FAC-P/PM Competency Entry Level
Template for Training and Experience

Level	Description
Entry-Level	Individual is capable of handling simplest of assignments involving the competencies/performance outcomes of Project Managers but needs significant assistance beyond the basic solutions.

From the 12/16/2013 FAC P/PM Revision Memo

Experience	Training
Entry-level P/PMs are required to have **_one year_** of program or project management experience occurring within the last **_five years_**. This experience can be obtained as Federal employee or private sector.	Approximately 80-120 hours of training, depending upon the instructional design and method of training delivery and occurring within the last **_four years_**. Federal employees may also need to complete additional acquisition courses as directed by agency requirements.

Number of Years of Project / Program Management Experience

Title/Position	Actual Date(s)	Time Frame (ex. years)
1.		
2.		
3.		
4.		
5.		
6.		
		Total

Certifications

	Date
1.	
2.	
3.	
4.	

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Relevant Training Experience Summary*:

Class	Hours	XREF to FAC-P/PM Competencies						
		1 RQ	2 SE	3 TE	4 LC	5 CO	6 BS	7 LD
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
Total Training Hours								

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

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PROJECT MANAGER SUMMARY OF EXPERIENCE

Information about yourself			
Name	**Series and Grade**	**Position Title**	**Operating Unit**
Degree(s)	**Year**	**Area of Concentration**	
Certification(s) (PMP, COR, DAWIA, etc.)			
Self-assessment of project management qualifications: Based on the "FAC-P/PM" guidelines, tell us where you see yourself as a program/project manager (entry-, mid-, or senior-level). Include a narrative description of your experience or education/training that you feel qualifies you at this level.			

Information about your experience on projects

In this section, tell us about your experience working on projects, either as a project team member, a project manager, or a program manager overseeing a number of related projects. Beginning with your current (or most recent) project, complete a Project Table for each project you have worked on, but please limit your resume to the past 10 years of project experience. Add or delete tables as appropriate to the number of projects you have worked.

Project #1

Project Name			Agency/Company		
MO/YR Started		**MO/YR Completed**	**% Time Dedicated**	**Project Life Cycle Cost**	**No. People Managed**
Describe the project, including its strategic intent and significant deliverables.					
Describe, in your own words, what you did on this project. Also characterize your role on the project (team member, project manager, etc.).					
Describe the performance achieved on this project, including cost, schedule and scope. Describe any notable achievements of the project and/or any awards received by either yourself or the project team as a result of performance on this project.					

Add additional projects, as needed.

Highlighted experiences cross-referenced to the Performance Outcomes (see below).

Performance outcomes are task descriptions which are supported by the knowledge, skills and abilities that should be demonstrated in order to excel in the Project and Program Manager functional area. These outcomes can be demonstrated either by successful completion of training, on-the-job experience, education or other professional certifications. Performance outcomes have been defined for Entry-Level FAC-P/PM competencies below

1.0 REQUIREMENTS DEVELOPMENT AND MANAGEMENT PROCESSES:
Requirements development and management processes include: (1) knowledge of government-wide and agency-specific investment management requirements, filling gaps in capability needs, acquisition policies, and program management strategies that support assigned missions and functions; (2) understanding how to manage risk and the myriad of factors that influence cost, schedule, and performance; (3) attention to lessons learned; and (4) an understanding of the metrics needed to manage programs and projects that deliver quality, affordable, supportable, and effective systems/products.

<u>Entry-Level Performance Outcomes:</u>

Objective	Provide work experience, training, education, and/or professional certifications that contributed to performance outcomes below:
1.1.1 Recognize applicable laws, statues and regulations that control the Federal acquisition process	●
1.1.2 Identify major organizations that control and execute the Federal acquisition process	●
1.1.3 Comprehend the interrelationship of the applicable governance, budgeting and requirements development processes which embody all Federal acquisitions	●
1.1.4 Describe the requirements development process and the criticality of meeting user/mission requirements	●
1.1.5 Comprehend a general fife-cycle model an agency may use to select concepts to meet user/mission requirements	●
1.1.6 Recognize the role of the Acquisition Strategy and other key planning documentation	●
1.1.7 Define the utility, basic tenets and guidelines for preparing an Integrated Master Plan and Integrated Master Schedule	●
1.1.8 Recall the concept of Total Ownership Cost (TOC) and other cost descriptions that	●

define cost accounting of the program	
1.1.9 Recognize the program manager's responsibility for managing program cost, schedule and performance to achieve program success	•
1.1.10 Generalize the risk/opportunity management process	•
1.1.11 Compare and contrast the major planning attributes of traditional, information technology, services and facilities construction programs	•
1.1.12 Comprehend the concept and utility of working groups and project oriented team	•
1.1.13 Identify the functions of membership in a working group or projected oriented team	•

2.0 SYSTEMS ENGINEERING: The recognition of scientific, management, engineering and technical skills used in the performance of system planning, research and development, with an emphasis on performing and managing technical processes as well as the technical management process itself. This includes knowledge of the nature of the requirements development process, decision analysis methods, technical assessment, configuration management, and interface management.

