

# 2010 ACQUISITION WORKFORCE COMPETENCY SURVEY RESULTS REPORT

September 2010



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FEDERAL ACQUISITION INSTITUTE



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## Executive Summary

The Federal Acquisition Institute (FAI) administered the 2010 Acquisition Workforce Competency Survey (AWCS) to civilian agencies in the Executive Branch of the Federal Government between May 3 and June 11, 2010. The purpose of this survey was to assess the current supply of acquisition expertise in the Federal workforce. The online, voluntary, and anonymous survey sponsored by the Office of Management and Budget (OMB), Office of Federal Procurement Policy (OFPP), and the Chief Acquisition Officers Council (CAOC) is a continuation of the 2007 Contracting Workforce Competency Survey and 2008 Acquisition Workforce Competency Survey. The 2010 survey targeted members of the acquisition workforce (as defined by OFPP Policy Letter 05-01, Developing and Managing the Acquisition Workforce), which includes Contracting Professionals and those performing contracting-related work, individuals designated as Contracting Officer Technical Representatives (COTRs), and acquisition Program and Project Managers (P/PMs).

## Survey Objectives

- Identify the available supply of acquisition expertise across the civilian agencies
- Determine where resources should be focused to improve or sustain acquisition skills
- Identify progress in closing skills gaps
- Provide agencies with information that may be used in preparing future acquisition human capital initiatives

## Respondent Demographics

- 6,906 acquisition professionals representing 49 civilian agencies participated in the 2010 AWCS effort
- 3,244 Contracting professionals, 3,197 COTRs, and 1,059 P/PMs responded to the survey
- Most respondents were members of the 1102 (2,852 respondents, 41.3%), 0343 (426 respondents, 6.2%), 2210 (262 respondents, 3.8%), and 1101 (256, 3.7%) occupational series
- 64.0% of respondents are over 45 years old, with the highest concentration in the 51 to 55 range
- 65.7% of respondents have 10 or more years of federal service
- 43.0% of respondents have 10 or more years of federal acquisition experience

## Acquisition Workforce Role-Specific Findings

### Contracting Professional

- The 3,244 Contracting Professionals accounted for 47.0% of overall survey respondents
- Contracting Professionals span multiple occupational series with the largest representation from the 1102 (86.4% or 2,805) and 1105 (3.6% or 118) series
- Contracting Professional technical and general business competency proficiency increased since 2008 in the majority of competencies across each of the federal acquisition experience groups
- At least 80% of Contracting Professional and 1102 respondents rated their proficiency level as Intermediate or greater in all of the competency areas
- Aligned skills with the greatest proficiency gain since 2008 include Conducting Debriefings, Contracting with Appropriate Government Wide Acquisition Systems, Conducting Discussions/Negotiations, and Market Research
- Aligned skills with the greatest proficiency decline include Using Audit Information, Contract, Pricing, & Fees, and Contract Financing
- Contracting Professionals spend most of their time performing Contract Modification and Adjustment, Preparing and Issuing Awards, and Solicitation Preparation
- Contracting professionals reported spending the least amount of time on Collecting Contractor Debts, Identifying Fraud, and Unpriced Contracts
- Contracting Professionals held FAC-C Level III (28.5%), FAC-C Level I (24.4%), FAC-C Level II (19.3%), and agency-specific contracting (11.8%) certifications



- The top three competencies Contracting Professionals identified as needing additional training and development in were Performance Based Acquisition, Dispute Resolution and Termination, and Strategic Planning
- Contracting Professionals and 1102s had the highest level of agreement for the managerial statement, “My supervisor generally supports requests for my employees to participate in training,” and the lowest level for the managerial statement, “My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the job training.”
- Contracting Professionals and 1102s had the highest level of agreement for the environmental statement, “My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements,” and the lowest level of agreement for the environmental statement, “I have a mentor/coach.”

#### Contracting Officer Technical Representatives

- The 3,197 Contracting Officer Technical Representatives accounted for 46.3% of overall survey respondents
- COTRs span multiple occupational series with the largest representation coming from the 0343 series (355 out of 3,197 or 11.1%)
- COTR proficiency increased since 2008 in all technical competencies except Defining Requirements in Commercial/Non-Commercial Terms across all federal acquisition experience groups
- COTR proficiency increased for all of the aligned skills; aligned skills with the greatest proficiency gain since 2008 include Contract Financing, Unpriced Contracts, and Pricing Arrangements
- COTRs spend most of their time performing Inspection and Acceptance, Performance Management, and Contract Reporting
- COTRs reported spending the least amount of time on Unpriced Contracts
- COTRs held agency-specific (37.7%), FAC-COTR (29.2%), and project management (through an academic, non-profit, training or professional organization) certifications
- The top three competencies COTRs identified as needing additional training and development in were Acquisition Planning, Negotiation, and Defining Government Requirements in Commercial/Non-Commercial Terms
- COTRs had the highest level of agreement for the managerial statement, “I provide feedback and information to my employees about their competencies and training needs during their performance reviews,” and the lowest level for the managerial statement, “My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.”
- COTRs had the highest level of agreement for the environmental statement, “My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements,” and the lowest level for the environmental statement, “I have a mentor/coach.”

#### Program/Project Managers

- The 1,059 Program/Project Managers accounted for 15.3% of overall survey respondents
- P/PM proficiency increased since 2008 in all technical competencies across federal acquisition years of experience groups except for the 11-20 and 21+ years groups
- Aligned skills results show that P/PM proficiency increased for all of the aligned skills; skills with the greatest proficiency gain since 2008 include Business Financial Planning & Management, Integration of T&E, and Realistic or Operational Test & Evaluation (OT&E)
- P/PMS spend most of their time performing Accountability, and the least amount of time on Realistic or Operational Test & Evaluation (OT&E)



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- The top three technical competencies P/PMs identified as needing additional training and development in were Business, Cost Estimating, and Financial Management, Life Cycle Logistics (LCL), and Contracting
- P/PMs had the highest level of agreement for the managerial statement, “My supervisor generally supports requests for my employees to participate in training,” and the lowest level of agreement for the statement, “My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.”
- P/PMs had the highest level of agreement for the environmental statement, “My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements,” and the lowest level for the environmental statement, “I have a mentor/coach.”



## 1. Introduction

### Background

Since 2007, the Federal Acquisition Institute (FAI), in partnership with the Office of Management and Budget (OMB) and Office of Federal Procurement Policy (OFPP), has developed and deployed a competency assessment survey to the federal civilian acquisition workforce. As in 2007 and 2008, the 2010 Acquisition Workforce Competency Survey (AWCS) is a web-based survey developed and administered by FAI as part of its mission to facilitate and promote career development and strategic human capital management for the acquisition workforce. The survey comprises five primary sections:

1. Demographics
2. Competencies (General Business & Technical)
3. Aligned Skills
4. Professional Certifications
5. Environmental and Managerial Items

The AWCS helps shape the acquisition community by providing key information to acquisition workforce managers and acquisition professionals. The AWCS is a unique opportunity for employees to share input and perspectives based on their experience in the acquisition profession. Survey results provide guidance to leadership on creating a workplace designed to attract, acquire, and retain quality talent and to meet mission requirements. The information gathered benefits the acquisition workforce by identifying current strengths, prioritizing areas for future growth and development, and targeting resources to help employees meet current and future objectives and requirements. It also assists FAI in developing training and also other government-wide initiatives to strengthen the acquisition workforce.

From the 2010 AWCS, we learned several key facts about the acquisition workforce:

- Although nearly 14% of participants are eligible to retire in the next year, only 2.2% thought they would.
- At least 80% of contracting professionals rated their proficiency level as intermediate or greater in all of the competency areas.
- A common theme among all members of the acquisition workforce is that their team is not adequately staffed to allow sufficient time for executing their acquisition duties as well as providing mentoring, coaching, and on-the-job training.
- Performance-based acquisition is still a challenge for contracting professionals—it was one of the lowest-rated technical competencies.
- Project management was one of the lowest-rated technical competencies for contracting professionals and contracting was one of the lowest-rated technical competencies for Project or Program Managers (P/PMs).
- P/PMs rated their competency high in developing requirements, while Contracting Officers Technical Representatives (COTRs) rated their competency low in this area.

### Survey Objectives

The objectives of the AWCS are to:

- Identify the available supply of acquisition expertise across the civilian agencies
- Determine where resources should be focused to improve or sustain acquisition skills
- Identify progress in closing skills gaps
- Provide agencies with information that may be used in preparing future acquisition human capital initiatives





## Survey Structure and Approach

Acquisition professionals responded to survey questions in five sections:

1. Demographic Characteristics
2. Competencies (General Business & Technical)
3. Aligned Skills
4. Professional Certifications
5. Environmental and Managerial Items

The survey was a voluntary self-assessment targeting acquisition professionals and managers at all grade levels performing Contracting, COTR, and P/PM duties. This summary report provides a snapshot-in-time of the current status of the acquisition workforce and identifies areas in which strengths may be leveraged as well as opportunities for improving certain capabilities. This report is a community-wide aggregate summary against which agencies may analyze agency-specific results.

## Target Audience

The target audience for the AWCS includes all members of the federal acquisition workforce in civilian agencies including Contracting Officers, Contract Specialists, P/PMs, COTRs, and others performing contracting and acquisition-related work. Specifically:

- Personnel in the GS-1102 (Contract Specialist ) series
- Personnel, regardless of series, performing Contracting duties and those with contracting officer warrant authority
- Personnel serving in a COTR or P/PM role
- Military personnel, outside of DoD, performing the duties of these positions, regardless of series (as defined by OFPP Policy Letter 05-01)

The AWCS is focused on three primary acquisition roles: Contracting Professional, COTR, and P/PM. The descriptions have been derived from OPM's classification standards for each role:

**Contracting Professionals:** Contracting professionals manage, supervise, perform, or develop policies and procedures for professional work involving the procurement of supplies, services, construction, or research and development using formal advertising or negotiation procedures; the evaluation of contract price proposals; and the administration or termination and close out of contracts. The work requires knowledge of the legislation, regulations, and methods used in contracting; and knowledge of business.

**Program/Project Managers (P/PM):** Project managers are characterized by a common set of duties/tasks. A project manager generally applies all of these duties/tasks to meet project requirements, as follows: determines appropriate products or services with clients or customers to define project scope, requirements, and deliverables; develops, modifies, or provides input to project plans; implements project plans to meet objectives; coordinates and integrates project activities; manages, leads, or administers project resources; monitors project activities and resources to mitigate risk; implements or maintains quality assurance processes; makes improvements, solves problems, or takes corrective action when problems arise; gives presentations or briefings on all aspects of the project; participates in phase, milestone, and final project reviews; identifies project documentation requirements or procedures; and develops and implements product release plan.

**Contracting Officer Technical Representatives (COTRs):** Contracting Officer Technical Representatives are designated in accordance with regulations to assist the contracting officer in matters related to inspection, acceptance, and other duties. Without a specific delegation of authority, such COTRs may not make contracting officer decisions, but are an extension of the contracting officer at a specific duty station.



## 2. Survey Demographic Data

This section provides an overview of survey respondent characteristics that should be considered as context for the competency data presented in subsequent sections of this report. This section includes general information on the respondent population ranging from grade level and age range, to more detailed information such as acquisition function, years of federal service, years of federal acquisition experience, and retirement eligibility and retirement estimate timeframes.

A total of 6,906 acquisition professionals representing 49 civilian departments and agencies participated in the 2010 AWCS. Table 3-1 provides an overview of participating departments/agencies, as well as those who were new to the AWCS effort. Of the 6,906 acquisition professionals, 3,244 associated with the Contracting role, 3,197 with the COTR role, and 1,059 with the P/PM role. Most respondents were members of the 1102 (2,852 respondents, 41.3%), 0343 (426 respondents, 6.2%), 2210 (262 respondents, 3.8%), and 1101 (256, 3.7%) occupational series.

Table 2-1. 2010 AWCS Department/Agency Participation

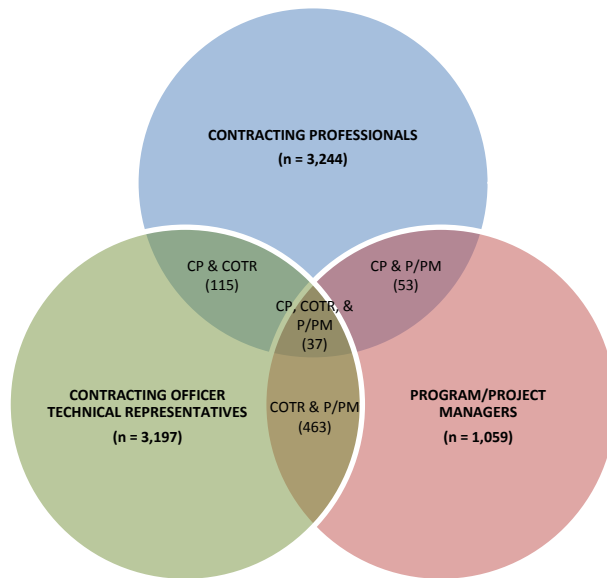
2010 AWCS AGENCY PARTICIPATION	
Administrative Office of the United States Courts*	Millennium Challenge Corporation
Advisory Council on Historic Preservation*	National Aeronautics and Space Administration
Agriculture, Department of	National Archives and Records Administration*
Appalachian Regional Commission*	National Science Foundation
Armed Forces Retirement Home*	National Security Council*
Commerce, Department of	Nuclear Regulatory Commission*
Corporation for National and Community Service*	Office of Administration*
Council of Economic Advisers*	Office of Management and Budget*
Council on Environmental Quality/Office of Environmental Quality*	Office of National Drug Control Policy*
Dwight D. Eisenhower Memorial Commission*	Office of Personnel Management
Education, Department of	Office of Science and Technology Policy*
Energy, Department of*	Overseas Private Investment Corporation*
Environmental Protection Agency	Railroad Retirement Board*
Executive Office of the President	Securities and Exchange Commission*
Export-Import Bank of the United States*	Small Business Administration
Federal Communications Commission*	Social Security Administration
Federal Election Commission*	State, Department of
Federal Housing Finance Agency*	Trade and Development Agency*
General Services Administration	Transportation, Department of
Health and Human Services, Department of	Treasury, Department of the
Homeland Security, Department of	U.S. Agency for International Development
Housing and Urban Development, Department of	U.S. International Development Cooperation Agency*
Interior, Department of the	Veterans Affairs, Department of*
Justice, Department of	Vietnam Education Foundation*
Labor, Department of	

\* Indicates departments/agencies new to the 2010 AWCS compared to 2008 AWCS participating departments/agencies



A departure from previous surveys, 2010 AWCS participants were able to identify with multiple acquisition roles (Contracting, COTR, and/or PPM), causing the sum of participants across roles to be greater than the total number of participants. Figure 3-2 provides a summary of acquisition overlap between roles.

Figure 2-2. 2010 AWCS Acquisition Overlap Between Roles



The following table summarizes aggregate survey responses to present a general profile of the typical AWCS respondent. The 2010 AWCS respondent profile is identical to the 2008 profile.

Table 2-3. AWCS Average Respondent Profile and Comparison

AVERAGE RESPONDENT PROFILE:	2010 AWCS	2008 AWCS
Age	51 to 55 Years Old	51 to 55 Years Old
Gender	Female	Female
Grade Level	GS-13 or equivalent	GS-13 or equivalent
Supervisory Status	Non-supervisory	Non-supervisory
Education	Bachelors Degree	Bachelors Degree
Retirement Eligibility	11 to 20 Years	11 to 20 Years
Acquisition Role	Contracting	Contracting
Years of Federal Service	21 + Years	21 + Years
Years of Acquisition Experience	11 to 20 Years	11 to 20 Years
Acquisition Certification	Yes	Yes

### Aggregate Survey Demographics

The following table summarizes aggregate survey demographic characteristics that will be described in further detail in the remainder of this section.

Table 2-4. Survey Demographics Summary Table

SURVEY DEMOGRAPHICS: KEY CHARACTERISTIC SUMMARY TABLE
<ul style="list-style-type: none"> <li>▪ 64.0% of respondents are 46 years or older</li> <li>▪ Most respondents (21.8%) are in the 51 to 55 years age range, followed closely by those in the 46 to 50 years age range (18.8%)</li> <li>▪ 24.0% of respondents are eligible to retire within the next 3 years</li> <li>▪ 12.7% of respondents indicated they would likely retire in the next 3 years</li> <li>▪ 59.5% of respondents have 10 or more years of federal acquisition experience</li> </ul>



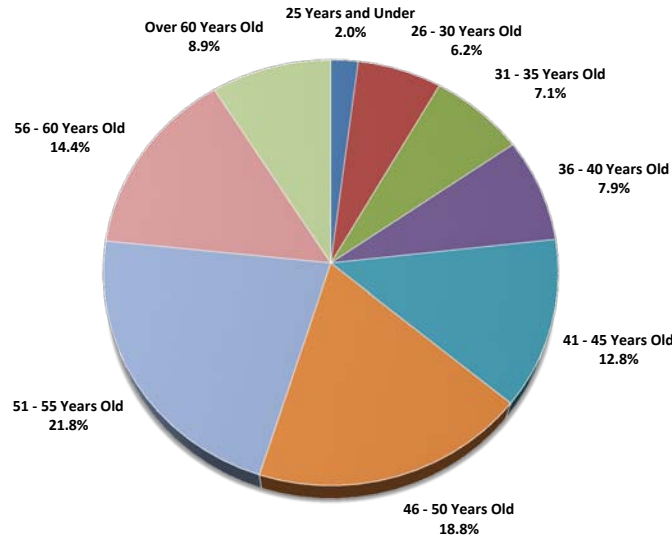
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### Age

64.0% of AWCS respondents are 46 years old or older, with the highest proportion of respondents (21.8%) falling in the 51 to 55 years old age range.

Figure 2-5. Age Range Distribution



### Retirement

Tables 2-6 and 2-7 provide a breakdown of retirement eligibility and respondent estimated retirement by grade level (or equivalent).

