysis methods, FAR Part 15/15.3.	2.84	1.45
Business, Cost and Financial Management	2.98	1.63
Formulate and use cost estimating processes, methods, techniques and analytical principles	3.02	1.61
Construct and present for evaluation a viable business case based on sound cost benefit analysis, and containing both qualitative and quantitative decision criteria.	2.96	1.52
Integrate the common forms of cost estimating and cost analysis into the formulation of financial programs and budgets, budget analysis and execution, and cost-benefit analysis	2.94	1.63
Apply the 1 concepts of EVM, including cost and schedule program status indicators, and illustrate how EVM relates to managing program risk.	2.90	1.47
Assist in the preparation for, and participate in an Integrated Baseline Review (IBR) or similar review for performance measurement.	2.90	1.45
Analyze and allocate funds within the appropriation categories and correctly commit and obligate funds from each appropriation	2.88	1.61
Employ techniques to adjust program strategies when EVM indicators indicate high risk or threaten a breach of a program threshold.	2.87	1.49
Apply and track the program according to applicable agency policy for financial planning, programming, budget development, budget execution, and OMB A-11 application.	2.85	1.59
Track program compliance with applicable Federal and agency EVM policies and processes.	2.81	1.46
Test and Evaluation	2.94	1.65
Comprehend the type and scope of test and evaluation required for different program types, including COTS, non-developmental, and developmental programs]	2.90	1.58
Select and apply efficient and cost effective methods for planning, monitoring, conducting, and evaluating tests of developmental, non-developmental, commercial or modified systems.	2.88	1.60

Competency/Performance Outcome – Mid level	Proficiency	Time Spent
Formulate the test and evaluation strategy for a program, accounting for the differences in hardware centric and information technology centric systems, that demonstrates system performance requirements and progressively reduces program risk	2.80	1.53
Life Cycle Logistics	2.84	1.56
Analyze a systems design for availability, supportability, and reliability/maintainability and link this analysis to how the design balances the need to minimize cost, reduce the logistic footprint, provide operational readiness and account for interoperability.	2.90	1.58
Propose appropriate alternative logistics support strategies and practices.	2.78	1.53
Analyze the product support elements and apply the concept of integrated product support in the formulation of a product support plan.	2.77	1.51
Administer performance-based logistic efforts that optimize total system life cycle cost while maintaining system readiness.	2.75	1.50
Track and act upon logistic analysis results early in the system development process so that balanced adjustments in the system design can be enacted which reduce the required support resources and overall life cycle costs.	2.73	1.46

Table 18: FAC-P/PM Senior level Performance Outcome Proficiency and Time Spent

Competency/Performance Outcome – Senior level	Proficiency	Time Spent
Leadership	4.35	2.43
Demonstrate a high level of responsibility and accountability for effective use of program resources	4.45	2.42
Model well developed oral and written communications skills and foster their development in subordinates.	4.43	2.43
Identify, assess and resolve programmatic problems and use sound judgment to identify corrective courses of action.	4.38	2.40
Facilitate an effective business partnership with the contracting officer, chief acquisition officer, senior-level agency advisors, other business advisers and program stakeholders.	4.36	2.36
Foster an inclusive workplace where diversity and individual difference are valued and leveraged to achieve the vision and mission of the organization.	4.32	2.28
Manage effective and timely stakeholder relationships that generate buy-in to the business and technical management approach to the program.	4.29	2.28
Manage to a long-term organizational view that fosters a shared vision and acts as a catalyst for change.	4.26	2.20

Competency/Performance Outcome – Senior level	Proficiency	Time Spent
Strategically position the organization to take advantage of new opportunities by developing or improving products or services	4.13	2.08
Oversee the formulation of organizational objectives and priorities, and implement plans consistent with the long-term interests of the organization in a global environment.	4.12	2.08
Evaluate and remain current on local, national and international policies and trends that affect the organization and shape stakeholders' views	3.99	2.00
Requirements Development and Management Processes	4.08	1.94
Design the charter and functions, select and assign membership, and lead integrated product/process teams and other program oriented working groups.	4.14	1.84
Synthesize the efforts and output of functionally oriented product/process teams in preparation for and execution of milestone and stakeholder reviews of the program.	4.02	1.89
Manage the analyses of user requirements to optimize system performance relative to cost and schedule.	4.01	1.85
Manage the integration of business and technology management strategies, accounting for cost, schedule and performance risks, that delivers best value and meets capability requirements.	4.00	1.99
Evaluate analysis of alternative concepts that efficiently meet mission capability gaps.	3.92	1.77
Evaluate the preparation and implementation of an Acquisition Strategy with an on-going risk/opportunity management process.	3.91	1.83
Facilitate the application of agency acquisition policies to meet user/mission requirements.	3.90	1.83
Facilitate the development of the program acquisition approach, define program scope, and coordinate an Integrated Master Plan.	3.89	1.83
Identify, interpret and implement agency financial policies and directives that are applicable to the program.	3.75	1.71
Construct, employ, and then modify based on changes in the acquisition environment, a risk/opportunity management process.	3.75	1.73
Originate and manage an estimate of ownership cost ensuring consistency with OMB A-94 and PART analysis.	3.22	1.40
Business, Cost and Financial Management	3.62	1.75
Evaluate relevance and make programmatic decisions based on analysis of business cases containing both qualitative and quantitative decision criteria	3.79	1.76
Manage the proper use of funds from each appropriation as well as interpret Appropriations law and the various appropriations categories.	3.65	1.74

Competency/Performance Outcome – Senior level	Proficiency	Time Spent
Identify, apply and integrate agency financial policies and directives relevant to the program.	3.58	1.75
Oversee and facilitate program application of the common cost estimation techniques, applications, and their underlying analytical principles.	3.54	1.64
Manage the application of Total Life Cycle Systems Management (TLCSM), or similar concept, which requires the program manager to base decisions on system-wide analyses and system performance and affordability, and manage the program risk of those decisions	3.52	1.70
Evaluate program application of EVM, the criticality of the IBR or similar review process, and how to interpret the EVM indicators and resulting analysis.	3.51	1.58
Assess for merit a benefit-cost analysis, illustrating the strengths and weaknesses of associated analytical methods, and interpret the analysis results for a stakeholder review.	3.49	1.57
Forecast the need for and direct financial planning exercises, and understand the risks associated with the formulated financial plans from those exercise	3.43	1.58
Contracting	3.59	1.78
Assess the coordination actions for the preparation of a comprehensive program specification and the Statement of Objectives (SOO), or SOW, or Performance Based Statement of Work (PSPW)	3.85	1.84
Manage the leadership and management processes associated with the integration of program planning and acquisition planning.	3.85	1.89
Collaborate with the program contracting officer and orchestrate the source selection process commensurate with the complexity of the procurement.	3.77	1.74
Develop and defend the overall strategy for managing the coordination and development of the acquisition and contracting strategy, including origination of the exit criteria for each acquisition phase as they apply to contracting.	3.65	1.68
Orchestrate the preparation, implementation and justification of a contracting approach within the Acquisition Strategy, along with an on-going risk management process for that approach.	3.55	1.63
Evaluate compliance with the application of Federal and agency acquisition policies to meet user/mission requirements when engaged in the acquisition of services.	3.52	1.63
Adapt pre-award actions required by FAR considering contract terms and conditions.	3.44	1.58
Construct and facilitate a negotiated baseline of performance between the operational users, and corresponding commercial and/or organic support providers	3.34	1.54