Entry-Level Performance Outcomes:

Objective	Provide work experience, training, education, and/or professional certifications that contributed to performance outcomes below:
2.1.1 Recognize the importance of integrating the Systems Engineering (SE) life-cycle and its technical mgmt. and review process with the acquisition life cycle	•
2.1.2 Identify and relate the utility of key technical mgmt. processes and tools used in the SE process, including configuration mgmt., technical performance measures, and technical design reviews	•
2.1.3 Recognize the roles and responsibilities of the Government and the contractor in the SE process	•
2.1.4 Recognize the utility of using work breakdown structure (WBS) as a technical mgmt. tool across all functional disciplines in the acquisition process	•
2.1.5 Discuss the concept of systems management and the role of human factor engineering in system engineering	•
2.1.6 Define key aspects of a plan for technical assessment that measures technical progress and assist in the	•

development	
2.1.7 Define key aspects of risk management in the context of systems engineering and participate in development of a risk/opportunity management plan	•
2.1.8 Describe the content for a technical data management plan.	•
2.1.9 Summarize the process for monitoring and selecting a balanced systems design solution	•
2.1.10 Comprehend the need for design considerations accounting for: environmental, safety, and occupational health (ESOH); human factors, and security factors.	•

3.0 TEST AND EVALUATION: Knowledge of efficient and cost effective methods for planning, monitoring, conducting and evaluating tests of prototype, new or modified systems equipment or material, including the need to develop a thorough strategy to validate system performance through measurable methods that relate directly to requirements and to develop metrics that demonstrate system success or failure.

Entry-Level Performance Outcomes:

Objective	Provide work experience, training, education, and/or professional certifications that contributed to performance outcomes below:
3.1.1 Recognize the importance of test and evaluation to acquisition decisions.	•
3.1.2 Explain efficient and cost effective methods for planning, monitoring, conducting, and evaluation tests of developmental, commercial or modified systems.	•
3.1.3 Identify the role that T&E plays in the systems engineering process	•
3.1.4 Define and determine the need for a comprehensive test and evaluation approach including the use of modeling and simulation	•
3.1.5 Explain the value of 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)	•
3.1.6 Discuss various Federal agency processes for conducting test and evaluation, including the need to conduct user testing or operational test and evaluation (OT&E)	•

4. 0 LIFE CYCLE LOGISTICS: The planning, development, implementation, and

management of a comprehensive, affordable, and effective systems support strategy. Life cycle logistics encompasses the entire system's life cycle including acquisition (design, develop, test, produce and deploy), sustainment (operations and support), and disposal. Life cycle logistics translates performance specifications for availability and readiness into tailored product support.

Entry-Level Performance Outcomes:

Objective	Provide work experience, training, education, and/or professional certifications that contributed to performance outcomes below:
4.1.1 Express understanding of the concept of integrated product support, the product support elements and purpose of a product support plan	•
4.1.2 Comprehend performance-based logistic efforts that optimize total life cycle costs while maintaining system readiness	•
4.1.3 Recognize alternative logistics support practices, including supply chain management, best public sector and commercial practices and technology solution, and their utility and appropriateness according to the type and scope of the acquisition program	•
4.1.4 Comprehend the concepts of availability, supportability, and reliability/maintainability while minimizing cost, the logistic footprint, and interoperability.	•
4.1.5 Define interoperability as a key product support factor, along with examples of interoperability application.	•
4.1.6 Assist in implementation of alternative logistics support practices	•
4.1.7 Recognize the importance of planning for the deployment of a new system or project	•

5.0 CONTRACTING: Knowledge of the supervision, leadership and management processes and procedures involving the procurement of capital assets, supplies and services, including construction, research and development, and science and engineering technical services as governed by the Federal Acquisition Regulation (FAR) and associated agency-specific additions to the FAR. Contracting involves acquisition planning to include: performance-based considerations; cost and price analysis; solicitation and selection of sources; preparation, negotiation and award of contracts; all phases of contract administration; termination options and processes for closeout of contracts; and legislation, policies, regulations, methods used and business and industry practices.