Table 2-6. Retirement Eligibility by Grade Level (or Equivalent)

GRADE/EQUIVALENT	< 1 YEAR	1-3 YEARS	4-6 YEARS	7-10 YEARS	11-20 YEARS	21+ YEARS	UNDECIDED	TOTAL
GS - 5 or equivalent	1	2	1	2	10	13	4	33
GS - 7 or equivalent	20	15	19	32	42	100	17	245
GS - 9 or equivalent	27	19	37	39	78	176	31	407
GS - 11 or equivalent	41	37	47	63	147	180	37	552
GS - 12 or equivalent	160	118	152	202	307	300	85	1,324
GS - 13 or equivalent	252	195	220	299	455	316	112	1,849
GS - 14 or equivalent	234	188	195	224	342	149	72	1,404
GS - 15 or equivalent	172	100	144	143	150	40	39	788
SES	9	11	4	6	4	-	1	35
FS - 1	8	3	-	-	-	-	-	11
FS - 2	4	2	1	6	2	-	-	15
FS - 3	-	1	5	4	18	-	-	28
FS - 4	1	-	1	1	4	1	1	9
FS - 5	-	1	-	1	5	1	-	8
Other	21	18	21	25	42	49	22	198
<b>Grand Total</b>	<b>950</b> (13.8%)	<b>710</b> (10.3%)	<b>847</b> (12.3%)	<b>1,047</b> (15.2%)	<b>1,606</b> (23.3%)	<b>1,325</b> (19.2%)	<b>421</b> (6.1%)	<b>6,906</b> (100%)



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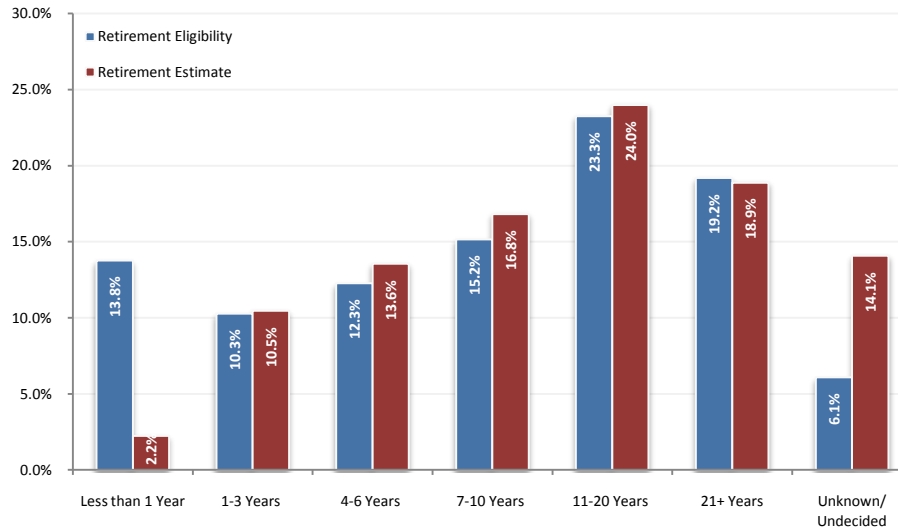
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**Table 2-7. Respondent Estimated Retirement by Grade Level (or Equivalent)**

GRADE/EQUIVALENT	< 1 YEAR	1-3 YEARS	4-6 YEARS	7-10 YEARS	11-20 YEARS	21+ YEARS	UNDECIDED	TOTAL
GS - 5 or equivalent	-	4	1	1	10	11	6	33
GS - 7 or equivalent	5	18	16	30	38	93	45	245
GS - 9 or equivalent	3	22	33	41	81	163	64	407
GS - 11 or equivalent	9	36	56	58	137	163	93	552
GS - 12 or equivalent	31	104	166	227	311	294	191	1324
GS - 13 or equivalent	35	195	274	307	470	320	248	1849
GS - 14 or equivalent	32	186	211	265	359	169	182	1404
GS - 15 or equivalent	32	120	138	191	184	42	81	788
SES	1	9	8	11	3	-	3	35
FS - 1	2	6	2	-	-	-	1	11
FS - 2	2	2	1	7	3	-	-	15
FS - 3	-	-	2	1	16	2	7	28
FS - 4	-	1	2	-	4	2	-	9
FS - 5	-	1	-	1	3	1	2	8
Other	3	18	26	21	37	44	49	198
<b>Grand Total</b>	<b>155</b> <b>(2.2%)</b>	<b>722</b> <b>(10.5%)</b>	<b>936</b> <b>(13.6%)</b>	<b>1161</b> <b>(16.8%)</b>	<b>1656</b> <b>(24.0%)</b>	<b>1304</b> <b>(18.9%)</b>	<b>972</b> <b>(14.1%)</b>	<b>6906</b> <b>(100%)</b>

Figure 2-8 provides a side-by-side comparison of retirement eligibility and respondent estimated retirement.

**Figure 2-8. Retirement Eligibility and Estimate Comparison**

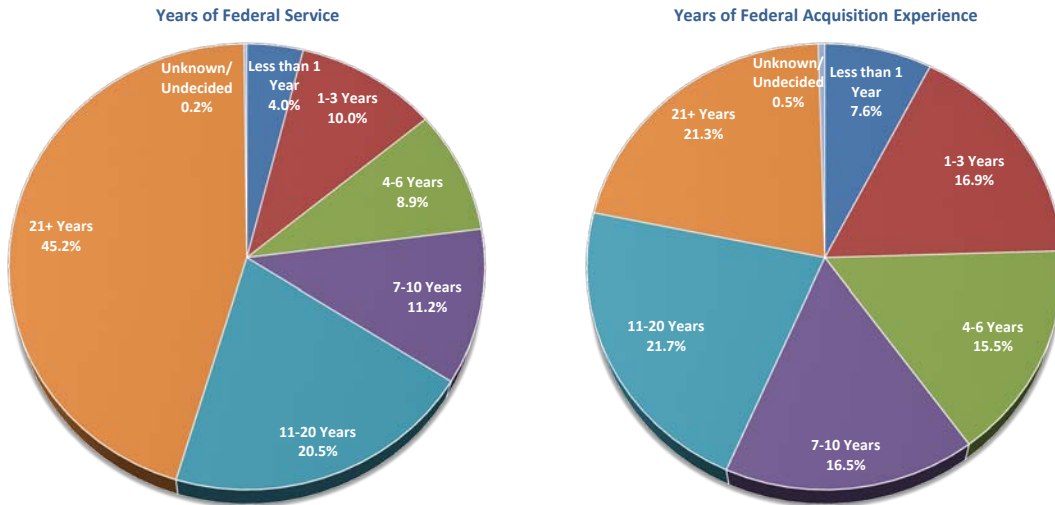




### Years of Federal Service and Acquisition Experience

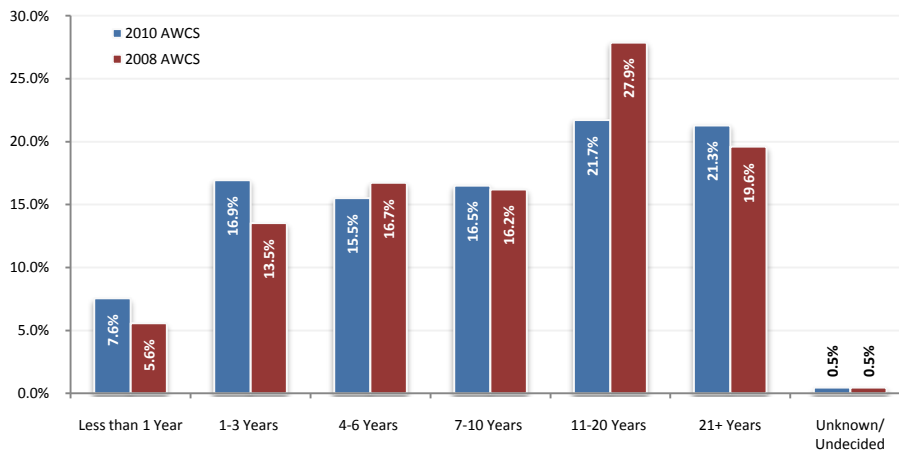
As depicted in Figure 2-9, 65.7% of respondents have over 10 years of federal service, with 43.0% of respondents having over 10 years of federal acquisition experience.

Figure 2-9. Years of Federal Service and Federal Acquisition Experience



In both the 2010 and 2008 surveys most respondents reported having between 11 and 20 years of acquisition experience, (24.5% in 2010 versus 19.1% in 2008, as depicted in Figure 3-10).

Figure 2-10. 2010 and 2008 AWCS Participant Years of Acquisition Experience Comparison





### 3. Survey Results by Acquisition Role

This section presents the key results and findings drawn from analysis of the 2010 AWCS data. The subsections that follow are organized as follows:

#### Demographics

The beginning of each subsection below provides an overview of the survey demographics specific to each acquisition role (Contracting, COTR, and P/PM).

#### Competencies and Aligned Skills

Following the demographics summary, current acquisition workforce capabilities in the associated competencies and aligned skills are described. AWCS survey respondents provided self-assessment ratings of their proficiency in a set of general business and technical competencies for their given acquisition role (Contracting, COTR, and/or P/PM). Aligned skills describe more specific skill requirements for acquisition professionals, and were rated on proficiency and time spent performing the skill. Complete competency and aligned skills models for acquisition roles can be found on the FAI website ([www.fai.gov](http://www.fai.gov)).

The proficiency and aligned skills rating scales used in the 2010 AWCS are as follows:

##### Proficiency:

- **5-EXPERT:** I am capable of handling all assignments involving this competency and may serve as a role model and/or coach to others.
- **4-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.
- **3-INTERMEDIATE:** I am capable of handling many day-to-day assignments involving this competency, but may seek assistance in difficult or new situations.
- **2-FOUNDATIONAL:** I am capable of handling some assignments involving this competency, but need assistance beyond routine situations.
- **1-BASIC:** I am capable of handling the simplest of assignments involving this competency, but need significant assistance beyond the easiest solutions.
- **0-NONE:** I do not possess proficiency in the competency.

##### Time Spent:

- **3-EXTENSIVE:** I spend most of my time on this job activity in my normal work activities.
- **2-MODERATE:** I spend a moderate amount of time on this activity in my normal work activities.
- **1-MINIMAL:** I spend very little time on this job activity in my normal work activities.
- **0-NONE:** I do not spend any time on this job activity in my normal work activities.

#### Certifications

The certifications section provides an overview of the certifications held by AWCS respondents.

#### Training and Development Needs

Respondents selected up to five competencies from their respective list of general business and technical competencies for which they felt additional training would be a benefit at both the individual and organizational level. The organization/agency was defined as inclusive of other acquisition professionals in the respondent's office or Agency as well as other acquisition workforce members.

#### Environmental and Managerial Considerations

Respondents rated their level of agreement with 13 environmental statements. Survey respondents that are supervisors completed a set of 11 managerial questions. The supervisor group includes employees with job titles of Section Chief, Branch Chief, or Division Chief, who are responsible for the hiring, discipline, performance management, and termination of employees under their direct control. The agreement rating scale used for the environmental and managerial statements is outlined as follows:

##### Agreement:

- **5-STRONGLY AGREE**
- **4-AGREE**
- **3-NEITHER AGREE NOR DISAGREE**
- **2-DISAGREE**
- **1-STRONGLY DISAGREE**



### 3.1 Contracting Professionals

The information in this section contains 2010 AWCS results for the respondents who indicated they were Contracting Professionals.

#### Demographics

The 3,244 Contracting Professionals accounted for 47.0% of overall survey respondents. Contracting Professionals span multiple occupational series with the largest representation from the 1102 (86.4% or 2,805) and 1105 (3.6% or 118) series. 2010 AWCS Contracting Professionals share many demographic similarities with 2008 survey respondents including age, gender, and the possession of acquisition-related certifications. A notable difference between 2010 and 2008 AWCS Contracting Professionals is that 2010 respondents are further from retirement eligibility than 2008 respondents. Also, most 2010 respondents had over 21 years of federal acquisition experience as compared to 11 to 20 years for respondents in 2008.

**Table 3-1-1. Contracting Professional Profile and Comparison**

AVERAGE CONTRACTING PROFILE:	2010 AWCS	2008 AWCS
Age	51 to 55 Years Old	51 to 55 Years Old
Gender	Female	Female
Grade Level	GS-13 or equivalent	GS-12/13 or equivalent
Supervisory Status	Non-supervisory	Non-supervisory
Education	Bachelors Degree	Bachelors Degree
Retirement Eligibility	21+ Years	7 to 10 Years
Years of Federal Service	21+ Years	21 + Years
Years of Acquisition Experience	21+ Years	11 to 20 Years
Acquisition Certification	Yes	Yes

#### Competencies and Aligned Skills

Table 3-1-2 displays Contracting Professional average technical competency proficiency differences between the 2010 and 2008 surveys.

**Table 3-1-2. Contracting Professional Average Technical Competency Proficiency Comparison**

TECHNICAL COMPETENCIES	2010 AVERAGE PROFICIENCY - CONTRACTING	2008 AVERAGE PROFICIENCY - CONTRACTING	2010/2008 AVERAGE PROFICIENCY CHANGE - CONTRACTING
Bid Evaluation	4.05	4.00	+ 0.05 ↑
Defining Contractual Relationships	3.87	3.85	+ 0.02 ↑
Dispute Resolution and Termination	3.65	3.63	+ 0.02 ↑
Contract Award	4.00	4.02	- 0.02 ↓
Negotiation	3.78	3.80	- 0.02 ↓
Defining Requirements	3.80	3.83	- 0.03 ↓
Solicitation of Offers	3.98	4.01	- 0.03 ↓
Performance Based Acquisition	3.44	3.48	- 0.04 ↓
Financial Management	3.61	3.67	- 0.06 ↓
Market Research	3.96	4.04	- 0.08 ↓
Proposal Analysis and Evaluation	3.77	3.87	- 0.10 ↓
Managing Competition	3.87	3.98	- 0.11 ↓
Small Business and Preference Program Participation	3.75	3.86	- 0.11 ↓
Requirements Management	3.98	4.10	- 0.12 ↓
Performance Management	3.71	3.86	- 0.15 ↓
Strategic Planning	3.82	4.05	- 0.23 ↓
Project Management	3.68	3.97	- 0.29 ↓

Results show Contracting Professional overall average technical competency proficiency increased in 3 of the 17 competencies associated with the role as compared to the 2008 average competency proficiency figures. Proficiency gains were found in Bid Evaluation, Defining Contractual Relationships, and Dispute Resolution and Termination. The difference in proficiency is less than one tenth of one point (0.10) in 7 of the 14 competencies where proficiency declined. These figures may also be impacted by greater





proportional representation in the 2010 AWCS from less-experienced acquisition professionals, who tend to have lower levels of proficiency in the competency and aligned skills areas.

The following table provides a more detailed view of proficiency gains and losses by displaying average technical competency proficiency by years of federal acquisition experience.

**Table 3-1-3. Contracting Professional Technical Competency Proficiency by Years of Federal Acquisition Experience\***

TECHNICAL COMPETENCIES	< 3 YEARS		4-10 YEARS		11-20 YEARS		21+ YEARS	
	2010	2008	2010	2008	2010	2008	2010	2008
Bid Evaluation	3.07	2.56	3.91	3.62	4.33	3.99	4.56	4.36
Contract Award	2.92	2.57	3.88	3.62	4.29	4.03	4.56	4.34
Defining Contractual Relationships	2.81	2.46	3.67	3.32	4.17	3.81	4.45	4.22
Defining Requirements	2.79	2.57	3.64	3.40	4.06	3.82	4.35	4.10
Dispute Resolution and Termination	2.66	2.37	3.40	3.14	3.88	3.61	4.22	4.00
Financial Management	2.70	2.52	3.42	3.21	3.86	3.61	4.10	3.93
Managing Competition	2.78	2.70	3.73	3.60	4.14	3.92	4.43	4.28
Market Research	3.16	3.09	3.87	3.75	4.19	3.91	4.37	4.13
Negotiation	2.75	2.41	3.51	3.28	4.03	3.83	4.39	4.28
Performance Based Acquisition	2.54	2.35	3.22	3.03	3.68	3.46	3.95	3.77
Performance Management	2.71	2.54	3.47	3.38	3.97	3.83	4.29	4.20
Project Management	2.86	2.97	3.57	3.66	3.83	3.87	4.15	4.08
Proposal Analysis and Evaluation	2.81	2.59	3.61	3.45	3.98	3.81	4.31	4.19
Requirements Management	3.01	2.79	3.86	3.76	4.24	4.06	4.49	4.39
Small Business and Preference Program Participation	2.75	2.61	3.57	3.44	3.99	3.77	4.31	4.14
Solicitation of Offers	2.93	2.59	3.82	3.63	4.24	4.03	4.54	4.33
Strategic Planning	2.80	2.97	3.66	3.67	4.09	3.98	4.36	4.24

\*Denotes average proficiency increase from 2008 to 2010; denotes average competency decline from 2008 to 2010

An analysis of results in Table 3-1-3 shows that Contracting Professional proficiency has actually increased since 2008 in the majority of competencies for each of the federal acquisition experience groups. This comparison is not impacted by the proportion of survey respondents who belong to each of the years of federal acquisition experience groups, and provides a more accurate depiction of actual competency gains and losses. Competencies showing decline include Project Management and Strategic Planning.

Table 3-1-4 presents the average proficiency level for each technical competency, and the percent of respondents who rated their proficiency level as Intermediate, Advanced, or Expert for Contracting Professionals and those in the 1102 occupational series.

**Table 3-1-4. Contracting Professional and 1102 Technical Competency Proficiency**

TECHNICAL COMPETENCIES	2010 AVERAGE PROFICIENCY - CONTRACTING	% INTERMEDIATE OR GREATER - CONTRACTING	2010 AVERAGE PROFICIENCY - 1102s	% INTERMEDIATE OR GREATER - 1102s
Market Research	3.96	92.2%	4.00	93.2%
Bid Evaluation	4.05	92.0%	4.10	92.7%
Requirements Management	3.98	90.7%	4.03	91.7%
Contract Award	4.00	90.4%	4.06	91.4%
Solicitation of Offers	3.98	89.4%	4.05	90.9%
Defining Contractual Relationships	3.87	89.2%	3.92	90.2%
Defining Requirements	3.80	88.4%	3.85	89.5%
Managing Competition	3.87	88.3%	3.92	89.2%
Strategic Planning	3.82	87.6%	3.86	88.3%
Proposal Analysis and Evaluation	3.77	87.0%	3.84	88.8%
Negotiation	3.78	86.8%	3.83	87.9%
Small Business and Preference Program Participation	3.75	86.0%	3.81	87.3%
Project Management	3.68	85.9%	3.71	86.8%
Performance Management	3.71	85.7%	3.76	86.8%
Financial Management	3.61	85.1%	3.64	86.1%
Dispute Resolution and Termination	3.65	84.8%	3.70	86.0%
Performance Based Acquisition	3.44	80.7%	3.49	82.0%

Results from Table 3-1-4 show that over 80% of Contracting Professional and 1102 respondents rated their proficiency level as Intermediate or greater in all of the technical competency areas.



Table 3-1-5 presents a comparison of Contracting Professional average proficiency for general business competencies between the 2010 and 2008 surveys.

**Table 3-1-5. Contracting Professional Average General Business Competency Proficiency Comparison**

GENERAL BUSINESS COMPETENCIES	2010 AVERAGE PROFICIENCY - CONTRACTING	2008 AVERAGE PROFICIENCY - CONTRACTING	2010/2008 AVERAGE PROFICIENCY CHANGE - CONTRACTING
Arithmetic	4.48	4.33	+ 0.15 ↑
Attention to Detail	4.46	4.38	+ 0.08 ↑
Contracting/Procurement	3.98	3.95	+ 0.03 ↑
Creative Thinking	4.08	3.95	+ 0.13 ↑
Customer Service	4.46	4.37	+ 0.09 ↑
Decision-Making	4.21	4.19	+ 0.02 ↑
Flexibility	4.34	4.27	+ 0.07 ↑
Influencing/Negotiating	4.08	4.02	+ 0.06 ↑
Information Management	4.11	4.11	+ 0.00 =
Integrity/Honesty	4.73	4.68	+ 0.05 ↑
Interpersonal Skills	4.47	4.40	+ 0.07 ↑
Learning	4.34	4.24	+ 0.10 ↑
Math Reasoning	4.01	3.89	+ 0.12 ↑
Memory	4.14	4.10	+ 0.04 ↑
Oral Communication	4.18	4.12	+ 0.06 ↑
Planning and Evaluating	4.25	4.21	+ 0.04 ↑
Problem Solving	4.25	4.24	+ 0.01 ↑
Reading	4.29	4.32	- 0.03 ↓
Reasoning	4.25	4.25	+ 0.00 =
Self-Esteem	4.43	4.41	+ 0.02 ↑
Self-Management/Initiative	4.47	4.44	+ 0.03 ↑
Stress Tolerance	4.19	4.17	+ 0.02 ↑
Teamwork	4.45	4.39	+ 0.06 ↑
Written Communication	4.36	4.33	+ 0.03 ↑

Contracting Professional proficiency increased in the majority of the general business competencies. There was no change in proficiency in Information Management and Reasoning, and a very small decline in Reading proficiency.

Table 3-1-6 provides a detailed view of general business competency proficiency gains and losses since 2008 by displaying results by years of federal acquisition experience.