Competency/Performance Outcome – Senior level	Proficiency	Time Spent
Facilitate the contractual relationship with domestic and international buyers outside the agency which sponsors the program acquisition	3.28	1.52
Test and Evaluation	3.46	1.58
Justify and communicate to program stakeholders, efficient and cost effective methods for planning, monitoring, conducting, and evaluating tests of developmental, non-developmental, commercial or modified systems.	3.59	1.62
Facilitate development of a comprehensive test and evaluation strategy, designed to reduce program risks as the program progresses through the acquisition life-cycle.	3.42	1.56
Manage the programmatic and system impact; and risk to program restructuring, as a result of analysis and evaluation of developmental and operational test reports.	3.42	1.54
Oversee a comprehensive test and evaluation program, adjusting to changes in program complexity and risk.	3.41	1.52
Manage and critique a strategy for conducting user or operational testing that determines the operational effectiveness and suitability of a system under realistic operational conditions.	3.40	1.50
Systems Engineering	3.42	1.67
Assess and evolve products, plans and other documentation related to technical performance measurement, technical assessment, risk/opportunity management and technical data management.	3.58	1.66
Evaluate and evolve the process of developing technical solutions which link user requirements to technical performance and lead to the selection of a balanced design solution.	3.57	1.67
Evaluate technical management processes and tools used in the SE process, including configuration management, technical performance measures, and technical design reviews which ensure consistency of a product's attributes with its requirements.	3.54	1.63
Manage development and application of effective system performance measures that provide early indication the selected design solution will meet user requirements.	3.54	1.63
Formulate, implement and evolve a rigorous SE management program that tracks engineering and specification requirements back to user/mission requirements.	3.48	1.61
Generate and appraise common decision analysis methods and tools.	3.37	1.51
Interpret and oversee program implementation of the provisions of the Information Technology Management Reform (Clinger-Cohen) Act.	3.25	1.52

Competency/Performance Outcome – Senior level	Proficiency	Time Spent
Evaluate common SE management strategies for information technology programs.	3.25	1.48
Plan for the key processes employed in interface management, including the ability to trace system requirements through the software architecture.	3.23	1.51
Life Cycle Logistics	3.30	1.51
Evaluate and implement appropriate, innovative alternative logistics support practices that evolve to optimize life cycle costs, maintain system readiness and reduce logistics footprint.	3.38	1.51
Formulate and defend a performance-based logistics strategy that optimizes total system life cycle costs.	3.31	1.44
Synthesize logistic analysis results and risk mitigation issues early in the system development process and implement balanced adjustments in the system design to reduce the required support resources and overall life cycle costs.	3.30	1.51
Critique a product support strategy where interoperability is required and evolve the strategy to achieve a balance in system performance, system readiness and life-cycle cost.	3.29	1.51
Organize and track materiel management actions involving the coordination of production, inventory, location, and transportation of program items of materiel (and associated information and financial transactions) to achieve optimum readiness	3.22	1.39

Table 19 provides further insight into the potential loss of competency proficiency the FAC-P/PM workforce could undergo due to retirements in the next six years. The table presents the current level of self-reported proficiency as well as the proficiency of those who are currently retirement eligible and those who will be retirement eligible in the next six years.

Table 19: FAC-P/PM Retirement Eligibility and Proficiency

FAC-P/PM Competency	All FAC-P/PM	FAC-P/PM Retirement Eligible	FAC-P/PM Retirement Eligible < 6 YRS
Requirements Development and Management Processes	3.41	3.63	3.44
Systems Engineering	3.02	3.05	2.95
Test and Evaluation	3.05	2.93	2.95
Life Cycle Logistics	2.93	2.88	2.87
Contracting	3.16	3.19	3.15
Business, Cost and Financial Management	3.07	3.20	3.08
Leadership	3.74	3.94	3.84

Overall, five of the seven competency areas would see an immediate decrease in average proficiency level if all retirement eligible workforce members exited the workforce and the average decline across all competencies would be .12 points. The impact due to retirements is less pronounced in the six year timeframe, with only three out of seven competencies declining.

FAC-P/PM Key Findings

The key demographic variables of the FAC-P/PM workforce have remained relatively constant over the past three iterations of the AWCS. Similar to the FAC-C and FAC-COR findings, this consistency rules out the possibility that large scale demographic changes to the workforce may have impacted the findings.

Of the seven FAC-P/PM competencies, the average self-reported proficiency increased across six of the seven competencies when compared to 2012. The only competency proficiency to decrease from 2012 to 2014 was the **systems engineering** competency, which decreased in self-reported proficiency from 3.09 in 2012 to 3.02 in 2014. The decrease represents a decline of roughly .07 points between survey iterations. A further analysis of competency proficiency by certification level demonstrated that there are certain competencies which are consistent strengths across multiple certification levels. The **leadership** competency was at least one standard deviation above the average competency proficiency rating across all four certification level categories, as well as the aggregate rating proficiency. Additionally, when comparing the FAC-P/PM competency proficiencies by area to the other FAC functional areas, the FAC-P/PM proficiencies were more consistent across certification levels.

Additionally, while the FAC-P/PM workforce is highly graded and certified, the impact of retirements on the workforce's proficiency is not as dramatic as the other FAC functional areas. The negative impact of retirements was not realized across all competency areas as it was with the FAC-C and FAC-COR workforces.

VI. Business Competencies⁷

Similar to previous iterations of the AWCS, the 2014 assessment asked acquisition workforce members to rate their proficiency across the six business competencies, which are the fundamental skills that help support sound acquisition practices. Unlike the technical competencies which are FAC functional area specific, the business competencies span the three FAC functional areas (i.e., FAC-C, FAC-COR, FAC-P/PM) and are equally important for all members of the acquisition workforce.