Entry-Level Performance Outcomes:

Objective	Provide work experience, training, education, and/or professional certifications that contributed to

	performance outcomes below:
5.1.1 Contrast the roles and responsibilities between the contracting officer and the program manager	●
5.1.2 Recognize the need for a comprehensive program specification and requirements statement that fully and correctly defines the program	●
5.1.3 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)	●
5.1.4 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	●
5.1.5 Define the process for developing a comprehensive program specification, Statement of Work (SOW), and/or Statement of Objective (SOO) that fully and correctly defines that project, addressing the roles and missions of the government and contractor.	●
5.1.6 Recognize the benefits of performance-based acquisition	●
5.1.7 Recognize the need to formulate a source selection plan that allows for best value	●
5.1.8 Identify key activities in contract administration including contract modifications and terminations	●
5.1.9 Illustrate the role of the COR during all phases of the contracting process	●

6.0 BUSINESS, COST AND FINANCIAL MANAGEMENT: Knowledge of the forms of cost estimating, cost analysis, reconciliation of cost estimating, government and industry financial planning, formulating financial projects and budgets, budget analysis/execution, cost-benefit analysis, Earned Value Management (EVM), business case analysis, and other methods of performance measurement.

Entry-Level Performance Outcomes:

Objective	Provide work experience, training, education, and/or professional certifications that contributed to performance outcomes below:
6.1.1 Comprehend the Congressional appropriation process, the various appropriation categories, and the rules for using the funds from each appropriation	●

6.1.2 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	•
6.1.3 Recognize cost estimating processes, methods and techniques	•
6.1.4 Define the Integrated Baseline Review (IBR) process or similar process that reviews program cost and schedule performance	•
6.1.5 Recognize the basic concepts of Earned Value Management (EVM) including cost and schedule program status indicators, and how EVM relates managing program risk	•
6.1.6 Comprehend how to allocate funds within appropriation categories and how to use the funds from each appropriation	•
6.1.7 Generalize the agency's policy and for financial planning, programming, budget development, budget execution and OMB A-11 application	•
6.1.8 Recognize common formats and approach to building and analyzing a viable and relevant Business Case containing both quantitative and qualitative decision criteria	•
6.1.9 Recall the common types of software instruments available for performance measurement of programs	•
6.1.10 Recognize the statutory requirements for measuring performance of acquisition programs	•
6.1.11 Recognize the benefits of using balanced and goal oriented performance measures in managing a program	•

7.0 LEADERSHIP: Leadership and professional acumen includes those attributes targeted toward leading and managing a multi-functional project team to satisfactory achievement of program goals, as well as influencing both horizontal and vertical stakeholder relations. Leaders take a long-term view and build a shared vision with others, acting as a catalyst for organizational change. Leaders influence others to translate vision into action and inspire team commitment, spirit, pride, and trust. Leaders develop networks and build alliances while collaborating across boundaries to build strategic relationships and achieve common goals. Leaders foster an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization. Leaders hold themselves and others accountable for measurable high-quality, timely, and cost-effective results.

Entry-Level Performance Outcomes:

Objective	**Provide work experience, training, education, and/or professional certifications that contributed to performance outcomes below:**

7.1.1 Recognize the basic 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	•
7.1.2 Recall accepted methods how to lead/manage a project team to satisfactory achievement of project goals	•
7.1.3 Recall how to identify problems, determining accuracy and relevance of information and using sound judgment when offering solutions	•
7.1.4 Relate the various techniques to adapt behavior or work methods in response to new information or changing conditions	•
7.1.5 Describe methods to hold self and others accountable for measureable, high-quality, timely, and cost-effective results	•
7.1.6 Comprehend the tenets of effectively communicating information in a succinct and organized manner, orally and in writing	•
7.1.7 Recognize the value of a customer-oriented approach when assessing needs, resolving conflict, and satisfying expectations	•
7.1.8 Recognize how Continuous Process Improvement (CPI) is used to enhance an organization's performance and identify key CPI methodologies	•
7.1.9 Define the principles of ethics and values inherent to the systems acquisition process and identify the core ethical values associated with acquisition decision making	•
7.1.10 Recognize the roles organizational culture and leadership play in establishing an ethical work environment	•
7.1.11 Recognize how interpersonal and organizational conflict impacts the program management office and select relevant conflict management techniques and methods to address the conflict	•