Table 3-1-6. Contracting Professional General Business Competency Proficiency by Years of Federal Acquisition Experience\*

GENERAL BUSINESS COMPETENCIES	< 3 YEARS		4-10 YEARS		11-20 YEARS		21+ YEARS	
	2010	2008	2010	2008	2010	2008	2010	2008
Arithmetic	4.27	4.02	4.39	4.14	4.53	4.18	4.64	4.38
Attention to Detail	4.09	3.94	4.37	4.16	4.56	4.26	4.70	4.47
Contracting/Procurement	2.93	2.56	3.81	3.56	4.24	4.04	4.58	4.43
Creative Thinking	3.57	3.17	3.93	3.66	4.19	3.83	4.44	4.12
Customer Service	4.00	3.67	4.40	4.18	4.58	4.32	4.72	4.46
Decision-Making	3.64	3.35	4.08	3.88	4.37	4.13	4.56	4.36
Flexibility	4.01	3.71	4.23	4.00	4.42	4.10	4.57	4.29
Influencing/Negotiating	3.46	3.14	3.92	3.63	4.25	3.91	4.48	4.20
Information Management	3.64	3.36	4.06	3.85	4.26	3.94	4.34	4.14
Integrity/Honesty	4.52	4.33	4.67	4.42	4.77	4.56	4.87	4.67
Interpersonal Skills	4.31	3.97	4.38	4.18	4.50	4.19	4.61	4.38
Learning	4.11	3.72	4.26	3.96	4.39	4.04	4.52	4.21
Math Reasoning	3.80	3.29	3.92	3.57	4.06	3.65	4.20	3.86
Memory	3.84	3.56	4.03	3.80	4.22	3.91	4.36	4.09
Oral Communication	3.84	3.53	4.07	3.79	4.27	3.96	4.41	4.17
Planning and Evaluating	3.83	3.57	4.15	3.94	4.36	4.05	4.53	4.27
Problem Solving	3.82	3.53	4.13	3.89	4.38	4.08	4.54	4.34
Reading	3.88	3.71	4.19	3.98	4.39	4.15	4.55	4.35
Reasoning	3.84	3.57	4.12	3.90	4.35	4.06	4.52	4.32
Self-Esteem	4.18	4.00	4.33	4.15	4.47	4.20	4.62	4.37
Self-Management/Initiative	4.19	3.90	4.37	4.18	4.54	4.29	4.67	4.44
Stress Tolerance	3.94	3.69	4.06	3.84	4.26	3.94	4.39	4.18
Teamwork	4.15	3.86	4.36	4.11	4.51	4.19	4.66	4.40
Written Communication	4.09	3.87	4.27	4.03	4.40	4.13	4.56	4.34

\* Denotes average proficiency increase from 2008 to 2010; denotes average competency decline from 2008 to 2010

The above table shows average proficiency increased for Contracting Professionals in all general business competencies, at all levels of experience, since 2008.

Table 3-1-7 presents the average proficiency level for each general business competency, and the percent of respondents who rated their proficiency level as Intermediate, Advanced, or Expert for Contracting Professionals and those in the 1102 occupational series.

Table 3-1-7. Contracting Professional and 1102 General Business Competency Proficiency

GENERAL BUSINESS COMPETENCIES	2010 AVERAGE PROFICIENCY - CONTRACTING	% INTERMEDIATE OR GREATER - CONTRACTING	2010 AVERAGE PROFICIENCY - 1102s	% INTERMEDIATE OR GREATER - 1102s
Arithmetic	4.48	98.6%	4.49	98.8%
Attention to Detail	4.46	99.1%	4.46	99.0%
Contracting/Procurement	3.98	92.9%	4.03	93.5%
Creative Thinking	4.08	96.1%	4.10	96.2%
Customer Service	4.46	98.5%	4.46	98.5%
Decision-Making	4.21	97.7%	4.22	97.8%
Flexibility	4.34	98.6%	4.35	98.7%
Influencing/Negotiating	4.08	95.7%	4.10	96.0%
Information Management	4.11	97.0%	4.12	97.1%
Integrity/Honesty	4.73	99.5%	4.73	99.5%
Interpersonal Skills	4.47	99.3%	4.47	99.3%
Learning	4.34	98.9%	4.35	99.0%
Math Reasoning	4.01	95.9%	4.02	96.2%
Memory	4.14	98.3%	4.15	98.4%
Oral Communication	4.18	97.8%	4.20	98.0%
Planning and Evaluating	4.25	98.1%	4.25	98.1%
Problem Solving	4.25	98.4%	4.26	98.5%
Reading	4.29	98.2%	4.30	98.1%
Reasoning	4.25	98.3%	4.26	98.4%
Self-Esteem	4.43	98.5%	4.44	98.5%
Self-Management/Initiative	4.47	99.2%	4.47	99.2%
Stress Tolerance	4.19	98.1%	4.19	98.3%
Teamwork	4.45	99.3%	4.45	99.4%
Written Communication	4.36	98.9%	4.36	98.9%



The majority of Contracting Professionals and 1102s rated their proficiency level as Intermediate (3.00) or greater for all of the general business competencies. Contracting/Procurement is the only general business competency where over 5% of Contracting Professionals and 1102s rated their proficiency below an Intermediate level.

Table 3-1-8 compares Contracting Professional aligned skills proficiency between the 2010 and 2008 surveys.

**Table 3-1-8. Contracting Professional Aligned Skills Proficiency Comparison**

ALIGNED SKILLS	2010 AVERAGE PROFICIENCY - CONTRACTING	2008 AVERAGE PROFICIENCY - CONTRACTING	2010/2008 AVERAGE PROFICIENCY CHANGE - CONTRACTING
Conducting Debriefings	3.52	2.26	+ 1.26 ↑
Contracting with Appropriate Government wide Acquisition Systems	3.63	2.39	+ 1.24 ↑
Conducting Discussions/Negotiations	3.63	2.45	+ 1.18 ↑
Market Research	3.75	2.85	+ 0.90 ↑
Contract Administration Planning & Orientations	3.70	2.82	+ 0.88 ↑
Managing Competition	3.61	2.74	+ 0.87 ↑
Handling Protests	3.21	2.41	+ 0.80 ↑
Preparing & Issuing Awards	3.92	3.20	+ 0.72 ↑
Determining Responsibility/Capability	3.70	2.99	+ 0.71 ↑
Contract Modification & Adjustment	3.98	3.33	+ 0.65 ↑
Selecting Offer Evaluation Factors	3.65	3.01	+ 0.64 ↑
Managing the Bidding Process	3.43	2.79	+ 0.64 ↑
Collecting Contractor Debts	3.01	2.38	+ 0.63 ↑
Administering Financing Terms	3.46	2.90	+ 0.56 ↑
Performing Price & Cost Analysis (Negotiated Acquisitions)	3.49	2.94	+ 0.55 ↑
Publicizing Proposed Acquisitions	3.77	3.23	+ 0.54 ↑
Performance Management	3.50	2.97	+ 0.53 ↑
Evaluating Accounting & Estimating Systems	2.91	2.43	+ 0.48 ↑
Administer Special Terms & Conditions	3.62	3.15	+ 0.47 ↑
Entering Procurement Related Data	3.85	3.41	+ 0.44 ↑
Performing Analysis for Negotiated Acquisitions	3.57	3.13	+ 0.44 ↑
Managing the Quotations & Proposal Process	3.81	3.39	+ 0.42 ↑
Socioeconomic Requirements	3.61	3.22	+ 0.39 ↑
Pre-Quote/Pre-Bid/Pre-Proposal Conferences	3.55	3.18	+ 0.37 ↑
Pricing Information from Offerors	3.53	3.16	+ 0.37 ↑
Requirements Analysis	3.63	3.29	+ 0.34 ↑
Noncommercial Acquisition Remedies	3.28	2.96	+ 0.32 ↑
Conducting Proposal Communications	3.60	3.29	+ 0.31 ↑
Amending/Canceling Solicitations	3.80	3.50	+ 0.30 ↑
Reviewing Invoices	3.83	3.55	+ 0.28 ↑
Commercial/Simplified Acquisition Remedies	3.53	3.26	+ 0.27 ↑
Evaluating Non-Price Factors	3.54	3.28	+ 0.26 ↑
Determining Method of Acquisition	3.74	3.50	+ 0.24 ↑
Solicitation Preparation	3.82	3.60	+ 0.22 ↑
Recurring Requirements	3.61	3.40	+ 0.21 ↑
Task & Delivery Order Contracting	3.81	3.65	+ 0.16 ↑
Unpriced Contracts	3.01	2.88	+ 0.13 ↑
Strategic Planning	3.55	3.45	+ 0.10 ↑
Contract Closeout	3.46	3.37	+ 0.09 ↑
Establishing the Competitive Range	3.60	3.57	+ 0.03 ↑
Conducting Oral Solicitations/Proposals	3.25	3.22	+ 0.03 ↑
Performance Based Acquisition (PBA)	3.23	3.25	- 0.02 ↓
Documenting the Source Selection Plan	3.57	3.60	- 0.03 ↓
Responding to Inquiries & FOIA Requests	3.36	3.39	- 0.03 ↓
Negotiation Strategy	3.54	3.59	- 0.05 ↓
Performance Metrics	3.24	3.35	- 0.11 ↓
Methods of Payment	3.49	3.61	- 0.12 ↓
Sub-Contracting Requirements	3.30	3.43	- 0.13 ↓
Resolving Disputes	3.32	3.54	- 0.22 ↓
Environmental, Energy, & Water Efficiency	2.97	3.19	- 0.22 ↓
Terminating Contracts	3.28	3.54	- 0.26 ↓
Pricing Arrangements	3.42	3.71	- 0.29 ↓
Identifying Fraud	3.01	3.39	- 0.38 ↓



ALIGNED SKILLS	2010 AVERAGE PROFICIENCY - CONTRACTING	2008 AVERAGE PROFICIENCY - CONTRACTING	2010/2008 AVERAGE PROFICIENCY CHANGE - CONTRACTING
Contract Financing	3.07	3.46	- 0.39 ↓
Costs, Pricing, & Fees	3.37	3.78	- 0.41 ↓
Using Audit Information	3.23	3.69	- 0.46 ↓

Aligned skills results show Contracting Professional proficiency increased in 41 of the 56 aligned skills, and declined in 15 of the 56 aligned skills associated with the role. Aligned skills with the greatest proficiency gain since 2008 include Conducting Debriefings, Contracting with Appropriate Government Wide Acquisition Systems, Conducting Discussions/Negotiations, and Market Research. Aligned skills with the greatest proficiency decline include Using Audit Information, Contract, Pricing, & Fees, and Contract Financing.

Table 3-1-9 displays Contracting Professionals’ average aligned skills proficiency and the percent of Contracting Professionals that rated their aligned skills proficiency as intermediate or greater.

**Table 3-1-9. Contracting Professional and 1102 Aligned Skills Proficiency**

ALIGNED SKILLS	2010 AVERAGE PROFICIENCY - CONTRACTING	% INTERMEDIATE OR GREATER - CONTRACTING	2010 AVERAGE PROFICIENCY - 1102s	% INTERMEDIATE OR GREATER - 1102s
Administer Special Terms & Conditions	3.62	83.2%	3.68	84.7%
Administering Financing Terms	3.46	78.4%	3.51	80.2%
Amending/Canceling Solicitations	3.80	84.8%	3.87	86.6%
Collecting Contractor Debts	3.01	65.5%	3.05	66.9%
Commercial/Simplified Acquisition Remedies	3.53	79.9%	3.56	80.6%
Conducting Debriefings	3.52	78.1%	3.60	80.0%
Conducting Discussions/Negotiations	3.63	80.4%	3.70	82.4%
Conducting Oral Solicitations/Proposals	3.25	71.6%	3.28	72.2%
Conducting Proposal Communications	3.60	81.4%	3.68	83.2%
Contract Administration Planning & Orientations	3.70	82.7%	3.77	84.5%
Contract Closeout	3.46	78.5%	3.49	79.6%
Contract Financing	3.07	68.5%	3.09	69.6%
Contract Modification & Adjustment	3.98	89.3%	4.05	90.9%
Contracting with Appropriate Government wide Acquisition Systems	3.63	82.9%	3.68	84.3%
Costs, Pricing, & Fees	3.37	76.1%	3.42	77.6%
Determining Method of Acquisition	3.74	84.4%	3.79	85.4%
Determining Responsibility/Capability	3.70	83.5%	3.77	85.1%
Documenting the Source Selection Plan	3.57	79.6%	3.64	81.3%
Entering Procurement Related Data	3.85	87.9%	3.90	89.2%
Environmental, Energy, & Water Efficiency	2.97	65.6%	2.98	66.2%
Establishing the Competitive Range	3.60	80.6%	3.67	82.3%
Evaluating Accounting & Estimating Systems	2.91	63.5%	2.94	64.4%
Evaluating Non-Price Factors	3.54	79.5%	3.60	81.3%
Handling Protests	3.21	70.4%	3.27	72.3%
Identifying Fraud	3.01	65.8%	3.06	67.4%
Managing Competition	3.61	80.9%	3.68	82.6%
Managing the Bidding Process	3.43	74.2%	3.50	76.1%
Managing the Quotations & Proposal Process	3.81	84.5%	3.88	86.3%
Market Research	3.75	85.4%	3.80	86.5%
Methods of Payment	3.49	78.3%	3.50	78.7%
Negotiation Strategy	3.54	78.6%	3.61	80.8%
Noncommercial Acquisition Remedies	3.28	72.6%	3.34	74.1%
Performance Based Acquisition (PBA)	3.23	72.0%	3.28	73.9%
Performance Management	3.50	78.7%	3.56	80.0%
Performance Metrics	3.24	72.5%	3.29	74.0%
Performing Analysis for Negotiated Acquisitions	3.57	79.1%	3.65	81.3%
Performing Price & Cost Analysis (Negotiated Acquisitions)	3.49	77.8%	3.56	79.9%
Preparing & Issuing Awards	3.92	87.1%	3.98	88.4%
Pre-Quote/Pre-Bid/Pre-Proposal Conferences	3.55	77.7%	3.61	79.3%
Pricing Arrangements	3.42	75.8%	3.48	77.3%
Pricing Information from Offerors	3.53	79.2%	3.59	80.7%
Publicizing Proposed Acquisitions	3.77	83.4%	3.83	85.2%
Recurring Requirements	3.61	80.9%	3.67	82.2%



ALIGNED SKILLS	2010 AVERAGE PROFICIENCY - CONTRACTING	% INTERMEDIATE OR GREATER - CONTRACTING	2010 AVERAGE PROFICIENCY - 1102s	% INTERMEDIATE OR GREATER - 1102s
Requirements Analysis	3.63	82.0%	3.68	83.2%
Resolving Disputes	3.32	73.7%	3.37	75.1%
Responding to Inquiries & FOIA Requests	3.36	75.0%	3.42	76.7%
Reviewing Invoices	3.83	85.1%	3.87	86.2%
Selecting Offer Evaluation Factors	3.65	81.6%	3.72	83.3%
Socioeconomic Requirements	3.61	80.9%	3.68	82.9%
Solicitation Preparation	3.82	85.0%	3.88	86.4%
Strategic Planning	3.55	79.4%	3.60	80.6%
Sub-Contracting Requirements	3.30	73.8%	3.35	75.4%
Task & Delivery Order Contracting	3.81	84.7%	3.87	86.5%
Terminating Contracts	3.28	72.8%	3.33	74.5%
Unpriced Contracts	3.01	64.7%	3.03	65.7%
Using Audit Information	3.23	70.2%	3.28	71.9%

Over 80% of Contracting Professionals rated their proficiency level as Intermediate or greater in 23 of the 56 aligned skills. Over 80% of 1102s rated their proficiency level as Intermediate or greater in 33 of the 56 aligned skills. Over 31% of Contracting Professionals and 1102s rated their proficiency below the Intermediate level for 6 of the aligned skills. Aligned skills with the least percentage of Contracting Professionals and 1102s rating their proficiency at an Intermediate level or greater include Contract Financing, Identifying Fraud, Environmental, Energy, & Water Efficiency, Collecting Contractor Debts, Unpriced Contracts, and Evaluating Accounting & Estimating Systems.

The following tables provide information on the amount of time Contracting Professionals and 1102s spend performing acquisition aligned skills.

**Table 3-1-10. Contracting Professional and 1102 Aligned Skills Time Spent (% Moderate and Extensive)**

ALIGNED SKILLS	% MODERATE & EXTENSIVE TIME SPENT - CONTRACTING	% MODERATE & EXTENSIVE TIME SPENT - 1102s
Contract Modification & Adjustment	65.9%	68.6%
Preparing & Issuing Awards	63.6%	65.7%
Solicitation Preparation	60.2%	62.0%
Entering Procurement Related Data	58.9%	60.7%
Determining Method of Acquisition	56.7%	57.8%
Task & Delivery Order Contracting	55.9%	57.9%
Managing the Quotations & Proposal Process	55.8%	57.9%
Market Research	53.6%	54.4%
Contracting with Appropriate Government wide Acquisition Systems	52.2%	53.2%
Administer Special Terms & Conditions	49.7%	51.3%
Determining Responsibility/Capability	49.1%	50.9%
Contract Administration Planning & Orientations	48.9%	51.8%
Managing Competition	48.0%	49.8%
Reviewing Invoices	47.9%	47.9%
Requirements Analysis	46.5%	48.4%
Conducting Discussions/Negotiations	46.2%	49.1%
Selecting Offer Evaluation Factors	44.8%	46.7%
Strategic Planning	44.8%	46.5%
Publicizing Proposed Acquisitions	44.2%	45.7%
Socioeconomic Requirements	43.4%	45.2%
Negotiation Strategy	43.3%	46.0%
Performing Analysis for Negotiated Acquisitions	42.7%	46.2%
Conducting Proposal Communications	42.3%	44.4%
Evaluating Non-Price Factors	42.3%	44.6%
Pricing Information from Offerors	41.7%	43.5%
Documenting the Source Selection Plan	41.5%	43.9%
Performing Price & Cost Analysis (Negotiated Acquisitions)	41.5%	44.8%
Performance Management	40.3%	42.1%
Recurring Requirements	40.2%	41.0%
Establishing the Competitive Range	38.5%	40.3%
Administering Financing Terms	37.5%	37.3%
Amending/Canceling Solicitations	35.6%	36.8%
Commercial/Simplified Acquisition Remedies	35.3%	35.3%



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Contract Closeout	34.1%	33.1%
Costs, Pricing, & Fees	34.0%	35.3%
Methods of Payment	31.9%	31.3%
Pre-Quote/Pre-Bid/Pre-Proposal Conferences	30.4%	31.8%
Pricing Arrangements	30.4%	31.7%
Conducting Debriefings	29.8%	31.7%
Performance Based Acquisition (PBA)	28.5%	29.8%
Managing the Bidding Process	28.1%	29.3%
Performance Metrics	27.1%	28.6%
Noncommercial Acquisition Remedies	25.3%	26.7%
Sub-Contracting Requirements	24.3%	25.7%
Resolving Disputes	23.6%	24.5%
Responding to Inquiries & FOIA Requests	23.6%	25.2%
Using Audit Information	21.3%	22.4%
Conducting Oral Solicitations/Proposals	19.7%	19.1%
Environmental, Energy, & Water Efficiency	17.5%	16.9%
Evaluating Accounting & Estimating Systems	17.1%	17.8%
Handling Protests	16.4%	17.4%
Terminating Contracts	15.9%	16.1%
Contract Financing	15.3%	15.1%
Unpriced Contracts	11.9%	11.5%
Identifying Fraud	11.8%	12.0%
Collecting Contractor Debts	10.6%	10.6%