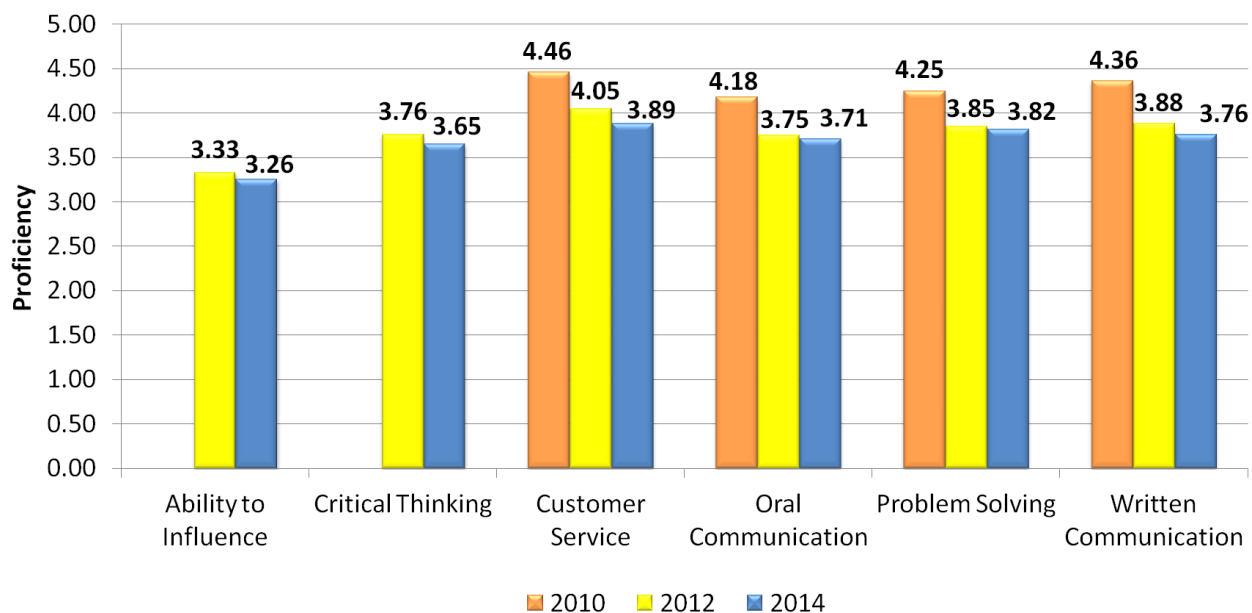
For the purposes of the 2014 AWCS, the General Business Competency model was updated to reflect the evolving needs and priorities of the acquisition community. The 2014 business competency model was reduced from twelve competencies in 2012 to six competencies in 2014. Due to the evolving nature of the business competency model, historical comparisons are not available for all competencies presented in this section.



⁷ The proficiency scale for rating the business competencies can be found on page 7 within the Survey Structure and Methodology section of this report.

Presented in Figure 26 are the proficiency ratings across the six business competencies. In addition to presenting the 2014 AWCS proficiency ratings, the figure also details out the historical comparisons from the 2012 and 2010 AWCS, where applicable. For the second consecutive iteration of the AWCS, all assessed business competencies decreased from the previous survey. The **customer service** business competency had the highest rated average proficiency across all six competencies (3.89), despite experiencing the greatest decline since 2012. Additionally, the competency that received the lowest self-reported level of proficiency was **ability to influence** (3.26).

Figure 26: Business Competency Proficiency Ratings



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

Overall, the average proficiency decline from 2012 to 2014 across all business competencies was .09 points. Additionally, the average decline from 2010 to 2014 across all business competencies was .52 points.

Similar to analyses performed for each of the FAC functional areas, Table 20 presents the self-reported business competency proficiency for each of the six competencies across the four certification categories.

Consistent with previous data presented in this report, cells shaded green or red indicate business competency proficiencies that are above or below one standard deviation from the average of all business competencies.

Table 20: Business Competency Proficiency

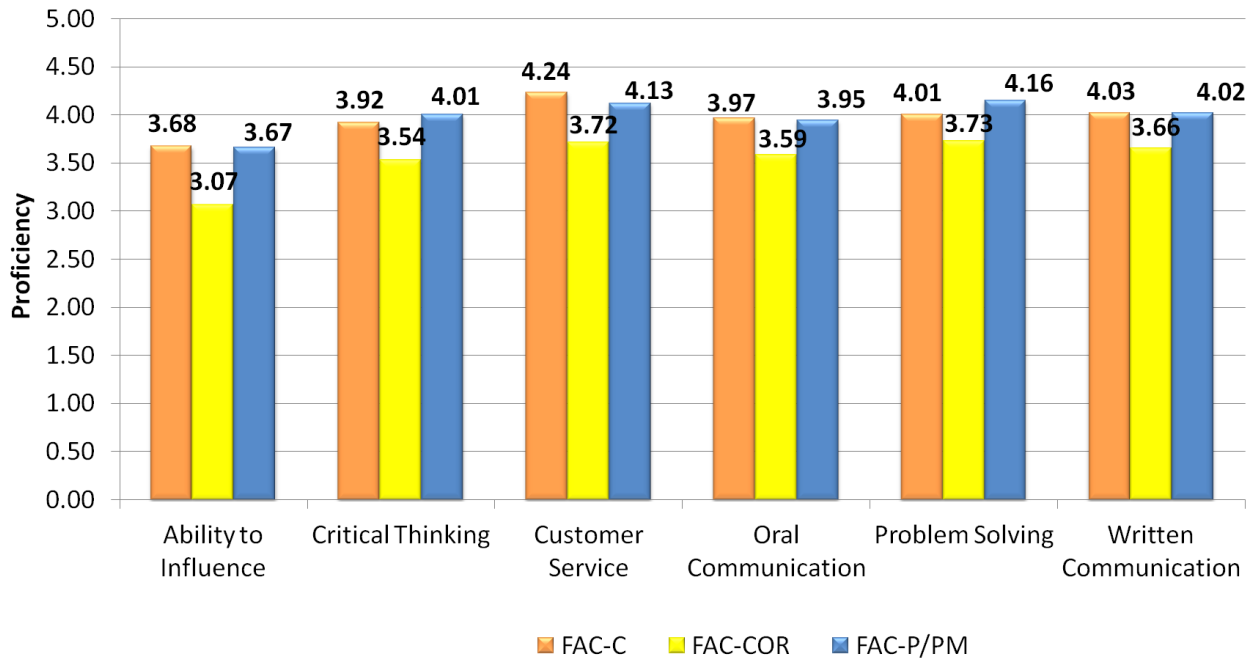
Business Competencies	In Progress	Level 1	Level 2	Level 3	Aggregate Proficiency	
Customer Service	3.92	3.86	3.90	3.89	3.89	
Problem Solving	3.85	3.79	3.84	3.82	3.82	
Written Communication	3.80	3.72	3.78	3.75	3.76	
Oral Communication	3.76	3.66	3.72	3.72	3.71	
Critical Thinking	3.69	3.62	3.67	3.64	3.65	
Ability to Influence	3.28	3.19	3.28	3.28	3.26	
Average	3.72	3.64	3.70	3.68	3.68	
Proficiency Scale	0 = None	1 = Basic	2 = Foundational	3 = Intermediate	4 = Advanced	5 = Expert

The **ability to influence** competency emerged as a consistent area for development across the four certification categories and the aggregate as well. The red shading across the **ability to influence** competency row within the above table indicates that, at each certification level, the competency proficiency rating was at least one standard deviation below the average proficiency rating.

Additionally, the lack of shaded cells (green or red) indicates that the proficiency ratings were closely related within a given certification level. Interestingly, the certification level with the highest average proficiency rating across all competencies was the in progress certification category. This category represents those workforce members who are currently in the process of obtaining their level 1 certification.

Figure 27 below illustrates the average proficiency rating across each of the six business competencies for the three FAC functional areas (i.e., FAC-C, FAC-COR, FAC-P/PM).

Figure 27: Business Competency Proficiency Ratings by FAC Program Area



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

Overall, the FAC-C and FAC-P/PM functional areas are relatively consistent across each of the business competencies. The average proficiency rating across all business competencies for the FAC-P/PM functional area is 3.99 and for the FAC-C functional area it is 3.98. Additionally, the FAC-COR functional area had the lowest average proficiency rating across all business competencies (3.55).