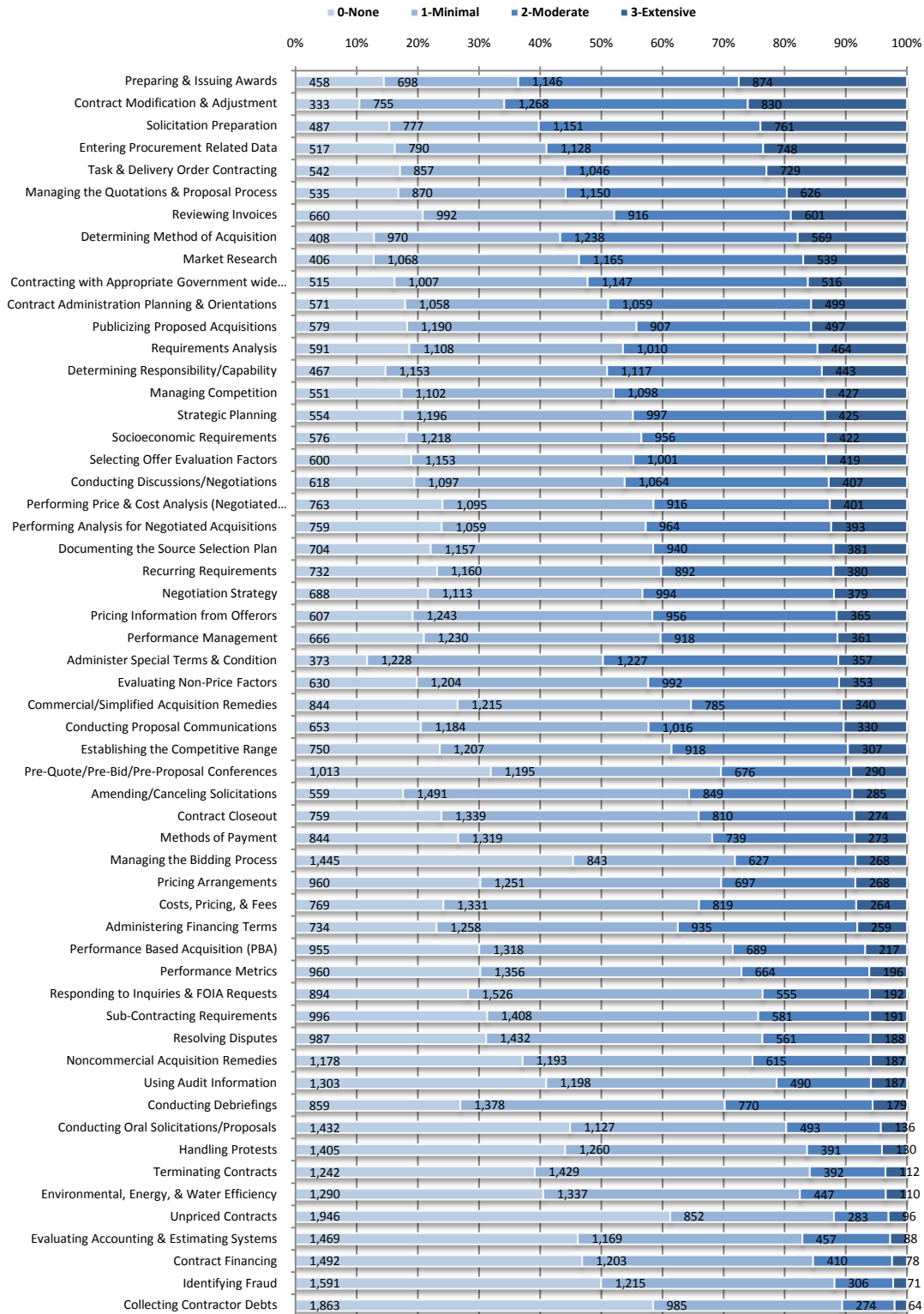
As seen in Table 3-1-10 and Figure 3-1-11 (below), Contracting Professionals spend most of their time performing Contract Modification and Adjustment, Preparing and Issuing Awards, and Solicitation Preparation. The least amount of time is spent in Collecting Contractor Debts, Identifying Fraud, and Unpriced Contracts.



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Figure 3-1-11. Contracting Professional Aligned Skills Time Spent Distribution







### Certifications

Table 3-1-12 shows the number and percent of Contracting Professionals that hold different types of certifications.

**Table 3-1-12. Contracting Professional Certifications (Total Contracting Professionals = 3,244)**

CERTIFICATIONS	NUMBER OF CONTRACTING PROFESSIONALS	% OF CONTRACTING PROFESSIONALS
FAC-C - Level I	792	24.4%
FAC-C - Level II	625	19.3%
FAC-C - Level III	923	28.5%
FAC-PPM Entry/Apprentice	16	0.5%
FAC-PPM Mid-level/Journeyman	7	0.2%
FAC-PPM Senior/Expert	11	0.3%
FAC-COTR	128	4.0%
DAWIA - Level 1	158	4.9%
DAWIA - Level 2	240	7.4%
DAWIA - Level 3	322	9.9%
Agency specific contracting certification	382	11.8%
Agency specific project management certification	45	1.4%
Agency specific COTR certification	122	3.8%
Contracting certification through an academic, non-profit, training or professional organization	280	8.6%
Project management certification through an academic, non-profit, training or professional organization	113	3.5%

In total, 2,705 (83.4%) of the 3,244 Contracting Professionals responding to the survey indicated they held or were seeking acquisition-related certifications. The FAC-C Level III certification was held by the highest percentage of Contracting Professionals (28.5%). Additional certifications held include the FAC-C Level I (24.4%), FAC-C Level II (19.3%), and agency-specific contracting certifications (11.8%).

### Training and Development Needs

Contracting Professionals identified competencies where they thought training would be beneficial to themselves and their organizations. The percent of Contracting Professionals selecting a competency as an individual or organizational training need is outlined in the following table.

**Table 3-1-13. Contracting Professional Technical Competency Training Needs (% Selecting Competency as Training Need)**

TECHNICAL COMPETENCIES	INDIVIDUAL TRAINING NEED	TECHNICAL COMPETENCIES	ORGANIZATIONAL TRAINING NEED
Performance Based Acquisition	38.2%	Performance Based Acquisition	34.2%
Dispute Resolution and Termination	36.0%	Strategic Planning	33.8%
Strategic Planning	31.9%	Defining Requirements	32.3%
Negotiation	27.5%	Proposal Analysis and Evaluation	24.2%
Financial Management	27.4%	Dispute Resolution and Termination	23.5%
Project Management	23.0%	Market Research	23.5%
Proposal Analysis and Evaluation	22.9%	Financial Management	21.7%
Defining Requirements	21.9%	Project Management	20.9%
Small Business and Preference Program Participation	21.9%	Negotiation	20.8%
Market Research	16.6%	Defining Contractual Relationships	19.0%
Performance Management	16.6%	Performance Management	18.3%
Requirements Management	15.5%	Small Business and Preference Program Participation	18.3%
Bid Evaluation	15.4%	Requirements Management	18.2%
Contract Award	11.8%	Bid Evaluation	13.3%
Defining Contractual Relationships	11.0%	Managing Competition	12.3%
Managing Competition	9.8%	Contract Award	11.0%
Solicitation of Offers	9.0%	Solicitation of Offers	7.9%

The top three technical competencies Contracting Professionals most identified as needing additional training and development in were Performance Based Acquisition, Dispute Resolution and Termination, and Strategic Planning. The top three technical competencies where training and development would be



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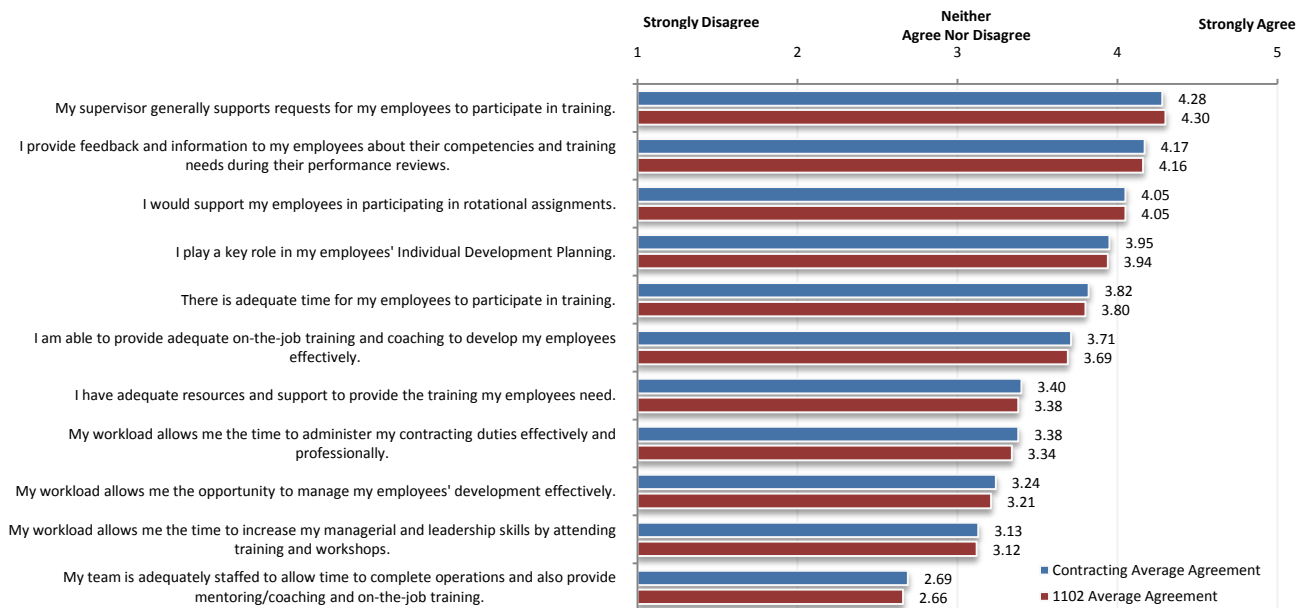
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beneficial to the organization were Performance Based Acquisition, Strategic Planning, and Defining Requirements.

### Managerial and Environmental Considerations

The following figures and tables display Contracting Professionals and 1102s agreement with a series of managerial and environmental statements.

**Figure 3-1-14. Contracting Professional and 1102 Managerial Statement Average Agreement**



**Table 3-1-15. Contracting Professional Managerial Statement Percent Agreement**

MANAGERIAL STATEMENT	% AGREE	% DISAGREE
My supervisor generally supports requests for my employees to participate in training.	90.4%	3.9%
I provide feedback and information to my employees about their competencies and training needs during their performance reviews.	89.4%	2.1%
I would support my employees in participating in rotational assignments.	80.9%	8.0%
I play a key role in my employees' Individual Development Planning.	75.2%	6.6%
There is adequate time for my employees to participate in training.	73.8%	16.7%
I am able to provide adequate on-the-job training and coaching to develop my employees effectively.	70.0%	17.5%
I have adequate resources and support to provide the training my employees need.	56.3%	28.4%
My workload allows me the time to administer my contracting duties effectively and professionally.	54.3%	26.8%
My workload allows me the opportunity to manage my employees' development effectively.	50.7%	33.0%
My workload allows me the time to increase my managerial and leadership skills by attending training and workshops.	46.7%	37.4%
My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.	34.2%	52.4%

**Table 3-1-16. 1102 Managerial Statement Percent Agreement**

MANAGERIAL STATEMENT	% AGREE	% DISAGREE
There is adequate time for my employees to participate in training.	73.3%	17.1%
My supervisor generally supports requests for my employees to participate in training.	91.0%	4.0%
I am able to provide adequate on-the-job training and coaching to develop my employees effectively.	69.4%	18.0%
My workload allows me the time to increase my managerial and leadership skills by attending training and workshops.	46.3%	38.0%
My workload allows me the opportunity to manage my employees' development effectively.	49.1%	34.1%
My workload allows me the time to administer my contracting duties effectively and professionally.	53.3%	28.6%
I play a key role in my employees' Individual Development Planning.	74.6%	7.0%
I have adequate resources and support to provide the training my employees need.	55.9%	29.4%
I provide feedback and information to my employees about their competencies and training needs during their performance reviews.	88.5%	2.3%
My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.	33.2%	53.7%
I would support my employees in participating in rotational assignments.	81.4%	8.6%



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Contracting Professionals and 1102s had the highest level of agreement for the managerial statement, “My supervisor generally supports requests for my employees to participate in training,” and the lowest level of agreement for the managerial statement, “My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the job training.”

Tables 3-1-17 and 3-1-18 compare Contracting Professional and 1102 managerial statement average agreement between the 2010 and 2008 surveys.

**Table 3-1-17. Contracting Professional Managerial Statement Average Agreement Comparison**

MANAGERIAL STATEMENT	2010 AVERAGE AGREEMENT	2008 AVERAGE AGREEMENT
My supervisor generally supports requests for my employees to participate in training.	4.28 ↑	4.22
I provide feedback and information to my employees about their competencies and training needs during their performance reviews.	4.17 ↑	4.11
I would support my employees in participating in rotational assignments.	4.05 ↑	3.99
I play a key role in my employees' Individual Development Planning.	3.95 ↑	3.81
There is adequate time for my employees to participate in training.	3.82 ↑	3.77
I am able to provide adequate on-the-job training and coaching to develop my employees effectively.	3.71 ↑	3.67
I have adequate resources and support to provide the training my employees need.	3.40 ↑	3.35
My workload allows me the time to administer my contracting duties effectively and professionally.	3.38 ↑	3.33
My workload allows me the opportunity to manage my employees' development effectively.	3.24 ↑	3.18
My workload allows me the time to increase my managerial and leadership skills by attending training and workshops.	3.13 ↑	3.07
My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.	2.69 ↑	2.68

**Table 3-1-18. 1102 Managerial Statement Average Agreement Comparison**

MANAGERIAL STATEMENT	2010 AVERAGE AGREEMENT	2008 AVERAGE AGREEMENT
My supervisor generally supports requests for my employees to participate in training.	4.30 ↑	3.98
I provide feedback and information to my employees about their competencies and training needs during their performance reviews.	4.16 ↑	4.09
I would support my employees in participating in rotational assignments.	4.05 ↑	3.95
I play a key role in my employees' Individual Development Planning.	3.94 ↑	3.64
There is adequate time for my employees to participate in training.	3.80 ↓	3.89
I am able to provide adequate on-the-job training and coaching to develop my employees effectively.	3.69 ↓	3.80
I have adequate resources and support to provide the training my employees need.	3.38 ↑	3.34
My workload allows me the time to administer my contracting duties effectively and professionally.	3.34 ↑	3.07
My workload allows me the opportunity to manage my employees' development effectively.	3.21 ↓	3.27
My workload allows me the time to increase my managerial and leadership skills by attending training and workshops.	3.12 ↑	2.88
My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.	2.66 ↓	2.70

Contracting Professional average agreement increased from 2008 most for the managerial statement, “I play a key role in my employees’ Individual Development Planning.” 1102 average agreement increased from 2008 most for the managerial statement, “My supervisor generally supports requests for my employees to participate in training,” and decreased most for the statement, “I am able to provide adequate on-the-job training and coaching to develop my employees effectively.”



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The following figures and tables display Contracting Professional and 1102 average agreement for environmental statements.

**Figure 3-1-19. Contracting Professional and 1102 Environmental Statement Average Agreement**



**Table 3-1-20. Contracting Professional Environmental Statement Percent Agreement**

ENVIRONMENTAL STATEMENT	% AGREE	% DISAGREE
My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements.	86.7%	5.4%
If my training request is denied, it is because my organization does not have the funds.	59.1%	14.2%
If my training request is denied, it is because my workload does not allow me the time.	37.2%	28.2%
My work duties allow me the opportunity to apply the training I receive.	79.2%	8.2%
I am actively engaged in my Individual Development Planning.	72.8%	10.6%
My supervisor plays a key role in my Individual Development Planning.	59.3%	17.7%
I have a mentor/coach.	27.4%	48.8%
I do not have a mentor/coach, but would benefit from one.	40.6%	20.2%
My performance review gives me information about my competency gaps and training needs.	56.5%	20.7%
I have the opportunity to work on different assignments or in new areas of acquisition to broaden my expertise.	63.5%	18.7%
I would benefit from working on different assignments or in new areas of acquisition to broaden my expertise.	78.7%	5.1%
A rotational assignment outside my immediate organization would broaden my expertise.	71.6%	8.8%
I am provided dedicated work time to complete on-line training courses.	56.6%	20.3%

**Table 3-1-21. 1102 Environmental Statement Percent Agreement**

ENVIRONMENTAL STATEMENT	% AGREE	% DISAGREE
My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements.	87.0%	4.9%
If my training request is denied, it is because my organization does not have the funds.	58.3%	14.3%
If my training request is denied, it is because my workload does not allow me the time.	38.5%	27.2%
My work duties allow me the opportunity to apply the training I receive.	79.0%	8.4%
I am actively engaged in my Individual Development Planning.	73.1%	10.5%
My supervisor plays a key role in my Individual Development Planning.	58.7%	17.8%
I have a mentor/coach.	27.9%	48.6%
I do not have a mentor/coach, but would benefit from one.	40.5%	20.5%
My performance review gives me information about my competency gaps and training needs.	56.7%	20.5%
I have the opportunity to work on different assignments or in new areas of acquisition to broaden my expertise.	64.7%	18.0%
I would benefit from working on different assignments or in new areas of acquisition to broaden my expertise.	78.9%	5.1%
A rotational assignment outside my immediate organization would broaden my expertise.	72.6%	8.7%
I am provided dedicated work time to complete on-line training courses.	56.6%	20.8%



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Contracting Professionals and 1102s had the highest level of agreement to the environmental statement, “My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements,” and the lowest level of agreement to the environmental statement, “I have a mentor/coach.”

Tables 3-1-22 and 3-1-23 compare Contracting Professional and 1102 environmental statement average agreement between the 2010 and 2008 surveys.

**Table 3-1-22. Contracting Professional Environmental Statement Average Agreement Comparison**

ENVIRONMENTAL STATEMENT	2010 AVERAGE AGREEMENT	2008 AVERAGE AGREEMENT
My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements.	4.32 ↑	4.20
I would benefit from working on different assignments or in new areas of acquisition to broaden my expertise.	4.06 ↑	3.75
My work duties allow me the opportunity to apply the training I receive.	4.02 ↑	2.94
I am actively engaged in my Individual Development Planning.	3.93 ↑	3.93
A rotational assignment outside my immediate organization would broaden my expertise.	3.93 ↑	3.77
If my training request is denied, it is because my organization does not have the funds.	3.67 ↑	3.44
I have the opportunity to work on different assignments or in new areas of acquisition to broaden my expertise.	3.62 ↑	2.62
My supervisor plays a key role in my Individual Development Planning.	3.59 ↑	3.23
I am provided dedicated work time to complete on-line training courses.	3.49 ↑	3.36
My performance review gives me information about my competency gaps and training needs.	3.46 ↓	3.47
I do not have a mentor/coach, but would benefit from one.	3.27 ↓	3.93
If my training request is denied, it is because my workload does not allow me the time.	3.13 ↓	3.80
I have a mentor/coach.	2.72 ↓	3.53

**Table 3-1-23. 1102 Environmental Statement Average Agreement Comparison**

ENVIRONMENTAL STATEMENT	2010 AVERAGE AGREEMENT	2008 AVERAGE AGREEMENT
My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements.	4.33 ↑	4.07
I would benefit from working on different assignments or in new areas of acquisition to broaden my expertise.	4.06 ↑	3.87
My work duties allow me the opportunity to apply the training I receive.	4.01 ↑	3.71
A rotational assignment outside my immediate organization would broaden my expertise.	3.95 ↑	3.85
I am actively engaged in my Individual Development Planning.	3.94 ↑	3.38
If my training request is denied, it is because my organization does not have the funds.	3.66 ↓	3.99
I have the opportunity to work on different assignments or in new areas of acquisition to broaden my expertise.	3.64 ↑	3.29
My supervisor plays a key role in my Individual Development Planning.	3.59 ↑	3.16
I am provided dedicated work time to complete on-line training courses.	3.48 ↓	3.76
My performance review gives me information about my competency gaps and training needs.	3.47 ↑	3.24
I do not have a mentor/coach, but would benefit from one.	3.26 ↓	3.40
If my training request is denied, it is because my workload does not allow me the time.	3.16 ↑	2.95
I have a mentor/coach.	2.73 ↑	2.36

Contracting Professional average agreement increased the most from 2008 for the environmental statement, “I play a key role in my employees’ Individual Development Planning.” 1102 average agreement increased the most from 2008 for the managerial statement, “My supervisor generally supports requests for my employees to participate in training,” and decreased the most from 2008 for the statement, “I am able to provide adequate on-the-job training and coaching to develop my employees effectively.”