Within the FAC-C functional area, the **customer service** business competency was the highest rated (4.24) and the lowest rated business competency was **ability to influence** (3.68).

On average, those in the FAC-COR functional area rated **problem solving** as the most proficient business competency (3.73). Additionally, FAC-COR workforce members rated themselves lowest on the **ability to influence** competency (3.07).

Lastly, the FAC-P/PM workforce rated **problem solving** highest among business competencies (4.16) and rated the **ability to influence** competency the lowest (3.67). Additionally, the FAC-P/PM functional area had the smallest range between its highest and lowest business competency proficiency rating among the three functional areas (.49).

VII. Acquisition Workforce Supervisors⁸

In the 2014 AWCS, individuals who supervise members of the acquisition workforce were asked to rate their agreement with a series of eight statements related to their acquisition staff. Respondents were only shown these questions once they identified themselves as a supervisor; therefore, the majority of AWCS participants did not respond to the supervisory-related questions.

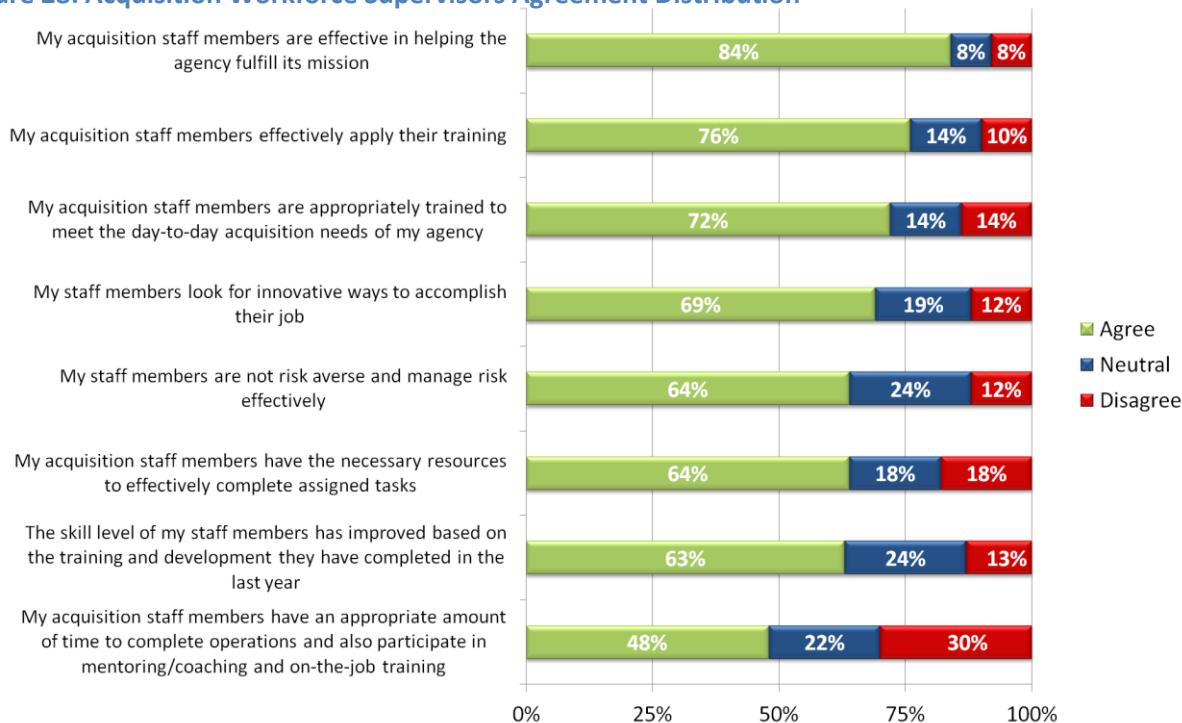
In total, 2,154 supervisors rated their agreement with the eight statements; more than 65% indicated that they supervise 1 -5 acquisition staff and an additional 21% of supervisors indicated that they oversee 6-10 employees.



⁸ The agreement scale for rating the supervisory-related statements can be found on page 7 within the Survey Structure and Methodology section of this report.

Figure 28 presents the level of agreement across the eight supervisory-related statements. For the purposes of this report, responses were aggregated into three categories, with the agree category representing those who strongly agree or agree with each statement, the neutral category representing those who neither agree nor disagree with each statement, and the disagree category representing those who disagree or strongly disagree with each statement.

Figure 28: Acquisition Workforce Supervisors Agreement Distribution



Overall, the acquisition supervisors rated the statements with an average agreement rate of 68%, which indicates that, on average, roughly two-thirds of supervisors agreed with the statements presented in this section.

The statement with the highest level of agreement was “My acquisition staff members are effective in helping the agency fulfill its mission” which 84% of supervisors agreed with. Conversely, the statement with the lowest level of agreement among supervisors was “My acquisition staff members have an appropriate amount of time to complete operations and also participate in mentoring/coaching and on-the-job training” which 48% of supervisors agreed with.

In addition to analyzing the highest level of agreement, evaluating which areas received the highest levels of disagreement can help to better understand any challenges presented. In addition to “My acquisition staff members have an appropriate amount of time to complete operations and also participate in mentoring/coaching and on-the-job training” which had the highest level of disagreement (30%), “My acquisition staff members have the necessary resources to effectively complete assigned tasks” also received a large rate of disagreement from the supervisors (18%). This is useful information as the agreement level of the second statement is 64%, which does not stand out as particularly high or low. The polarized ratings could indicate that this issue impacts only certain agencies and is not a government-wide issue.

VIII. Conclusion

Across all three functional areas, the majority of competencies increased in their self-reported proficiencies. The FAC-C functional area saw increases in all but one competency proficiency, where historical data was available for comparison. A similar trend was observed in the FAC-P/PM functional area, where six of the seven competencies evaluated demonstrated proficiency increases when compared to the 2012 AWCS results. Within the FAC-COR functional area, the self-reported proficiency ratings of five competencies increased while the ratings of six competencies slightly decreased compared to the 2012 results.

Within the FAC-C functional area, **determination of how best to satisfy customer requirements**, **competition**, and **contract award** were consistently rated higher than the other FAC-C technical competencies. Conversely, **protests** and **cost and/or price analysis** were consistently rated with a lower proficiency than the other FAC-C technical competencies across all certification levels.

Within the FAC-COR functional area, the **effective inspection and acceptance** and **business acumen and communication skill set** competencies were both rated significantly higher than the other FAC-COR competencies. Additionally, the **acquisition planning**, **effective pre-award communications**, and **market research** competencies were consistently rated lower than the other FAC-COR competencies. Within the FAC-P/PM functional area, the **leadership** competency received the highest proficiency ratings. All other FAC-P/PM technical competencies received similar ratings.

Evaluating the distribution of ratings for a competency should inform the type of training and development opportunities utilized to close a competency gap. If a competency has a large percentage of low ratings (e.g., **protests** [FAC-C technical competency]), training to reinforce the fundamentals of a given area may be necessary. Likewise, for a competency that has a large percentage of intermediate ratings (e.g., **effective inspection & acceptance** [FAC-COR]), a more experiential learning approach may be more appropriate. Additionally, mentoring or rotational assignments can help those with intermediate proficiency reach the next level.