### 3.2 Contracting Officer Technical Representatives

The information in this section contains statistical information about the Contracting Officer Technical Representatives (COTRs) that responded to the 2010 AWCS.

#### Demographics

The 3,197 Contracting Officer Technical Representatives accounted for 46.3% of overall survey respondents. COTRs span multiple occupational series with the largest representation coming from the 0343 series (355 out of 3,197). 2010 AWCS COTRs share many demographic similarities with 2008 survey respondents including age, gender, and the possession of acquisition-related certifications. A notable difference between 2010 and 2008 COTRs is that 2010 respondents are further from retirement eligibility than 2008 respondents.

Table 3-2-1. COTR Profile and Comparison

AVERAGE CONTRACTING PROFILE:	2010 AWCS	2008 AWCS
Age	51 to 55 Years Old	51 to 55 Years Old
Gender	Male	Male
Grade Level	GS-13 or equivalent	GS-12/13 or equivalent
Supervisory Status	Non-supervisory	Non-supervisory
Education	Bachelors Degree	Bachelors Degree
Retirement Eligibility	11 to 20 Years	7 to 10 Years
Years of Federal Service	21+ Years	21 + Years
Years of Acquisition Experience	11 to 20 Years	11 to 20 Years
Acquisition Certification	Yes	Yes

#### Competencies and Aligned Skills

Table 3-2-2 displays COTR average technical competency proficiency differences between 2010 and 2008.

Table 3-2-2. COTR Average Technical Competency Proficiency Comparison

TECHNICAL COMPETENCIES	2010 AVERAGE PROFICIENCY	2008 AVERAGE PROFICIENCY	2010/2008 AVERAGE PROFICIENCY CHANGE
Market Research	3.46	3.30	+ 0.16 ↑
Technical Analysis of Proposals	3.70	3.62	+ 0.08 ↑
Negotiation	3.21	3.14	+ 0.07 ↑
Effective Contract Management	3.63	3.58	+ 0.05 ↑
Effective Pre-award Communication	3.54	3.50	+ 0.04 ↑
Acquisition Planning	3.68	3.67	+ 0.01 ↑
Performance Management	3.73	3.77	- 0.04 ↓
Defining Government Requirements in Commercial/Non-Commercial Terms	3.38	3.43	- 0.05 ↓

Results show COTR proficiency increased in the majority of technical competencies, except Performance Management and Defining Government Requirements in Commercial/Non-Commercial Terms. For these competencies, the difference in proficiency is less than one tenth of one point (.10). The technical competency with the greatest proficiency gain since 2008 was Market Research.

The following table provides a more detailed view of proficiency gains and losses by displaying average technical competency proficiency by years of federal acquisition experience.



Table 3-2-3. COTR Technical Competency Proficiency by Years of Federal Acquisition Experience

TECHNICAL COMPETENCIES	< 3 YEARS		4-10 YEARS		11-20 YEARS		21+ YEARS	
	2010	2008	2010	2008	2010	2008	2010	2008
Acquisition Planning	3.18	3.14	3.73	3.62	3.98	3.99	4.18	4.14
Defining Government Requirements in Commercial/Non-Commercial Terms	2.83	2.89	3.43	3.35	3.69	3.76	4.00	3.98
Effective Contract Management	3.04	3.01	3.66	3.53	4.02	3.92	4.32	4.13
Effective Pre-award Communication	2.94	2.88	3.55	3.46	3.92	3.84	4.20	4.07
Market Research	3.07	2.95	3.45	3.20	3.71	3.55	3.93	3.71
Negotiation	2.73	2.61	3.18	3.05	3.51	3.49	3.85	3.71
Performance Management	3.23	3.21	3.76	3.74	4.03	4.09	4.31	4.26
Technical Analysis of Proposals	3.18	3.00	3.73	3.57	4.02	3.98	4.25	4.20

\* Denotes average proficiency increase from 2008 to 2010; denotes average competency decline from 2008 to 2010

Table 3-2-3 shows that across federal acquisition experience groups, COTR proficiency has increased since 2008 in all competencies except for Defining Requirements in Commercial/Non-Commercial Terms. This comparison is not impacted by the proportion of survey respondents who belong to each of the years of federal acquisition experience groups, and provides a more accurate depiction of actual competency gains and losses.

Table 3-2-4. COTR General Business Competency Proficiency

GENERAL BUSINESS COMPETENCIES	2010 AVERAGE PROFICIENCY
Integrity/Honesty	4.65
Self-Management/Initiative	4.39
Teamwork	4.36
Interpersonal Skills	4.32
Attention to Detail	4.27
Written Communication	4.27
Problem Solving	4.25
Flexibility	4.24
Reasoning	4.21
Planning and Evaluating	4.20
Decision-Making	4.16
Oral Communication	4.15
Influencing/Negotiating	3.95

Table 3-2-5. COTR General Business Competency Proficiency by Years of Federal Acquisition Experience\*

GENERAL BUSINESS COMPETENCIES	< 3 YEARS	4-10 YEARS	11-20 YEARS	21+ YEARS
Attention to Detail	4.02	4.27	4.41	4.59
Decision-Making	3.86	4.17	4.35	4.55
Flexibility	4.03	4.27	4.33	4.50
Influencing/Negotiating	3.63	3.99	4.13	4.30
Integrity/Honesty	4.53	4.67	4.71	4.78
Interpersonal Skills	4.15	4.37	4.37	4.46
Oral Communication	3.96	4.16	4.25	4.40
Planning and Evaluating	3.94	4.20	4.37	4.50
Problem Solving	4.00	4.27	4.39	4.55
Reasoning	3.99	4.22	4.35	4.49
Self-Management/Initiative	4.22	4.40	4.49	4.63
Teamwork	4.19	4.39	4.44	4.54

\* 2008 Average COTR General Business Competency Proficiencies were not available for analysis.

Table 3-2-6 compares COTR aligned skills proficiency between the 2010 and 2008 surveys.

Table 3-2-6. COTR Aligned Skills Proficiency Comparison

ALIGNED SKILLS	2010 AVERAGE PROFICIENCY	2008 AVERAGE PROFICIENCY	2010/2008 AVERAGE PROFICIENCY CHANGE	2010 % INTERMEDIATE & GREATER
Inspection & Acceptance	3.43	3.36	+ 0.07 ↑	77.9%
Performance Management	3.40	3.20	+ 0.20 ↑	77.7%
Writing Statements of Work	3.35	3.20	+ 0.15 ↑	75.4%
Contract Reporting	3.32	3.12	+ 0.20 ↑	74.6%
Financial Management	3.27	3.07	+ 0.20 ↑	74.4%
Performance Metrics	3.22	3.13	+ 0.09 ↑	73.5%
Evaluation Documentation	3.17	2.96	+ 0.21 ↑	70.6%



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ALIGNED SKILLS	2010 AVERAGE PROFICIENCY	2008 AVERAGE PROFICIENCY	2010/2008 AVERAGE PROFICIENCY CHANGE	2010 % INTERMEDIATE & GREATER
Contract Administration Planning and Orientations	3.13	2.90	+ 0.23 ↑	69.9%
Contract Modification and Adjustment	3.05	2.97	+ 0.08 ↑	67.9%
Determining Capability	3.03	2.68	+ 0.35 ↑	67.0%
Conducting Needs Analysis and Preparing Requirements Documents	3.02	2.56	+ 0.46 ↑	67.3%
Collecting Source Information	2.98	2.21	+ 0.77 ↑	65.6%
Evaluating Non-Price Factors	2.94	2.48	+ 0.46 ↑	63.9%
Assisting in the Development of Acquisition Strategy	2.93	2.07	+ 0.86 ↑	64.6%
Specialized Requirements	2.93	2.29	+ 0.64 ↑	61.7%
Market Research	2.92	2.17	+ 0.75 ↑	62.5%
Strategic Planning	2.91	2.21	+ 0.70 ↑	61.0%
Work Order Management	2.91	2.64	+ 0.27 ↑	61.2%
Conducting Discussions/Negotiations	2.86	1.97	+ 0.89 ↑	61.5%
Task and Delivery Order Contracting	2.85	2.11	+ 0.74 ↑	60.7%
Solicitation Preparation	2.80	2.15	+ 0.65 ↑	58.0%
Methods of Payment	2.79	1.85	+ 0.94 ↑	57.6%
Amending/Canceling Solicitations	2.78	1.94	+ 0.84 ↑	60.1%
Negotiation Strategy	2.78	2.01	+ 0.77 ↑	57.2%
Pre-Quote/Pre-Bid/Pre-Proposal Conferences	2.78	2.00	+ 0.78 ↑	58.3%
Determining Need for EVM	2.77	2.22	+ 0.55 ↑	58.0%
Contract Financing	2.72	1.28	+ 1.44 ↑	56.7%
Pricing Information from Offerors	2.72	2.03	+ 0.69 ↑	56.4%
Compliance to FAR Guidelines	2.71	1.97	+ 0.74 ↑	57.4%
Documenting the Source Selection Plan	2.71	2.05	+ 0.66 ↑	55.7%
Recurring Requirements	2.71	1.97	+ 0.74 ↑	56.4%
Pricing Arrangements	2.66	1.58	+ 1.08 ↑	54.1%
Sub-Contracting requirements	2.55	1.67	+ 0.88 ↑	51.2%
Publicizing Proposed Acquisitions	2.47	1.53	+ 0.94 ↑	48.1%
Unpriced Contracts	2.44	1.15	+ 1.29 ↑	47.3%

Aligned skills results show that COTR proficiency increased from 2008 for all of the aligned skills. Aligned skills with the greatest proficiency gain since 2008 include Contract Financing, Unpriced Contracts, and Pricing Arrangements.

The percent of COTRs who spend a Moderate or Extensive amount of time on aligned skills is displayed below.

**Table 3-2-7. COTR Aligned Skills Time Spent (% Moderate & Extensive)**

ALIGNED SKILLS	% MODERATE & EXTENSIVE TIME SPENT
Inspection & Acceptance	51.5%
Performance Management	51.4%
Contract Reporting	49.4%
Writing Statements of Work	47.2%
Financial Management	45.9%
Performance Metrics	41.9%
Contract Administration Planning and Orientations	38.8%
Conducting Needs Analysis and Preparing Requirements Documents	36.0%
Evaluation Documentation	32.6%
Contract Modification and Adjustment	32.4%
Determining Capability	31.8%
Collecting Source Information	29.5%
Assisting in the Development of Acquisition Strategy	28.2%
Market Research	25.7%
Specialized Requirements	25.5%
Compliance to FAR Guidelines	25.3%
Solicitation Preparation	24.3%
Evaluating Non-Price Factors	24.2%
Strategic Planning	23.3%
Task and Delivery Order Contracting	23.2%
Conducting Discussions/Negotiations	23.1%
Work Order Management	22.2%
Determining Need for EVM	20.4%
Contract Financing	19.6%
Negotiation Strategy	17.2%





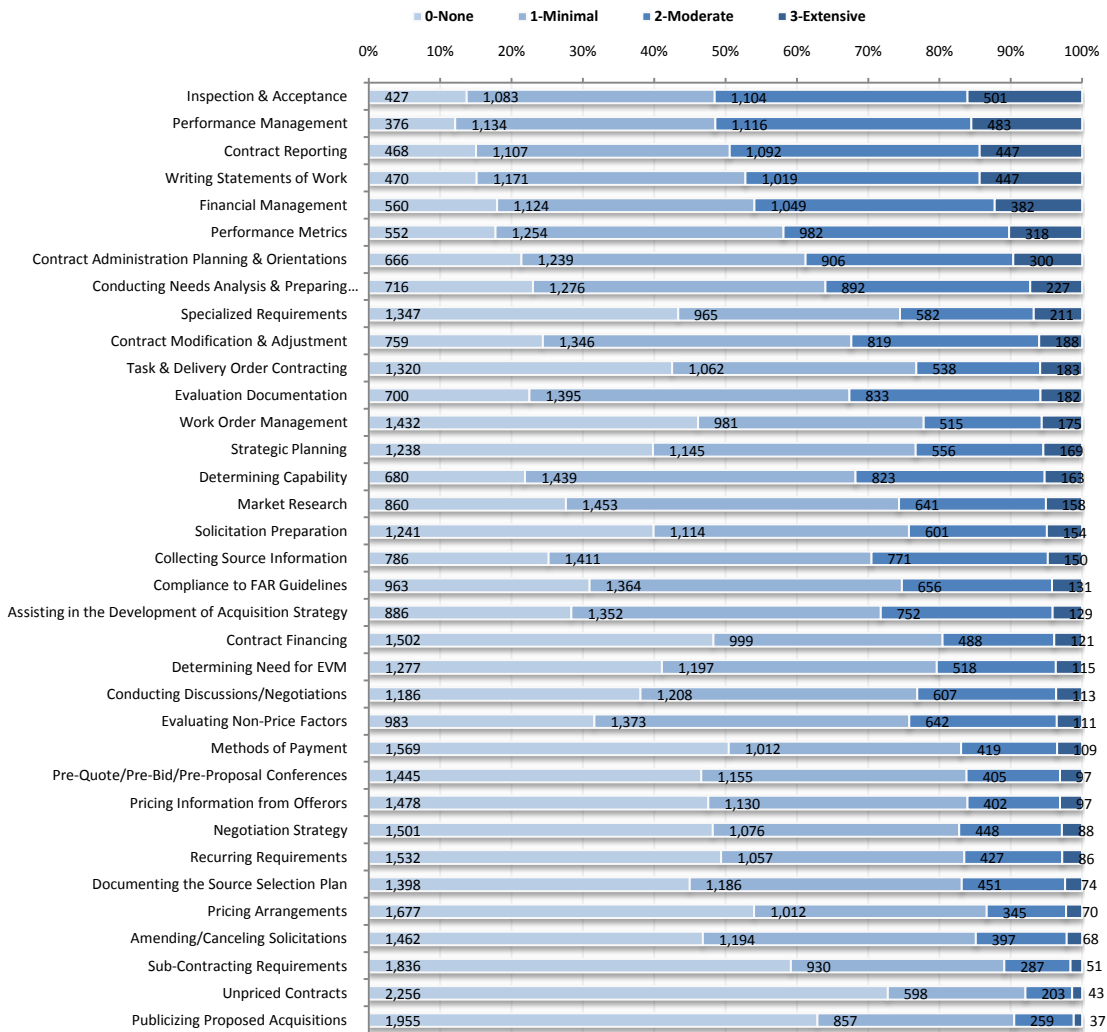
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Methods of Payment	17.0%
Documenting the Source Selection Plan	16.9%
Recurring Requirements	16.5%
Pre-Quote/Pre-Bid/Pre-Proposal Conferences	16.2%
Pricing Information from Offerors	16.1%
Amending/Canceling Solicitations	14.9%
Pricing Arrangements	13.4%
Sub-Contracting requirements	10.9%
Publicizing Proposed Acquisitions	9.5%
Unpriced Contracts	7.9%

As seen in Table 3-2-7 and Figure 3-2-8 (below), COTRs spend most of their time performing Inspection and Acceptance, Performance Management, and Contract Reporting, and the least amount of time on Unpriced Contracts.

**Figure 3-2-8. COTR Aligned Skills Time Spent Distribution**





## Certifications

Table 3-2-9 lists the number and percent of COTRs that hold different types of certifications.

**Table 3-2-9. COTR Certifications (Total COTRs = 3,197)**

CERTIFICATIONS	NUMBER OF COTRs	% OF COTRs
FAC-C - Level I	149	4.7%
FAC-C - Level II	72	2.3%
FAC-C - Level III	73	2.3%
FAC-PPM Entry/Apprentice	18	0.6%
FAC-PPM Mid-level/Journeyman	18	0.6%
FAC-PPM Senior/Expert	37	1.2%
FAC-COTR	934	29.2%
DAWIA - Level 1	35	1.1%
DAWIA - Level 2	36	1.1%
DAWIA - Level 3	40	1.3%
Agency specific contracting certification	154	4.8%
Agency specific project management certification	205	6.4%
Agency specific COTR certification	1205	37.7%
Contracting certification through an academic, non-profit, training or professional organization	215	6.7%
Project management certification through an academic, non-profit, training or professional organization	258	8.1%

In total, 2,348 (73.4%) of the 3,197 COTRs indicated that they held or were seeking certifications. Results show that the majority of COTRs hold agency specific (37.7%), FAC-COTR (29.2%), and project management (through an academic, non-profit, training or professional organization) certifications.



### Training and Development Needs

The percent of COTRs that selected a competency as an individual or organizational training need is outlined in the following table.

**Table 3-2-10. COTR Technical Competency Training Needs (% Selecting Competency as Training Need)**

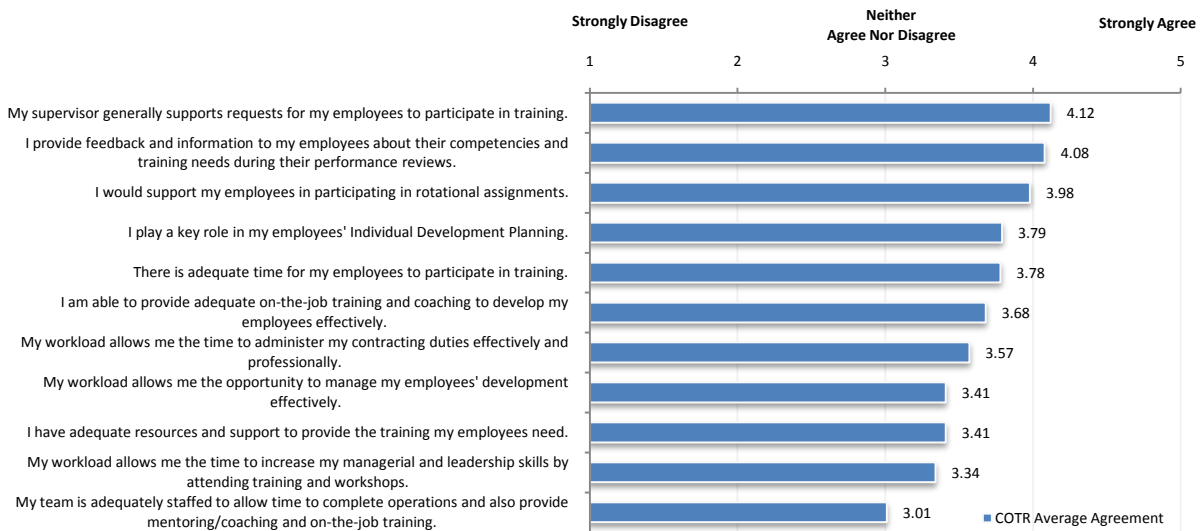
TECHNICAL COMPETENCIES	INDIVIDUAL TRAINING NEED	TECHNICAL COMPETENCIES	ORGANIZATIONAL TRAINING NEED
Acquisition Planning	41.7%	Acquisition Planning	43.2%
Negotiation	43.1%	Effective Contract Management	40.7%
Defining Government Requirements in Commercial/Non-Commercial Terms	42.3%	Defining Government Requirements in Commercial/Non-Commercial Terms	39.7%
Market Research	38.2%	Performance Management	36.7%
Effective Contract Management	37.2%	Technical Analysis of Proposals	35.1%
Technical Analysis of Proposals	34.5%	Market Research	31.4%
Performance Management	31.5%	Negotiation	29.8%
Effective Pre-award Communication	28.5%	Effective Pre-award Communication	23.4%

The top three technical competencies COTRs most identified as needing additional training and development in were Acquisition Planning, Negotiation, and Defining Government Requirements in Commercial/Non-Commercial Terms. The top three technical competencies where training and development would be beneficial to their organization were Acquisition Planning, Effective Contract Management, and Defining Government Requirements in Commercial /Non-Commercial Terms.