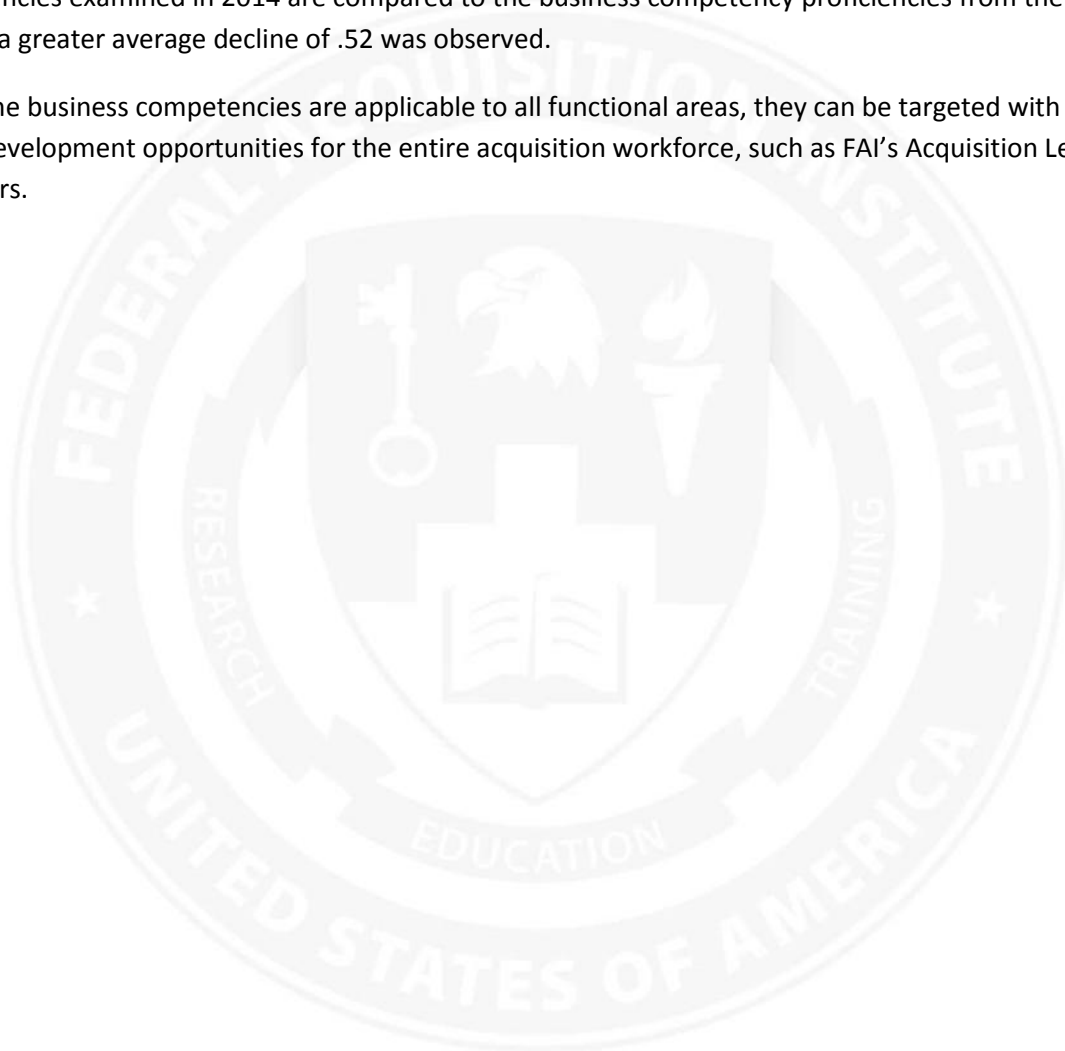
The 2014 AWCS Report also analyzed the potential impact that retirements could have on the proficiency of the various functional area workforces. Across all three functional areas (i.e., FAC-C, FAC-COR, and FAC-P/PM) a similar trend was observed. The acquisition workforce is vulnerable to a decrease in workforce proficiency due to the impending retirements. Across the three functional areas, the average proficiency level would decline if all retirement eligible workforce members exited the workforce. Additional analysis indicated that the potential proficiency decline was not limited to those who are currently retirement eligible, but also extended to those workforce members who are within six years of being retirement eligible. To help mitigate the impact, acquisition senior leaders are encouraged to develop succession management plans and undertake knowledge sharing activities, such as a mentoring program.

Similar to a trend that was first identified in 2012, a strong correlation exists between the time a workforce member spends conducting a certain activity and the proficiency rating of the corresponding competency. The correlation was strongest in the FAC-COR functional area, however the FAC-P/PM

functional area also exhibit a similar correlation. While not as strong as the FAC-COR and FAC-P/PM program areas, the FAC-C functional area did exhibit a similar, strong correlation between time spent and competency proficiency.

Continuing a trend first established in the 2010 AWCS, the six business competencies evaluated in the 2014 AWCS decreased in average proficiency compared to 2012. Across the six business competencies, the average decline in proficiency from 2012 to 2014 was .09. Additionally, of the six business competencies evaluated in 2014, four have historically comparable data from 2010 as well. When the proficiencies examined in 2014 are compared to the business competency proficiencies from the 2010 AWCS, a greater average decline of .52 was observed.

Since the business competencies are applicable to all functional areas, they can be targeted with large scale development opportunities for the entire acquisition workforce, such as FAI's Acquisition Learning Seminars.