### Managerial and Environmental Considerations

The following figures and tables display COTRs’ agreement with a series of managerial and environmental statements.

**Figure 3-2-11. COTR Managerial Statement Average Agreement**





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**Table 3-2-12. COTR Managerial Statement Percent Agreement**

MANAGERIAL STATEMENT	% AGREE	% DISAGREE
I provide feedback and information to my employees about their competencies and training needs during their performance reviews.	87.2%	1.9%
My supervisor generally supports requests for my employees to participate in training.	85.8%	4.1%
I would support my employees in participating in rotational assignments.	78.8%	5.0%
There is adequate time for my employees to participate in training.	73.8%	13.9%
I play a key role in my employees' Individual Development Planning.	69.3%	6.8%
I am able to provide adequate on-the-job training and coaching to develop my employees effectively.	67.0%	11.1%
My workload allows me the time to administer my contracting duties effectively and professionally.	62.8%	14.7%
My workload allows me the opportunity to manage my employees' development effectively.	55.3%	21.6%
I have adequate resources and support to provide the training my employees need.	54.8%	21.7%
My workload allows me the time to increase my managerial and leadership skills by attending training and workshops.	52.9%	24.5%
My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.	42.2%	37.4%

COTRs had the highest level of agreement for the managerial statement, “I provide feedback and information to my employees about their competencies and training needs during their performance reviews,” and the lowest level of agreement for the managerial statement, “My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.”

Table 3-2-13 compares COTR managerial statement average agreement between the 2010 and 2008 surveys.

**Table 3-2-13. COTR Managerial Statement Average Agreement Comparison**

MANAGERIAL STATEMENT	2010 AVERAGE AGREEMENT	2008 AVERAGE AGREEMENT
My supervisor generally supports requests for my employees to participate in training.	4.12 ↑	4.08
I provide feedback and information to my employees about their competencies and training needs during their performance reviews.	4.08 ↑	4.02
I would support my employees in participating in rotational assignments.	3.98 ↑	3.90
I play a key role in my employees' Individual Development Planning.	3.79 ↑	3.74
There is adequate time for my employees to participate in training.	3.78 =	3.78
I am able to provide adequate on-the-job training and coaching to develop my employees effectively.	3.68 ↓	3.72
My workload allows me the time to administer my contracting duties effectively and professionally.	3.57 ↓	3.62
My workload allows me the opportunity to manage my employees' development effectively.	3.41 ↓	3.43
I have adequate resources and support to provide the training my employees need.	3.41 ↑	3.35
My workload allows me the time to increase my managerial and leadership skills by attending training and workshops.	3.34 ↓	3.35
My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.	3.01 ↓	3.02

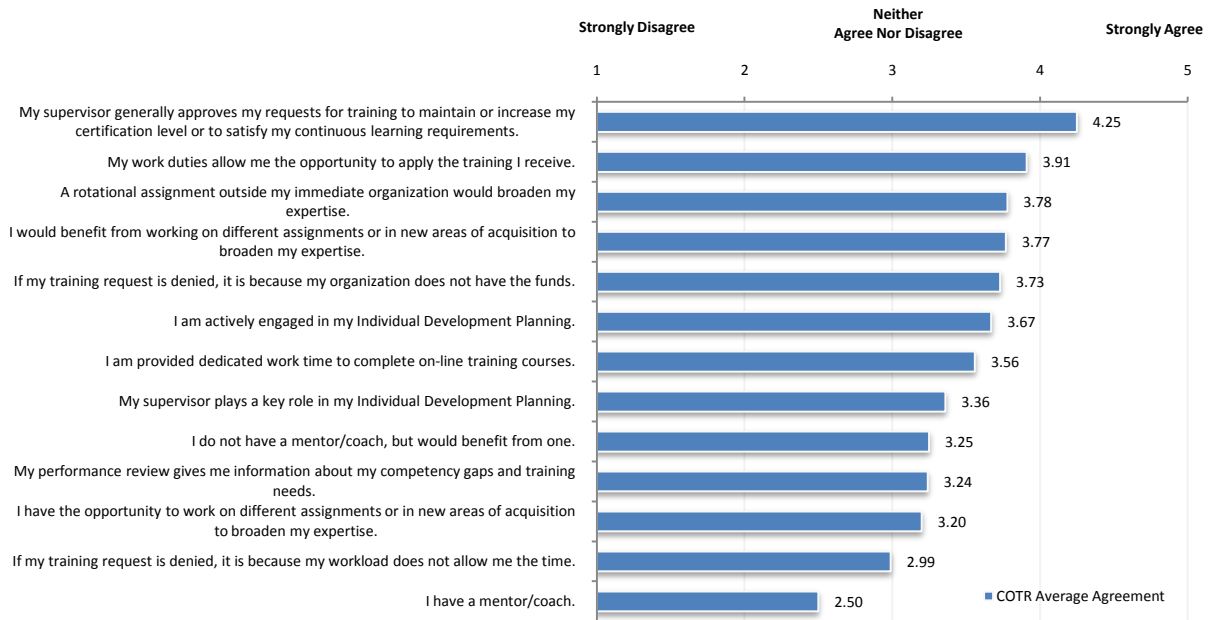
COTR average agreement increased the most for the managerial statement, “My supervisor generally supports my requests for my employees to participate in training,” and decreased the most for “My workload allows me the opportunity to manage my employees' development effectively.”



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The following figures and tables display COTR agreement with environmental statements.

**Figure 3-2-14. COTR Environmental Statement Average Agreement**



**Table 3-2-15. COTR Managerial Statement Percent Agreement**

ENVIRONMENTAL STATEMENT	% AGREE	% DISAGREE
My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements.	84.6%	5.8%
My work duties allow me the opportunity to apply the training I receive.	76.1%	9.2%
I would benefit from working on different assignments or in new areas of acquisition to broaden my expertise.	67.9%	9.4%
A rotational assignment outside my immediate organization would broaden my expertise.	67.1%	10.6%
If my training request is denied, it is because my organization does not have the funds.	63.5%	12.0%
I am actively engaged in my Individual Development Planning.	61.6%	15.6%
I am provided dedicated work time to complete on-line training courses.	60.9%	18.7%
My supervisor plays a key role in my Individual Development Planning.	50.6%	22.1%
My performance review gives me information about my competency gaps and training needs.	48.7%	27.0%
I have the opportunity to work on different assignments or in new areas of acquisition to broaden my expertise.	45.8%	29.3%
I do not have a mentor/coach, but would benefit from one.	40.8%	20.5%
If my training request is denied, it is because my workload does not allow me the time.	33.4%	33.9%
I have a mentor/coach.	20.3%	56.4%

COTRs had the highest level of agreement for the environmental statement, “My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements,” and the lowest level of agreement for the environmental statement, “I have a mentor/coach.”



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Tables 3-2-16 compare COTR environmental statement average agreement between the 2010 and 2008 surveys.

**Table 3-2-16. COTR Environmental Statement Average Agreement Comparison**

ENVIRONMENTAL STATEMENT	2010 AVERAGE AGREEMENT	2008 AVERAGE AGREEMENT
My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements.	4.25 ↑	4.12
My work duties allow me the opportunity to apply the training I receive.	3.91 ↑	3.85
A rotational assignment outside my immediate organization would broaden my expertise.	3.78 ↑	3.58
I would benefit from working on different assignments or in new areas of acquisition to broaden my expertise.	3.77 ↑	3.53
If my training request is denied, it is because my organization does not have the funds.	3.73 ↑	3.69
I am actively engaged in my Individual Development Planning.	3.67 ↑	3.45
I am provided dedicated work time to complete on-line training courses.	3.56 ↓	3.58
My supervisor plays a key role in my Individual Development Planning.	3.36 ↑	3.18
I do not have a mentor/coach, but would benefit from one.	3.25 ↑	3.23
My performance review gives me information about my competency gaps and training needs.	3.24 ↑	3.18
I have the opportunity to work on different assignments or in new areas of acquisition to broaden my expertise.	3.20 ↑	3.14
If my training request is denied, it is because my workload does not allow me the time.	2.99 ↑	2.80
I have a mentor/coach.	2.50 ↑	2.39

COTR average agreement increased the most from 2008 for the environmental statement, “My supervisor generally supports my requests for my employees to participate in training,” and decreased for the statement, “I am provided dedicated work time to complete on-line training courses.”



### 3.3 Program/Project Managers

The information in this section provides statistical information about the Program/Project Managers that responded to the 2010 AWCS.

#### Demographics

There were a total of 1,059 P/PM respondents that participated in the 2010 AWCS, accounting for 15.3% of the overall survey respondents. 2010 AWCS Program/Project Managers (P/PMs) share many demographic similarities with 2008 survey respondents including gender and the possession of acquisition-related certifications. Notable differences are that 2010 P/PM respondents are older, hold a Masters degree, and are further out from retirement eligibility than 2008 P/PMs.

Table 3-3-1. P/PM Profile and Comparison

AVERAGE CONTRACTING PROFILE:	2010 AWCS	2008 AWCS
Age	51 to 55 Years Old	46 to 55 Years Old
Gender	Male	Male
Grade Level	GS-14 or equivalent	GS-14/15
Supervisory Status	Non-supervisory	Non-supervisory
Education	Masters Degree	Bachelors Degree
Retirement Eligibility	11 to 20 Years	7 to 10 Years
Years of Federal Service	21+ Years	21+ Years
Years of Acquisition Experience	11 to 20 Years	11 to 20 Years
Acquisition Certification	Yes	Yes

#### Competencies and Aligned Skills

Table 3-3-2 displays differences in P/PM average technical competency proficiency between the 2010 and 2008 surveys.

Table 3-3-2. P/PM Average Technical Competency Proficiency Comparison

TECHNICAL COMPETENCIES	2010 AVERAGE PROFICIENCY - P/PM	2008 AVERAGE PROFICIENCY - P/PM	2010/2008 AVERAGE PROFICIENCY CHANGE - P/PM
Leadership/Professional	4.14	3.58	+ 0.56 ↑
Business, Cost Estimating, & Financial Management	3.44	3.01	+ 0.43 ↑
Test and Evaluation	3.32	3.00	+ 0.32 ↑
Life Cycle Logistics (LCL)	3.22	2.91	+ 0.31 ↑
Systems Engineering	3.46	3.16	+ 0.30 ↑
Contracting	3.31	3.04	+ 0.27 ↑
Requirement Development and Management Processes	3.58	3.36	+ 0.22 ↑

Results show P/PM proficiency increased in all technical competency areas. The technical competencies with the greatest proficiency gain since 2008 were Leadership/Professional, Business, Cost Estimating, & Financial Management, and Test and Evaluation.

The following table provides a more detailed view of proficiency gains and losses by displaying average technical competency proficiency by years of federal acquisition experience.



Table 3-3-3. P/PM Technical Competency Proficiency by Years of Federal Acquisition Experience\*

TECHNICAL COMPETENCIES	< 3 YEARS		4-10 YEARS		11-20 YEARS		21+ YEARS	
	2010	2008	2010	2008	2010	2008	2010	2008
Business, Cost Estimating, & Financial Management	3.48	2.53	3.57	2.84	3.42	3.34	3.19	3.39
Contracting	3.33	2.21	3.42	2.86	3.39	3.40	3.08	3.84
Leadership/Professional	4.01	3.11	4.27	3.51	4.21	3.83	4.01	3.92
Life Cycle Logistics (LCL)	3.16	2.30	3.28	2.78	3.29	3.32	3.10	3.24
Requirement Development and Management Processes	3.49	2.51	3.66	3.27	3.65	3.73	3.45	3.99
Systems Engineering	3.26	2.45	3.56	3.03	3.51	3.66	3.32	3.41
Test and Evaluation	3.20	2.33	3.40	2.93	3.30	3.49	3.30	3.07

\* Denotes average proficiency increase from 2008 to 2010; denotes average competency decline from 2008 to 2010

The previous table shows that P/PM proficiency increased since 2008 in all technical competencies across all federal acquisition years of experience groups except for the 11-20 and 21+ years groups.

Table 3-3-4. P/PM General Business Competency Proficiency

GENERAL BUSINESS COMPETENCIES	2010 AVERAGE PROFICIENCY
Customer Service	4.40
Decision-Making	4.33
Flexibility	4.37
Influencing/Negotiating	4.15
Interpersonal Skills	4.41
Oral Communication	4.27
Problem Solving	4.40
Written Communication	4.37

Table 3-3-5. P/PM General Business Competency Proficiency by Years of Federal Acquisition Experience\*

GENERAL BUSINESS COMPETENCIES	< 3 YEARS	4-10 YEARS	11-20 YEARS	21+ YEARS
Customer Service	4.32	4.48	4.38	4.37
Decision-Making	4.34	4.41	4.31	4.28
Flexibility	4.31	4.48	4.39	4.34
Influencing/Negotiating	4.10	4.24	4.16	4.07
Interpersonal Skills	4.42	4.44	4.43	4.33
Oral Communication	4.27	4.29	4.30	4.20
Problem Solving	4.38	4.48	4.37	4.33
Written Communication	4.40	4.39	4.34	4.17

\* 2008 Average P/PM General Business Competency Proficiencies were not available.

Table 3-3-6 compares P/PMs' aligned skills between the 2010 and 2008 surveys.

Table 3-3-6. P/PM Aligned Skills Proficiency Comparison

ALIGNED SKILLS	2010 AVERAGE PROFICIENCY	2008 AVERAGE PROFICIENCY	2010/2008 AVERAGE PROFICIENCY CHANGE	2010 % INTERMEDIATE & GREATER
Accountability	4.13	3.96	+ 0.17 ↑	95.1%
Communications Management	4.00	3.24	+ 0.76 ↑	93.6%
Team Building/IPT	3.76	3.67	+ 0.09 ↑	86.5%
Creativity/Innovation	3.71	3.66	+ 0.05 ↑	87.8%
Resilience	3.68	3.63	+ 0.05 ↑	86.3%
Developing Others	3.60	3.45	+ 0.15 ↑	84.3%
Administer Contract	3.58	2.70	+ 0.88 ↑	83.5%
Conflict Management	3.58	3.38	+ 0.20 ↑	87.2%
Strategic Thinking	3.57	3.53	+ 0.04 ↑	82.7%
Core Management Skills & Processes	3.56	2.74	+ 0.82 ↑	82.4%
Leveraging Diversity	3.48	3.38	+ 0.10 ↑	80.9%
Risk & Opportunity Management	3.46	2.58	+ 0.88 ↑	80.7%
Technical Process	3.46	2.76	+ 0.70 ↑	78.9%
Technical Management Process	3.45	2.62	+ 0.83 ↑	78.9%
External Awareness	3.38	3.37	+ 0.01 ↑	78.9%
Political Savvy	3.37	3.33	+ 0.04 ↑	80.0%
Strategic Planning	3.34	-	N/A	76.5%
Technology Development Process	3.33	2.52	+ 0.81 ↑	75.5%
Contract Approach	3.29	2.6	+ 0.69 ↑	76.8%
Requirements Development Process	3.26	2.97	+ 0.29 ↑	72.9%
Cost Estimating	3.25	2.34	+ 0.91 ↑	74.7%





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ALIGNED SKILLS	2010 AVERAGE PROFICIENCY	2008 AVERAGE PROFICIENCY	2010/2008 AVERAGE PROFICIENCY CHANGE	2010 % INTERMEDIATE & GREATER
Prepare Requirements & Support Documentation	3.24	2.87	+ 0.37 ↑	72.7%
Business Financial Planning & Management	3.19	2.18	+ 1.01 ↑	72.8%
Entrepreneurship	3.18	3.13	+ 0.05 ↑	72.4%
Financial Reporting & Oversight	3.18	2.57	+ 0.61 ↑	72.7%
Performance-based service agreements	3.06	2.41	+ 0.65 ↑	69.7%
Concept Selection Process	3.00	2.88	+ 0.12 ↑	67.2%
Prepare & Issue Solicitation	2.99	2.69	+ 0.30 ↑	65.4%
Dept/Agency Programming, Planning & Budgeting Type System (OMB A-11)	2.92	2.27	+ 0.65 ↑	63.5%
Market research (including socio-economic considerations)	2.90	2.43	+ 0.47 ↑	62.1%
Earned Value Management (EVM)	2.87	2.18	+ 0.69 ↑	61.9%
Integration of T&E	2.78	1.73	+ 1.05 ↑	60.0%
Life-cycle Logistic (LCL) Management, Product Support, & Interoperability	2.76	1.97	+ 0.79 ↑	58.6%
Realistic or Operational Test & Evaluation (OT&E)	2.74	1.78	+ 0.96 ↑	58.1%

Aligned skills results show that P/PM proficiency increased for all of the aligned skills when compared to 2008 figures. Aligned skills with the greatest proficiency gain since 2008 include Business Financial Planning & Management, Integration of T&E, and Realistic or Operational Test & Evaluation (OT&E).

The percent of P/PMs who spend a Moderate or Extensive amount of time on the aligned skills is displayed below.

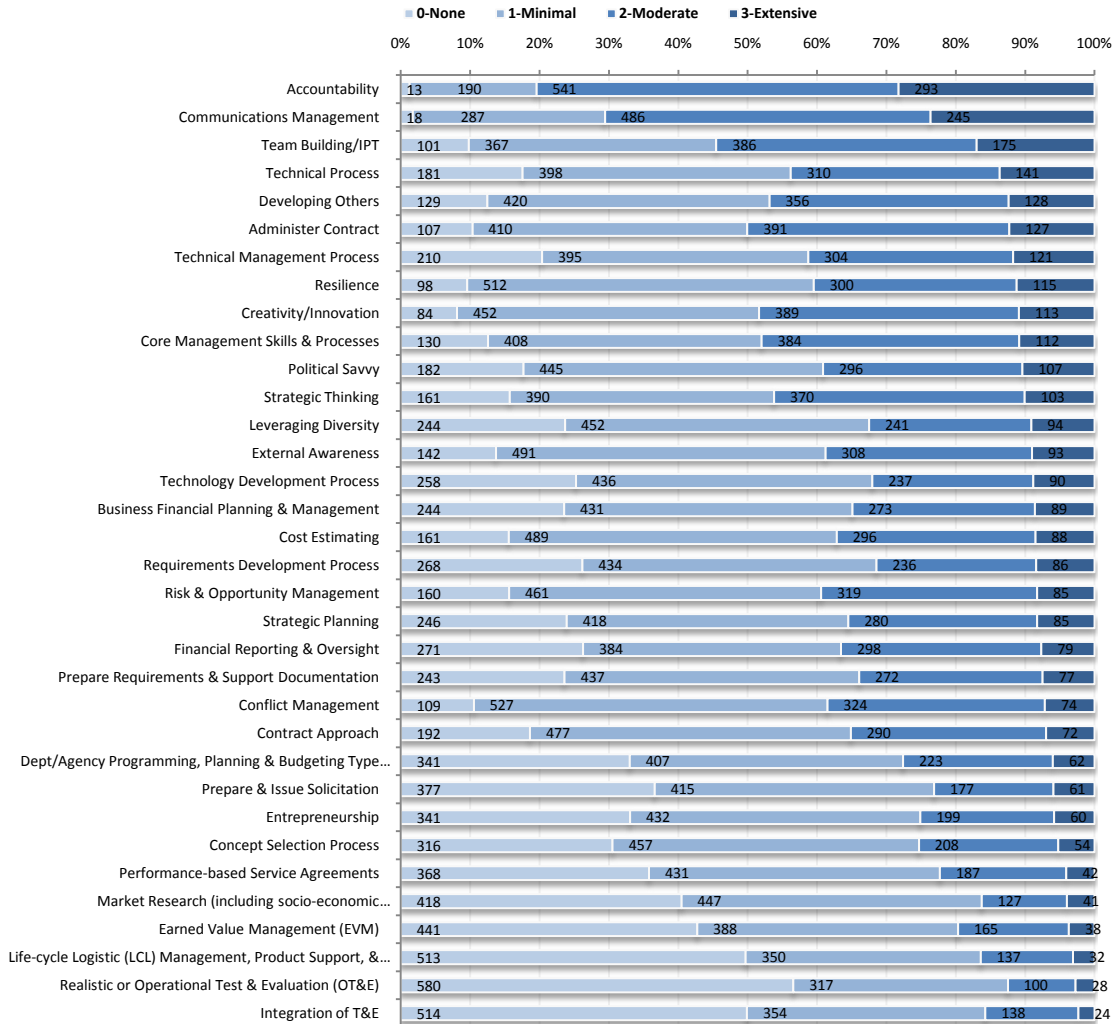
**Table 3-3-7. P/PM Aligned Skills Time Spent (% Moderate & Extensive)**

ALIGNED SKILLS	% MODERATE & EXTENSIVE TIME SPENT
Accountability	80.4%
Communications Management	70.6%
Team Building/IPT	54.5%
Administer Contract	50.0%
Creativity/Innovation	48.4%
Core Management Skills & Processes	48.0%
Developing Others	46.9%
Strategic Thinking	46.2%
Technical Process	43.8%
Technical Management Process	41.3%
Resilience	40.5%
Risk & Opportunity Management	39.4%
Political Savvy	39.1%
External Awareness	38.8%
Conflict Management	38.5%
Cost Estimating	37.1%
Financial Reporting & Oversight	36.5%
Strategic Planning	35.5%
Contract Approach	35.1%
Business Financial Planning & Management	34.9%
Prepare Requirements & Support Documentation	33.9%
Leveraging Diversity	32.5%
Technology Development Process	32.0%
Requirements Development Process	31.4%
Dept/Agency Programming, Planning & Budgeting Type System (OMB A-11)	27.6%
Concept Selection Process	25.3%
Entrepreneurship	25.1%
Prepare & Issue Solicitation	23.1%
Performance-based service agreements	22.3%
Earned Value Management (EVM)	19.7%
Life-cycle Logistic (LCL) Management, Product Support, & Interoperability	16.4%
Market research (including socio-economic considerations)	16.3%
Integration of T&E	15.7%
Realistic or Operational Test & Evaluation (OT&E)	12.5%



As seen in Table 3-3-7 and Figure 3-3-8 (below), P/PMs spend most of their time performing Accountability, Communications Management, and Team Building/IPT. P/PMs spend the least amount of time on Market Research, Integration of T&E and Realistic or Operational Test & Evaluation (OT&E).

**Figure 3-3-8. P/PM Aligned Skills Time Spent Distribution**





### Certifications

Table 3-3-9 lists the number and percent of P/PMs that hold different types of certifications.

**Table 3-3-9. P/PM Certifications (Total P/PMs = 1,059)**

CERTIFICATIONS	NUMBER OF P/PMs	% OF P/PMs
FAC-C - Level I	58	5.5%
FAC-C - Level II	29	2.7%
FAC-C - Level III	39	3.7%
FAC-PPM Entry/Apprentice	16	1.5%
FAC-PPM Mid-level/Journeyman	17	1.6%
FAC-PPM Senior/Expert	56	5.3%
FAC-COTR	231	21.8%
DAWIA - Level 1	22	2.1%
DAWIA - Level 2	22	2.1%
DAWIA - Level 3	34	3.2%
Agency specific contracting certification	67	6.3%
Agency specific project management certification	172	16.2%
Agency specific COTR certification	330	31.2%
Contracting certification through an academic, non-profit, training or professional organization	58	5.5%
Project management certification through an academic, non-profit, training or professional organization	215	20.3%

In total, 756 (71.4%) of the 1,059 P/PMs indicated that they held or were seeking certifications. Results show that the majority of P/PMs hold agency specific COTR (31.2%), FAC-COTR (21.8%), and project management (through an academic, non-profit, training or professional organization; 20.3%) certifications.

### Training and Development Needs

The percent of P/PMs that selected a competency as an individual or organizational training need is outlined in the following table.



# Federal Acquisition Institute

## 2010 Acquisition Workforce Competency Survey Results Report

**Table 3-3-10. P/PM Technical Competency Training Needs (% Selecting Competency as Training Need)**

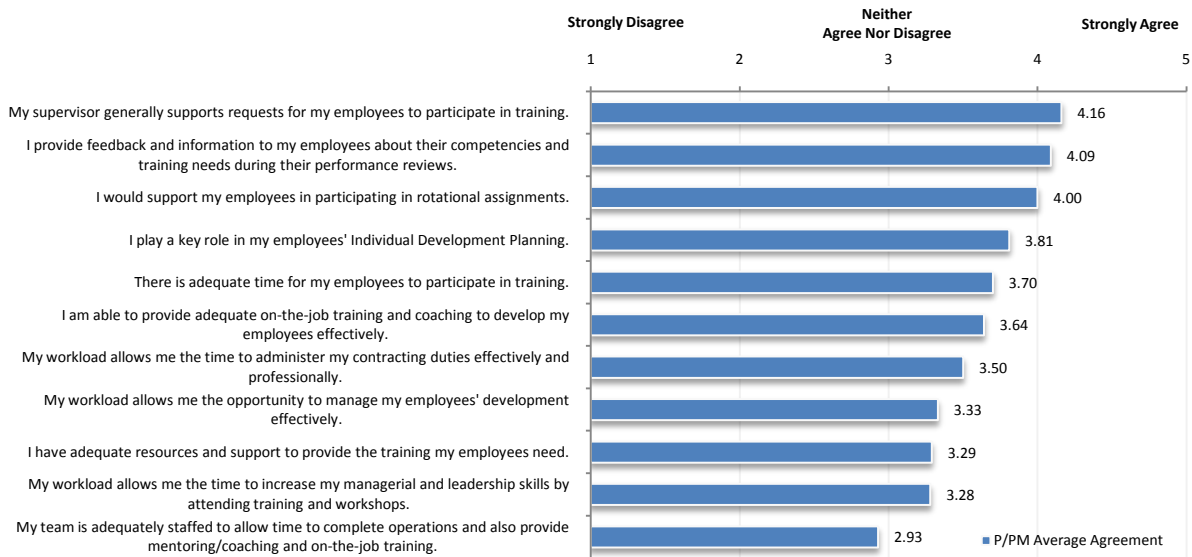
TECHNICAL COMPETENCIES	INDIVIDUAL TRAINING NEED	TECHNICAL COMPETENCIES	ORGANIZATIONAL TRAINING NEED
Business, Cost Estimating, and Financial Management	50.1%	Business, Cost Estimating, and Financial Management	45.4%
Life Cycle Logistics (LCL)	45.9%	Requirement Development and Management Processes	36.6%
Contracting	35.0%	Life Cycle Logistics (LCL)	32.6%
Test and Evaluation	33.6%	Contracting	32.1%
Requirement Development and Management Processes	32.9%	Leadership/Professional	30.4%
Systems Engineering	31.7%	Systems Engineering	28.0%
Leadership/Professional	21.1%	Test and Evaluation	26.5%

The top three technical competencies P/PMs most identified as needing additional training and development in were Business, Cost Estimating, and Financial Management, Life Cycle Logistics (LCL), and Contracting. The top three technical competencies where training and development would be beneficial to their organization were Business, Cost Estimating, and Financial Management, Requirement Development and Management Processes, and Life Cycle Logistics (LCL).

### Managerial and Environmental Considerations

The following figures and tables display P/PMs' agreement with a series of managerial and environmental statements.

**Figure 3-3-11. P/PM Managerial Statement Average Agreement**



**Table 3-3-12. P/PM Managerial Statement Percent Agreement**

MANAGERIAL STATEMENT	% AGREE	% DISAGREE
My supervisor generally supports requests for my employees to participate in training.	89.7%	3.7%
I provide feedback and information to my employees about their competencies and training needs during their performance reviews.	88.0%	2.7%
I would support my employees in participating in rotational assignments.	80.7%	7.0%
There is adequate time for my employees to participate in training.	71.7%	16.7%
I play a key role in my employees' Individual Development Planning.	71.3%	8.3%
I am able to provide adequate on-the-job training and coaching to develop my employees effectively.	66.0%	12.0%
My workload allows me the time to administer my contracting duties effectively and professionally.	58.3%	15.7%
My workload allows me the time to increase my managerial and leadership skills by attending training and workshops.	53.7%	29.0%
My workload allows me the opportunity to manage my employees' development effectively.	53.3%	26.7%
I have adequate resources and support to provide the training my employees need.	52.3%	28.0%
My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.	40.7%	40.0%



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P/PMs had the highest level of agreement for the managerial statement, “My supervisor generally supports requests for my employees to participate in training,” and the lowest level of agreement for the statement, “My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.”

Table 3-3-13 compares P/PM managerial statement average agreement between the 2010 and 2008 surveys.

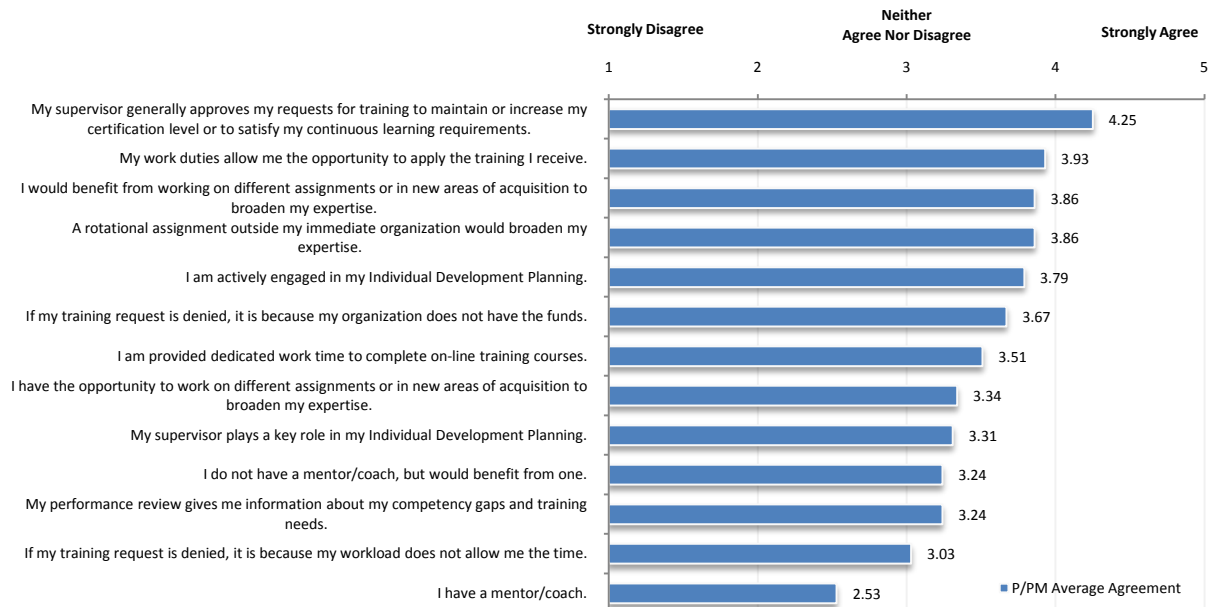
**Table 3-3-13. P/PM Managerial Statement Average Agreement Comparison**

MANAGERIAL STATEMENT	2010 AVERAGE AGREEMENT	2008 AVERAGE AGREEMENT
My supervisor generally supports requests for my employees to participate in training.	4.16 ↓	4.22
I provide feedback and information to my employees about their competencies and training needs during their performance reviews.	4.09 ↑	4.07
I would support my employees in participating in rotational assignments.	4.00 ↑	3.98
I play a key role in my employees' Individual Development Planning.	3.81 ↑	3.65
There is adequate time for my employees to participate in training.	3.70 ↓	3.75
I am able to provide adequate on-the-job training and coaching to develop my employees effectively.	3.64 ↑	3.60
My workload allows me the time to administer my contracting duties effectively and professionally.	3.50 ↑	3.49
My workload allows me the opportunity to manage my employees' development effectively.	3.33 ↓	3.20
I have adequate resources and support to provide the training my employees need.	3.29 ↓	3.39
My workload allows me the time to increase my managerial and leadership skills by attending training and workshops.	3.28 ↑	3.17
My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.	2.93 ↑	2.87

P/PMs average agreement increased the most for the managerial statement, “I play a key role in my employees' Individual Development Planning,” and decreased the most for “I have adequate resources and support to provide the training my employees need.”

The following figures and tables display P/PM agreement for environmental statements.

**Figure 3-3-14. P/PM Environmental Statement Average Agreement**





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### 2010 Acquisition Workforce Competency Survey Results Report

**Table 3-3-15. P/PM Managerial Statement Percent Agreement**

ENVIRONMENTAL STATEMENT	% AGREE	% DISAGREE
My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements.	83.9%	6.5%
My work duties allow me the opportunity to apply the training I receive.	76.3%	10.0%
I would benefit from working on different assignments or in new areas of acquisition to broaden my expertise.	73.2%	7.9%
A rotational assignment outside my immediate organization would broaden my expertise.	71.7%	10.7%
I am actively engaged in my Individual Development Planning.	67.6%	14.3%
If my training request is denied, it is because my organization does not have the funds.	61.9%	16.1%
I am provided dedicated work time to complete on-line training courses.	59.7%	21.2%
I have the opportunity to work on different assignments or in new areas of acquisition to broaden my expertise.	52.4%	25.4%
My supervisor plays a key role in my Individual Development Planning.	49.2%	25.0%
My performance review gives me information about my competency gaps and training needs.	48.3%	27.4%
I do not have a mentor/coach, but would benefit from one.	41.0%	22.7%
If my training request is denied, it is because my workload does not allow me the time.	35.8%	33.9%
I have a mentor/coach.	23.4%	56.1%

P/PMs had the highest level of agreement for the environmental statement, “My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements,” and the lowest level for the environmental statement, “I have a mentor/coach.”

Tables 3-3-16 compare P/PMs’ environmental statement average agreement between the 2010 and 2008 surveys.

**Table 3-3-16. P/PM Managerial Statement Average Agreement Comparison**

ENVIRONMENTAL STATEMENT	2010 AVERAGE AGREEMENT	2008 AVERAGE AGREEMENT
My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements.	4.25 ↑	4.06
My work duties allow me the opportunity to apply the training I receive.	3.93 ↑	3.81
I would benefit from working on different assignments or in new areas of acquisition to broaden my expertise.	3.86 ↑	3.71
A rotational assignment outside my immediate organization would broaden my expertise.	3.86 ↑	3.79
I am actively engaged in my Individual Development Planning.	3.79 ↑	3.58
If my training request is denied, it is because my organization does not have the funds.	3.67 ↓	3.68
I am provided dedicated work time to complete on-line training courses.	3.51 ↓	3.62
I have the opportunity to work on different assignments or in new areas of acquisition to broaden my expertise.	3.34 ↑	3.31
My supervisor plays a key role in my Individual Development Planning.	3.31 ↑	3.17
I do not have a mentor/coach, but would benefit from one.	3.24 ↓	3.29
My performance review gives me information about my competency gaps and training needs.	3.24 ↑	3.14
If my training request is denied, it is because my workload does not allow me the time.	3.03 ↑	2.91
I have a mentor/coach.	2.53 ↑	2.40

P/PMs’ average agreement increased the most for the environmental statement, “My supervisor generally supports my requests for my employees to participate in training,” and decreased for the statement, “I am provided dedicated work time to complete on-line training courses.”



## **4. About FAI**

The Federal Acquisition Institute (FAI) is the primary organization providing knowledge and support to the federal acquisition workforce. We focus on fostering professional development throughout the lifecycle of each individual. FAI is the advocate organization creating one voice for the acquisition community, to above all recruit, develop, and retain highly qualified acquisition professionals. Established in 1976 under the Office of Federal Procurement Policy (OFPP) Act, FAI establishes performance measures for assessing development programs; supports the identification, development and maintenance of competencies; establishes career development programs; establishes and administers certification programs; and manages the Acquisition Workforce Training Fund (AWTF). FAI works to improve federal acquisition by developing and evaluating instructional materials and performance tools, and facilitating interagency intern and training programs. We identify competencies that support successful performance and development of business leaders. We promote and coordinate government-wide research to improve the acquisition process, and help agencies identify and recruit highly qualified candidates for acquisition jobs. FAI's vision is to ensure the availability of exceptional acquisition workforce training, provide compelling research and analysis on issues affecting the acquisition community, promote professionalism in the acquisition ranks, and improve overall acquisition workforce management. As a central resource for professional development and certification, career guidance, current industry information and emerging trends, FAI is committed to forging partnerships with government, private, and public-sector entities, as well as educational institutions. With more than 30 years as a resource to the federal government, FAI continues to be at the forefront of workforce certification and continuous professional development.



## 5. Appendix

### 2010 Acquisition Workforce Competency Survey Content Document

#### INTRODUCTION

**Welcome to the 2010 Acquisition Workforce Competency Assessment Survey!** The Acquisition Workforce Competency Assessment Survey is a dynamic web-based tool agencies use to determine the government-wide skill level of acquisition professionals. Agencies use the results of these assessments to support workforce planning efforts, succession management strategies, and other employee development initiatives.

**The survey is voluntary and can be submitted anonymously.** This survey is estimated to take between 20 and 30 minutes to complete. The data you provide (your survey answers) will be used by your agency as well as collectively by the federal government to determine the degree to which certain competencies, skills, and certifications (as applicable) are resident in the federal government acquisition workforce in civilian agencies. Please be assured that your responses will be completely anonymous.

**Thank you in advance for taking time out to participate in this important effort!**

#### DEMOGRAPHICS

**Instructions:** Please select the appropriate answers to the questions below, then click "Save and Continue" to move to the next set of questions.

**DQ1** <sup>REQUIRED</sup>: Please indicate the Federal Acquisition Community position or role that is your current area of responsibility. Please check all positions or roles that you hold.

1. Contracting
2. Contracting Officer Technical Representative (COTR)
3. Project/Program Management (PPM)

Contracting	COTR	PPM	BRANCHING LOGIC
X			<i>branch to DQ1A series</i>
	X		<i>branch to DQ1B series</i>
		X	<i>branch to DQ1B series</i>
X	X		<i>branch to DQ1A series</i>
X		X	<i>branch to DQ1A series</i>
	X	X	<i>branch to DQ1B series</i>
X	X	X	<i>branch to DQ1A series</i>

**DQ1A1** <sup>REQUIRED</sup>: If you are part of the GS-1102 job series, please select your title from the drop-down list:

1. Contract Specialist
2. Contracting Officer
3. Cost/Price Analyst
4. Procurement Analyst
5. Small Business Specialist
6. Other





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**DQ1A2** OPTIONAL: If you are not part of the GS-1102 workforce, but have significant contracting duties or hold a Contracting Officer's Warrant, please enter your four digit job series using the drop-down lists. If you are part of the GS-1102 workforce, you may skip this question.