IX. Appendix A – 2014 Acquisition Workforce Competency Survey Sample Demographic Overview

Figure 29: 2014 AWCS Sample Grade Distribution

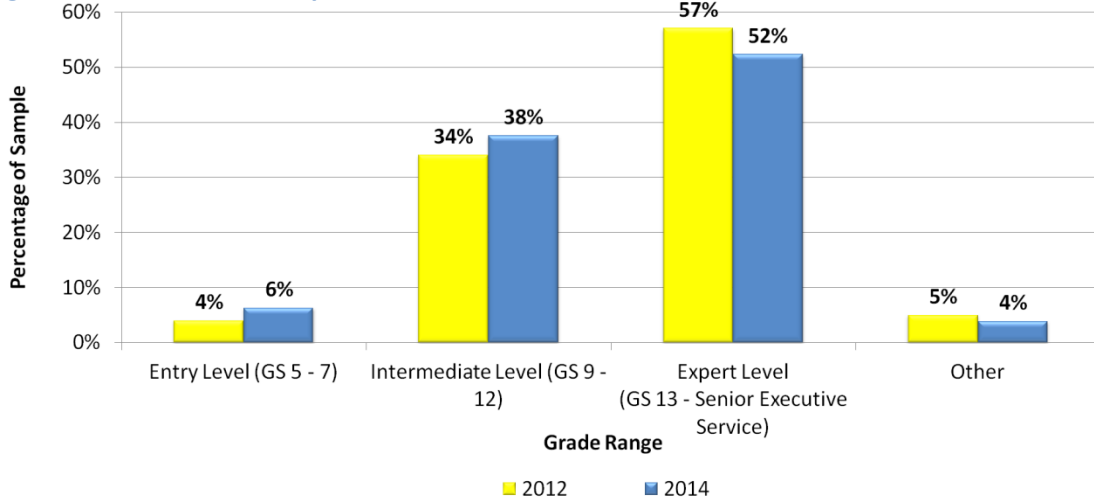


Figure 30: 2014 AWCS Sample Age Range

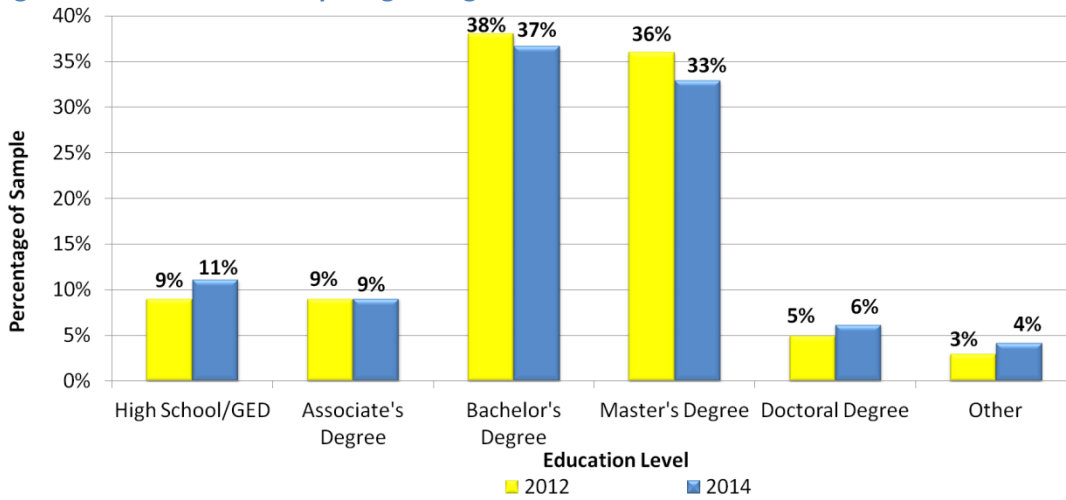
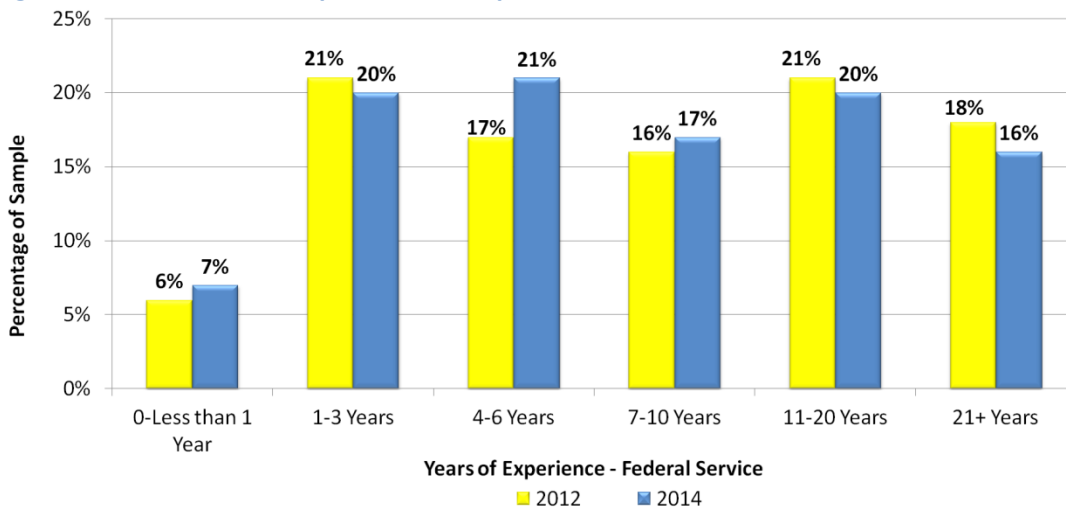


Figure 31: 2014 AWCS Sample Years of Experience



X. Appendix B – 2014 Acquisition Workforce Competency Survey

Homepage

Welcome to the 2014 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 functional 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. 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.

Demographic Questions

- 1) Please select your Agency/Department. Choose one of the following answers:
 1. Executive Office of the President (EOP)
 2. Agency for International Development (USAID)
 3. Department of Agriculture (USDA)
 4. Department of Commerce (DOC)
 5. Department of Defense (DOD)
 6. Department of Education (Education)
 7. Department of Energy (DOE)
 8. Department of Health and Human Services (HHS)
 9. Department of Homeland Security (DHS)
 10. Department of Housing and Urban Development (HUD)
 11. Department of Justice (DOJ)
 12. Department of Labor (DOL)
 13. Department of State (State)
 14. Department of the Interior (DOI)
 15. Department of the Treasury (Treasury)
 16. Department of Transportation (DOT)
 17. Department of Veterans Affairs (VA)
 18. Environmental Protection Agency (EPA)
 19. General Services Administration (GSA)
 20. National Aeronautics and Space Administration (NASA)
 21. National Science Foundation (NSF)
 22. Nuclear Regulatory Commission (NRC)
 23. Office of Personnel Management (OPM)
 24. Small Business Administration (SBA)
 25. Social Security Administration (SSA)
 26. Other

- 2) Please select your Agency. Choose one of the following answers:
 1. Advisory Commission on Intergovernmental Relations (ACIR)
 2. Advisory Council on Historic Preservation (ACHP)
 3. African Development Foundation (ADF)
 4. American Battle Monuments Commission (ABMC)
 5. Antitrust Modernization Commission (AMC)

6. Appalachian Regional Commission (ARC)
7. Appraisal Subcommittee of the Federal Financial Institutions Examination Council (FFIEC)
8. Architectural and Trans Barrier Compliance Board (ATBCB)
9. Armed Services Retirement Home (AFRH)
10. Barry Goldwater Scholarship and Excellence in Education Foundation (GSF)
11. Broadcast Board of Governors (BBG)
12. Chemical Safety/Hazard Investigation Board
13. Christopher Columbus Fellowship Foundation
14. Commission for Civil Rights (CCR)
15. Commission of Fine Arts (CFA)
16. Committee for Purchase From Who are Blind or Severely Disabled (JWOD)
17. Commodity Futures Trading Commission (CFTC)
18. Consumer Financial Protection Bureau (CFPB)
19. Consumer Product Safety Commission (CPSC)
20. Corporation for National and Community Service (CNS)
21. Court Services and Offender Supervision Agency (CSOSA)
22. Defense Nuclear Facilities Safety Board (DNFSB)
23. Delaware River Basin Commission (DRBC)
24. Denali Commission
25. District of Columbia Pretrial Services Agency (PSA)
26. Dwight D. Eisenhower Memorial Commission
27. Executive Office of the President (EOP)
28. Export-Import Bank of the United States (EXIM)
29. Farm Credit Administration (FCA)
30. Farm Credit System Insurance Corporation (FCSIC)
31. Federal Communications Commission (FCC)
32. Federal Deposit Insurance Corporation (FDIC)
33. Federal Election Commission (FEC)
34. Federal Energy Regulatory Commission (FERC)
35. Federal Housing Finance Agency (FHFA)
36. Federal Labor Relations Authority (FLRA)
37. Federal Maritime Commission (FMC)
38. Federal Mediation and Conciliation Service (FMCS)
39. Federal Mine Safety and Health Review Commission (FMSHRC)
40. Federal Retirement Thrift Investment Board (FRTIB)
41. Federal Trade Commission (FTC)
42. Harry S. Truman Scholarship Foundation (HTSF)
43. Institute of Museum and Library Services (IMLS)
44. Inter-American Foundation (IAF)
45. International Boundary and Water Commission: U.S. & Mexico
46. James Madison Memorial Fellowship Foundation (JMMFF)
47. Japan-U.S. Friendship Commission (JUSFC)
48. John F. Kennedy Center for the Performing Arts (JFKCPA)
49. Legal Services Corporation (LSC)
50. Marine Mammal Commission (MMC)
51. Medicare Payment Advisory Commission (MPAC)
52. Merit Systems Protection Board (MSPB)
53. Millennium Challenge Corporation (MCC)
54. National Archives and Records Administration (NARA)
55. National Archives on Libraries and Information Science (NALIS)
56. National Capitol Planning Commission
57. National Council on Disability (NCD)
58. National Credit Union Administration (NCUA)
59. National Endowment for the Arts (NEA)

60. National Endowment for the Humanities (NEH)
61. National Gallery of Art (NGA)
62. National Indian Gaming Commission (NIGC)
63. National Labor Relations Board (NLRB)
64. National Mediation Board (NMB)
65. National Science Foundation (NSF)
66. National Technical Information Service (NTIS)
67. National Transportation Safety Board (NTSB)
68. Nuclear Waste Technical Review Boards (NWTRB)
69. Occupational Safety and Health Review Commission (OSHRC)
70. Office of Navajo and Hopi Indian Relocation (ONHIR)
71. Office of Personnel Management
72. Office of the Federal Coordinator for Alaska Natural Gas Transportation Projects (OFC-ANGTP)
73. Overseas Private Investment Corporation (OPIC)
74. Peace Corps (PC)
75. Postal Regulatory Commission (PRC)
76. President's Crime Prevention Council (PCPC)
77. Railroad Retirement Board (RRB)
78. Selective Service System (SSS)
79. Smithsonian Institution (SI)
80. Surface Transportation Board (STB)
81. Tennessee Valley Authority (TVA)
82. The Presidio Trust (TPT)
83. The Udall Foundation

84. U.S. Access Board (USAB)
85. U.S. Arctic Research Commission (USARC)
86. U.S. Chemical Safety and Hazard Investigation Board (USCSHIB)
87. U.S. Commission for the Preservation of America's Heritage Abroad
88. U.S. Election Assistance Commission (EAC)
89. U.S. Holocaust Memorial Museum
90. U.S. House of Representatives Acquisition Office
91. U.S. Institute of Peace (USIP)
92. U.S. Interagency Council on Homelessness (USICH)
93. U.S. International Trade Commission (USITC)
94. U.S. Office of Government Ethics (OGE)
95. U.S. Office of Special Counsel (OSC)
96. U.S. Postal Service (USPS)
97. U.S. Sentencing Commission (USSC)
98. U.S. Trade and Development Agency (USTDA)
99. Other:__(text box)

3) Please select your agency bureau below. Choose one of the following answers **(DHS Example Only): (CFO-Act agencies only)**

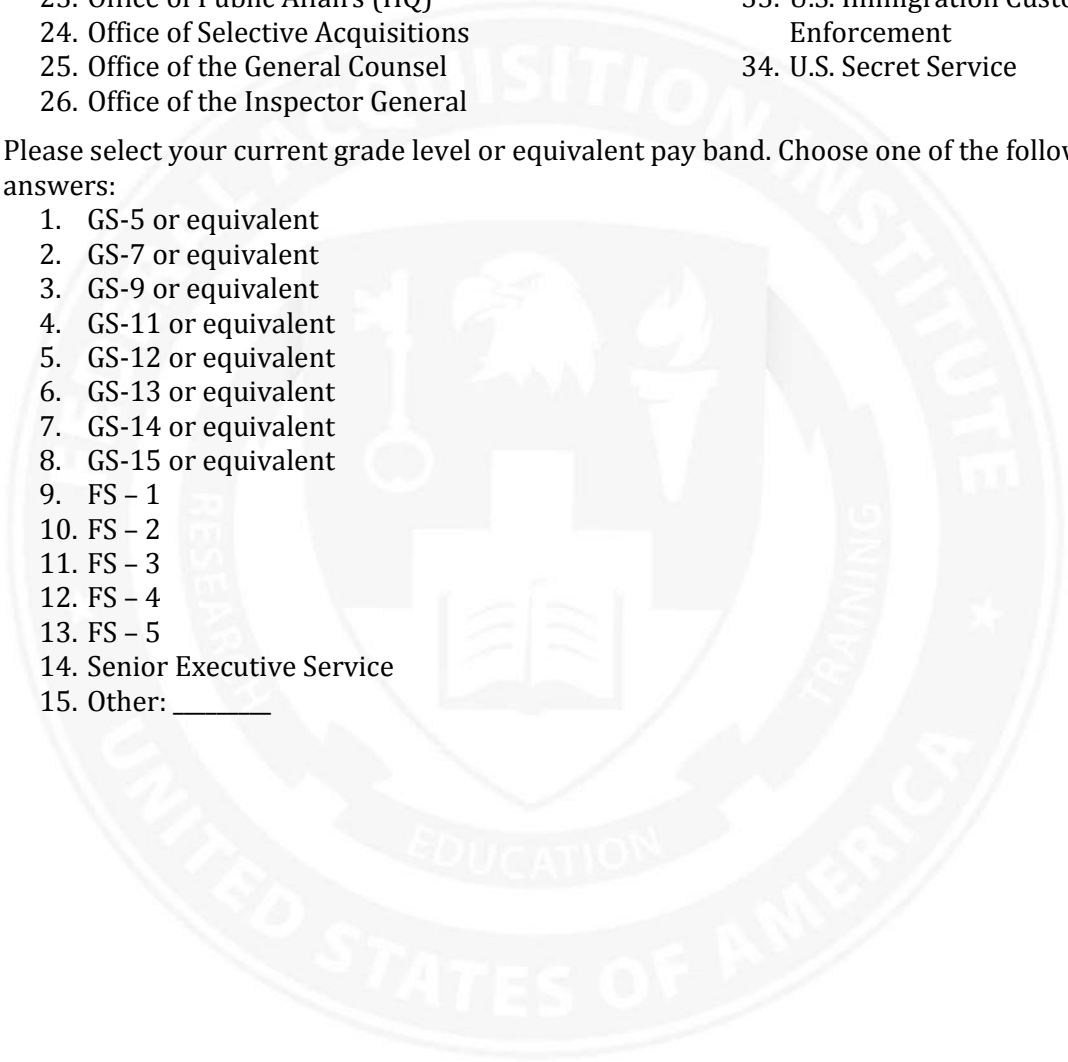
1. Acquisition Professional Career Program
2. Chief Administrative Officer
3. Chief Financial Officer (HQ)
4. Chief Human Capital Officer (HQ)
5. Chief Information Officer (HQ)

6. Chief Procurement Officer
7. Chief Security Officer
8. Civil Rights and Civil Liberties
9. Directorate For Management
10. Domestic Nuclear Detection Office
11. Federal Emergency Management Agency
12. Executive Secretariat
13. Federal Law Enforcement Training Center
14. National Cybersecurity Center
15. National Protection And Programs Directorate

16. Office of Counternarcotics Enforcement
17. Office of Health Affairs
18. Office of Intelligence And Analysis
19. Office of Legislative Affairs (HQ)
20. Office of Operations Coordination and Planning
21. Office of Policy (HQ)
22. Office of Procurement Operations
23. Office of Public Affairs (HQ)
24. Office of Selective Acquisitions
25. Office of the General Counsel
26. Office of the Inspector General
27. Privacy Office (HQ)
28. Science and Technology
29. Transportation Security Administration
30. U.S. Citizenship and Immigration Services
31. U.S. Coast Guard
32. U.S. Customs and Border Protection
33. U.S. Immigration Customs Enforcement
34. U.S. Secret Service

4) 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: _____



- 5) 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
- 6) Please select your gender. Choose one of the following answers:
1. Female
 2. Male
- 7) How soon are you eligible for federal retirement? Choose one of the following answers:
1. Currently Eligible
 2. Less than 1 year
 3. 1 – 3 years
 4. 4 – 6 years
 5. 7 – 10 years
 6. 11- 20 years
 7. 21 + years
- 8) 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 four options under question 6):**
1. Yes
 2. No
 3. N/A
- 9) 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:_____
- 10) 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

11) Please select your primary functional area. "Primary" is defined as the functional area in which you currently dedicate the majority of your time. Choose one of the following answers: **(those who select one of the bolded answers will be directed to the business competencies)**

1. Contracting Professional
2. Contracting Officer's Representative
3. Program and Project Manager
4. **Business-Cost Estimating**
5. **Education, Training, and Career Development**
6. **Industrial/Contract Property Management**
7. **Life Cycle Logistics**
8. **Production, Quality, and Manufacturing**
9. **Program Financial Management**
10. **Program Systems Engineer**
11. **Purchasing**
12. **Science and Technology Manger**
13. **Systems Engineering**
14. **Test and Evaluation**
15. Other: _____

12) Please enter your four digit job series in the box below.

13) 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 Level 1."

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 Level 1
2. Level 1
3. Level 2
4. Level 3
5. N/A: I am in a position that does not require me to be FAC certified **(FAC-C Option Only)**

14) 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: _____

15) Please indicate the contract type you spent the majority of your time working on in the past year. If "Other," please specify. **(FAC-C only)**

1. Fixed Price
2. Cost Type
3. Time and Materials/Labor Hours
4. Other: _____

16) Please indicate the types of commodities you have dealt with in the past year. If "Other," please specify. **(FAC-C only) (Select all that apply)**

1. IT
2. Services
3. Major Programs
4. Construction
5. A&E
6. Facilities
7. Schedules
8. Other: _____

17) Do you currently hold a warrant? **(FAC-C only)**

1. Yes
2. No

18) Please indicate your job title below. **(for FAC-COR, FAC-P/PM)**

19) Overall, what percentage of your time is dedicated to **(FAC-C, FAC-COR, FAC-P/PM – populated based on answer to previous question)** -related activities?

1. 0%-25%
2. 26%-50%
3. 51%-75%
4. 76%-100%

20) How many years of contracting experience do you have in industry? Choose one of the following answers: **(FAC-C only)**

1. 0 - Less than 1 Year
2. 1-3 Years
3. 4-6 Years
4. 7-10 Years
5. 11-20 Years
6. 21+ Years

21) How many years of government contracting experience do you have? Choose one of the following answers: **(FAC-C only)**

1. 0 - Less than 1 Year
2. 1-3 Years
3. 4-6 Years
4. 7-10 Years
5. 11-20 Years

6. 21+ Years

22) 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. 0 - Less than 1 Year
2. 1-3 Years
3. 4-6 Years
4. 7-10 Years
5. 11-20 Years
6. 21+ Years

23) Currently, are you appointed as a Contracting Officer's Representative by a Contracting Officer? **(FAC-COR only)**

1. Yes
2. No

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

1. 0 - Less than 1 Year
2. 1-3 Years
3. 4-6 Years
4. 7-10 Years
5. 11-20 Years
6. 21+ Years

25) 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. 0 - Less than 1 Year
2. 1-3 Years
3. 4-6 Years
4. 7-10 Years
5. 11-20 Years
6. 21+ Years

26) 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, FAC-COR, FAC-P/PM – populated based on answer to question 10**) technical competency and its set of performance outcomes, as well as how frequently you demonstrate the technical competency and performance outcome in your current position. **Each technical competency is bolded and underlined**, and its performance outcome are listed beneath it with a corresponding number and letter.

Use the following scales when rating each technical competency and performance outcome:

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/performance outcomes in multiple

Proficiency Scale

None: I do not possess proficiency in this competency or performance outcome.

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

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

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

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

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

Time Spent

N/A: This competency or performance outcome is not relevant for my current position**

Minimal: I spend very little time on this competency or performance outcome in my normal work activities.

Moderate: I spend a fair amount of time on this competency or performance outcome in my normal work activities.

Extensive: I spend a large portion of my time on this competency or performance outcome in my normal work activities.

**If a competency or performance outcome 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 performance outcome, please select "N/A."

[See FAC functional area competency document for list of competencies and performance outcomes]

Business Competency Questions

Please indicate your current proficiency on the six 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 functional 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

Business Competencies	
1.	Ability to Influence
2.	Critical Thinking
3.	Customer Service
4.	Oral Communication
5.	Problem Solving
6.	Written Communication

Supervisory Questions

- 1) Do you currently supervise acquisition-related staff members?
 1. Yes (if yes, participant is presented with supervisory questions)
 2. No

- 2) Please indicate the number of acquisition-related staff you directly supervise.
 1. 1-5 employees
 2. 6-10 employees
 3. 11-15 employees
 4. 16-20 employees
 5. 21-25 employees
 6. 26 or more employees

- 3) Please indicate your level of agreement or disagreement with the questions listed below. The supervisory questions center on aspects of your acquisition office's culture.

Scale

5 - Strongly Agree

4 - Agree

3 - Neither Agree Nor Disagree

2 - Disagree

1 - Strongly Disagree

1. My acquisition staff members are appropriately trained to meet the day-to-day acquisition needs of my agency
2. My acquisition staff members effectively apply their training
3. My acquisition staff members are effective in helping the agency fulfill its mission
4. My acquisition staff members have the necessary resources to effectively complete assigned tasks
5. The skill level of my staff members has improved based on the training and development they have completed in the last year
6. My acquisition staff members have an appropriate amount of time to complete operations and also participate in mentoring/coaching and on-the-job training
7. My staff members are not risk averse and manage risk effectively
8. My staff members look for innovative ways to accomplish their job