AD/ES/FS/FV/GM/GS/MIL/WG/Other	0-2	0-9	0-9	0-9
--------------------------------	-----	-----	-----	-----

**DQ1A3** REQUIRED: If you are military personnel not employed by DoD but performing the contracting duties of an 1102, check here:

**DQ1B1** REQUIRED: If you currently serve as a COTR or PPM, please enter your four digit job series using the drop-down lists below.

AD/ES/FS/FV/GM/GS/MIL/WG/Other	0-2	0-9	0-9	0-9
--------------------------------	-----	-----	-----	-----

**DQ1B2** REQUIRED: If you are military personnel not employed by DoD but performing the duties of a PPM or COTR, check here:

**DQ2** REQUIRED: Check here if your role is supervisory:  *(If Q2 is checked, activate Managerial questions.)*

**DQ3** REQUIRED: Agency/Department

**DQ4** REQUIRED: Component

**DQ5** REQUIRED: Sub-Agency/Office

**DQ6** REQUIRED: Please select your current grade level or equivalent pay band

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. SES
10. FS-1
11. FS-2
12. FS-3
13. FS-4
14. FS-5
15. SFS
16. Other

**DQ7** REQUIRED: Please select the highest level of education you have completed

1. High School/GED
2. Associates Degree
3. Bachelors Degree
4. Masters Degree
5. Ph.D.
6. Other



## Federal Acquisition Institute 2010 Acquisition Workforce Competency Survey Results Report

**DQ8** **REQUIRED**: Please select your current age from the ranges provided

1. 25 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

**DQ9** **OPTIONAL**: Please select your gender

1. Female
2. Male

**DQ10** **OPTIONAL**: Would you describe your racial or ethnic background as (This question is optional):

1. Hispanic or Latino
2. American Indian or Alaska Native
3. Asian
4. Black or African American
5. Native Hawaiian or Other Pacific Islander
6. White (Non-Hispanic)
7. Other/Unspecified

**DQ11** **REQUIRED**: Did you participate in the 2008 FAI Acquisition Workforce Competency Survey?

1. Yes
2. No

**DQ12** **REQUIRED**: What Federal Acquisition Community position(s) or role(s) did you hold 2 years ago? (*check all that apply*)

1. Contracting
2. Contract Officer Technical Representative (COTR)
3. Project/Program Management (PPM)
4. Other (*If "Other" is chosen, branch to Q15A*)

**Q12A** **OPTIONAL**: Please enter your previous role(s). (*text entry*)

**DQ13** **REQUIRED**: Were you employed at the same agency 2 years ago?

1. Yes
2. No

**DQ14** **REQUIRED**: Have you participated in and/or completed an acquisition workforce intern program?

1. Yes
2. No

**DQ15** **REQUIRED**: Are you a rehired annuitant?

1. Yes
2. No



## Federal Acquisition Institute 2010 Acquisition Workforce Competency Survey Results Report

**DQ16** <sup>REQUIRED</sup>: How many total years of federal service do you have?

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

**DQ17** <sup>REQUIRED</sup>: What job did you last hold before your current job?

1. Employed in another Federal government occupational series
2. Employed in similar job in State/Local government
3. Employed/serving in a similar position as active duty military
4. Employed in a similar job in the private sector
5. Employed in a similar job in a Non Government Organization
6. Employed in a similar job in an education setting (university/college)
7. Employed in a non-contracting/acquisition related job in the private sector
8. A student
9. Other (If "Other" is chosen, branch to Q12A)

**Q17A** <sup>OPTIONAL</sup>: Please enter your previous role. (text entry)



## Federal Acquisition Institute 2010 Acquisition Workforce Competency Survey Results Report

**DQ18** <sup>OPTIONAL</sup>: Indicate how you learned about your current position in the Federal acquisition workforce by selecting from the following options:

1. Career fair
2. Colleague
3. Friend
4. Job opening posted on government website
5. Job openings posted on a non-government website
6. Periodicals (newspaper, magazine, newsletter)
7. Recruiter
8. Other (If "Other" is chosen, branch to Q14A)

**Q14A** <sup>OPTIONAL</sup>: Indicate how you learned about your current position. (text entry)

**DQ19** <sup>REQUIRED</sup>: How many total years of federal acquisition experience do you have, including Contracting roles/duties, COTR and/or PPM duties?

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

**DQ20** <sup>REQUIRED</sup>: How long do you expect to continue working for the federal government in acquisition related work?

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

**DQ21** <sup>REQUIRED</sup>: How long do you expect to continue working for your current agency in acquisition related work?

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

**DQ22** <sup>REQUIRED</sup>: How many years of acquisition experience do you have outside of the Federal government?

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



## Federal Acquisition Institute 2010 Acquisition Workforce Competency Survey Results Report

**DQ23** **REQUIRED**: How soon are you eligible for retirement?

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

**DQ24** **REQUIRED**: How soon do you plan on retiring?

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



# Federal Acquisition Institute

## 2010 Acquisition Workforce Competency Survey Results Report

### COMPETENCIES

**Instructions:** Competencies are a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully (Source - Office of Personnel Management). In this part, there are two types of competencies you will be rating, general business and technical. The two types of competencies will be completed in two sections.

The general business competencies are those competencies that apply to the Acquisition Workforce and are essential for building a leadership cadre for the future. The technical competencies are professional specific competencies that apply to the acquisition workforce and are essential for building a knowledgeable and high performing workforce. Please assess your current level of proficiency in each of the competencies by using the competency definitions to guide you. While there are several activities associated with each competency, please assess your overall proficiency for each competency.

Please use your best judgment and follow the key below to ascertain your current level of proficiency:

- **EXPERT** - I am capable of handling all assignments involving this competency and may serve as a role model and/or coach to others.
- **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.
- **INTERMEDIATE** - I am capable of handling many day-to-day assignments involving this competency, but may seek assistance in difficult or new situations.
- **FOUNDATIONAL** - I am capable of handling some assignments involving this competency, but need assistance beyond routine situations.
- **BASIC** - I am capable of handling the simplest of assignments involving this competency, but need significant assistance beyond the easiest solutions.
- **NONE** - I do not possess proficiency in the competency.

At the end of the general business and technical competencies section, you'll be asked to identify up to 5 competencies for which you think additional training would be a benefit to you. You'll also select up to 5 competencies for which you think additional training would benefit your organization. Your organization includes other acquisition professionals in your office or agency. Your input will help your Agency and FAI better target training and development needs for the broader acquisition workforce.



# Federal Acquisition Institute

## 2010 Acquisition Workforce Competency Survey Results Report

### General Business Competencies

COMPETENCY	CONTRACTING	COTR	PPM
Arithmetic	X		
Attention to Detail	X	X	
Contracting/Procurement	X		
Creative Thinking	X		
Customer Service	X		X
Decision-Making	X	X	X
Flexibility	X	X	X
Influencing/Negotiating	X	X	X
Information Management	X		
Integrity/Honesty	X	X	
Interpersonal Skills	X	X	X
Learning	X		
Math Reasoning	X		
Memory	X		
Oral Communication	X	X	X
Planning and Evaluating	X	X	
Problem Solving	X	X	X
Project Management		X	
Reading	X		
Reasoning	X	X	
Self-Esteem	X		
Self-Management/Initiative	X	X	
Stress Tolerance	X		
Teamwork	X	X	
Written Communication	X	X	X



# Federal Acquisition Institute

## 2010 Acquisition Workforce Competency Survey Results Report

### Technical Competencies

COMPETENCY	CONTRACTING	COTR	PPM
Acquisition Planning		X	
Bid Evaluation	X		
Business, Cost Estimating & Financial Management			X
Contract Award	X		
Contracting			X
Defining Contractual Relationships	X		
Defining Government Requirements in Commercial/Non-Commercial Terms		X	
Defining Requirements	X		
Dispute Resolution and Termination	X		
Effective Contract Management		X	
Effective Pre Award Communication		X	
Financial Management	X		
Leadership/Professional			X
Life Cycle Logistics (LCL)			X
Managing Competition	X		
Market Research	X	X	
Negotiation	X	X	
Performance Based Acquisition	X		
Performance Management	X	X	
Project Management	X		
Proposal Analysis and Evaluation	X		
Requirements Development and Management Processes			X
Requirements Management	X		
Small Business and Preference Program Participation	X		
Solicitation of Offers	X		
Strategic Planning	X		
Systems Engineering			X
Technical Analysis of Proposals		X	
Test and Evaluation (T&E)			X





# Federal Acquisition Institute

## 2010 Acquisition Workforce Competency Survey Results Report

### ALIGNED SKILLS

**Instructions:** This set of questions relates to acquisition related skills you may possess and how often you exercise those skills in your normal work activities. Skills are different from competencies in that they are much more focused and, for our purposes, specific to your position or role.

Please assess your current level of proficiency in each of the acquisition related skills listed by using the skill definition to guide you. Please also indicate how much time, during your normal work activities; you spend actually using the skill.

Please use your best judgment and follow the key below to ascertain your current level of proficiency:

- **EXPERT** - I am capable of handling all assignments involving this competency and may serve as a role model and/or coach to others.
- **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.
- **INTERMEDIATE** - I am capable of handling many day-to-day assignments involving this competency, but may seek assistance in difficult or new situations.
- **FOUNDATIONAL** - I am capable of handling some assignments involving this competency, but need assistance beyond routine situations.
- **BASIC** - I am capable of handling the simplest of assignments involving this competency, but need significant assistance beyond the easiest solutions.
- **NONE** - I do not possess proficiency in the competency.

Use your best judgment and follow the key below to determine your time estimations:

- **EXTENSIVE** - I spend most of my time on this job activity in my normal work activities.
- **MODERATE** - I spend a moderate amount of time on this activity in my normal work activities.
- **MINIMAL** - I spend very little time on this job activity in my normal work activities.
- **NONE** - I do not spend any time on this job activity in my normal work activities.

ALIGNED SKILL	CONTRACTING	COTR	PPM
Accountability			X
Administer Contract			X
Administer Special Terms & Condition	X		
Administering Financing Terms	X		
Amending/Canceling Solicitations	X	X	
Assisting in the Development of Acquisition Strategy		X	
Business Financial Planning & Management			X
Collecting Contractor Debts	X		
Collecting Source Information		X	
Commercial/Simplified Acquisition Remedies	X		
Communications Management			X
Compliance to FAR Guidelines		X	
Concept Selection Process			X
Conducting Debriefings	X		
Conducting Discussions/Negotiations	X	X	
Conducting Needs Analysis & Preparing Requirements Documents		X	
Conducting Oral Solicitations/Proposals	X		
Conducting Proposal Communications	X		
Conflict Management			X
Contract Administration Planning & Orientations	X	X	
Contract Approach			X
Contract Closeout	X		
Contract Financing	X	X	
Contract Modification & Adjustment	X	X	
Contract Reporting		X	



# Federal Acquisition Institute

## 2010 Acquisition Workforce Competency Survey Results Report

ALIGNED SKILL	CONTRACTING	COTR	PPM
Contracting with Appropriate Government wide Acquisition Systems	X		
Core Management Skills & Processes			X
Cost Estimating			X
Costs, Pricing, & Fees	X		
Creativity/Innovation			X
Dept/Agency Programming, Planning & Budgeting Type System (OMB A-11)			X
Determining Capability		X	
Determining Method of Acquisition	X		
Determining Need for EVM		X	
Determining Responsibility/Capability	X		
Developing Others			X
Documenting the Source Selection Plan	X	X	
Earned Value Management (EVM)			X
Entering Procurement Related Data	X		
Entrepreneurship			X
Environmental, Energy, & Water Efficiency	X		
Establishing the Competitive Range	X		
Evaluating Accounting & Estimating Systems	X		
Evaluating Non-Price Factors	X	X	
Evaluation Documentation		X	
External Awareness			X
Financial Management		X	
Financial Reporting & Oversight			X
Handling Protests	X		
Identifying Fraud	X		
Inspection & Acceptance		X	
Integration of T&E			X
Leveraging Diversity			X
Life-cycle Logistic (LCL) Management, Product Support, & Interoperability			X
Managing Competition	X		
Managing the Bidding Process	X		
Managing the Quotations & Proposal Process	X		
Market Research	X	X	
Market Research (including socio-economic considerations)			X
Methods of Payment	X	X	
Negotiation Strategy	X	X	
Noncommercial Acquisition Remedies	X		
Partnering			X
Perform Source Selection			X
Performance Based Acquisition (PBA)	X		
Performance Management	X	X	
Performance Metrics	X	X	
Performance-based Service Agreements			X
Performing Analysis for Negotiated Acquisitions	X		
Performing Price & Cost Analysis (Negotiated Acquisitions)	X		
Political Savvy			X
Prepare & Issue Solicitation			X
Prepare Requirements & Support Documentation			X
Preparing & Issuing Awards	X		
Pre-Quote/Pre-Bid/Pre-Proposal Conferences	X	X	
Pricing Arrangements	X	X	
Pricing Information from Offerors	X	X	
Project Management	X		



# Federal Acquisition Institute

## 2010 Acquisition Workforce Competency Survey Results Report

ALIGNED SKILL	CONTRACTING	COTR	PPM
Publicizing Proposed Acquisitions	X	X	
Realistic or Operational Test & Evaluation (OT&E)			X
Recurring Requirements	X	X	
Requirements Analysis	X		
Requirements Development Process			X
Resilience			X
Resolving Disputes	X		
Responding to Inquiries & FOIA Requests	X		
Reviewing Invoices	X		
Risk & Opportunity Management			X
Selecting Offer Evaluation Factors	X		
Socioeconomic Requirements	X		
Solicitation Preparation	X	X	
Specialized Requirements		X	
Strategic Planning	X	X	X
Strategic Thinking			X
Sub-Contracting Requirements	X	X	
Task & Delivery Order Contracting	X	X	
Team Building/IPT			X
Technical Management Process			X
Technical Process			X
Technology Development Process			X
Terminating Contracts	X		
Test & Evaluation Strategy (TES)			X
Total Ownership Cost (OMB A-94)			X
Unpriced Contracts	X	X	
Using Audit Information	X		
Vision			X
Work Order Management		X	
Working Groups & Teams			X
Writing Statements of Work		X	



### ENVIRONMENTAL/MANAGERIAL QUESTIONS

**Instructions:** The next set of questions relates to the work environment in which you perform your duties. If you indicated you were a supervisor in the Demographic section, you will be asked to respond to a set of managerial questions as well.

Remember that the answers you provide in this survey are completely anonymous.

Please indicate your agreement or disagreement with the following statements. Follow the key below when determining your agreement or disagreement with the statements.

- **Strongly Agree**
- **Agree**
- **Neither Agree nor Disagree**
- **Disagree**
- **Strongly Disagree**

**EQ1**<sup>OPTIONAL</sup>: My supervisor generally approves my requests for training to maintain or increase my certification level or to satisfy my continuous learning requirements.

**EQ2**<sup>OPTIONAL</sup>: If my training request is denied, it is because my organization does not have the funds.

**EQ3**<sup>OPTIONAL</sup>: If my training request is denied, it is because my workload does not allow me the time.

**EQ4**<sup>OPTIONAL</sup>: My work duties allow me the opportunity to apply the training I receive.

**EQ5**<sup>OPTIONAL</sup>: I am actively engaged in my Individual Development Planning.

**EQ6**<sup>OPTIONAL</sup>: My supervisor plays a key role in my Individual Development Planning.

**EQ7**<sup>OPTIONAL</sup>: I have a mentor/coach.

**EQ8**<sup>OPTIONAL</sup>: I do not have a mentor/coach, but would benefit from one.

**EQ9**<sup>OPTIONAL</sup>: My performance review gives me information about my competency gaps and training needs.

**EQ10**<sup>OPTIONAL</sup>: I have the opportunity to work on different assignments or in new areas of acquisition to broaden my expertise.

**EQ11**<sup>OPTIONAL</sup>: I would benefit from working on different assignments or in new areas of acquisition to broaden my expertise.

**EQ12**<sup>OPTIONAL</sup>: A rotational assignment outside my immediate organization would broaden my expertise.

**EQ13**<sup>OPTIONAL</sup>: I am provided dedicated work time to complete on-line training courses.

**MQ1**<sup>OPTIONAL</sup>: There is adequate time for my employees to participate in training.

**MQ2**<sup>OPTIONAL</sup>: My supervisor generally supports requests for my employees to participate in training.

**MQ3**<sup>OPTIONAL</sup>: I am able to provide adequate on-the-job training and coaching to develop my employees effectively

**MQ4**<sup>OPTIONAL</sup>: My workload allows me the time to increase my managerial and leadership skills by attending training and workshops.

**MQ5**<sup>OPTIONAL</sup>: My workload allows me the opportunity to manage my employees' development effectively.

**MQ6**<sup>OPTIONAL</sup>: My workload allows me the time to administer my contracting duties effectively and professionally.

**MQ7**<sup>OPTIONAL</sup>: I play a key role in my employees' Individual Development Planning.

**MQ8**<sup>OPTIONAL</sup>: I have adequate resources and support to provide the training my employees need.

**MQ9**<sup>OPTIONAL</sup>: I provide feedback and information to my employees about their competencies and training needs during their performance reviews.

**MQ10**<sup>OPTIONAL</sup>: My team is adequately staffed to allow time to complete operations and also provide mentoring/coaching and on-the-job training.

**MQ11**<sup>OPTIONAL</sup>: I would support my employees in participating in rotational assignments.



**CERTIFICATIONS**

The following questions relate to the professional certifications or certificates that you currently hold in contracting or an acquisition related field (program/project management or COTR). Certifications differ from certificate programs because certifications, by definition, include work experience. Certificate programs, on the other hand, award certificates once the course of study has been completed and do not require previous work experience.

Are you currently certified or seeking any certifications?

1. Yes
2. No

*IF YES IS SELECTED DISPLAY THE TEXT BELOW AND ACTIVATE THE 'CERTIFICATION AREA' TABLE BELOW*

Please indicate the type(s) of certifications you have by clicking the check box next to each of the certification areas, or entering the certification as requested.

If you **do not** currently possess any professional certifications, do not select any and simply click the "Save and Continue" button to move to the next part.

CERTIFICATION AREA
FAC-C – Level I <i>(Check Box)</i>
FAC-C – Level II <i>(Check Box)</i>
FAC-C – Level III <i>(Check Box)</i>
FAC-PPM Entry/Apprentice <i>(Check Box)</i>
FAC-PPM Mid-level/Journeyman <i>(Check Box)</i>
FAC-PPM Senior/Expert <i>(Check Box)</i>
FAC-COTR <i>(Check Box)</i>
DAWIA – Level 1 <i>(Check Box)</i>
DAWIA – Level 2 <i>(Check Box)</i>
DAWIA – Level 3 <i>(Check Box)</i>
Agency specific contracting certification <i>(Check Box)</i>
Agency specific project management certification <i>(Check Box)</i>
Agency specific COTR certification <i>(Check Box)</i>
Contracting certification through an academic, non-profit, training or professional organization. <i>(Type the certification(s) in the space provided. Separate multiple entries with a comma.) (Text Box)</i>
Project management certification through an academic, non-profit, training or professional organization. <i>(Type the certification(s) in the space provided. Separate multiple entries with a comma.) (Text Box)</i>



FAC-CONTRACTING

FAC-CONTRACTING GENERAL BUSINESS COMPETENCIES

COMPETENCY TITLE	DEFINITION
<b>Arithmetic</b>	Performs computations using whole numbers, fractions, decimals, and percentages.
<b>Attention to Detail</b>	Is thorough when performing work and conscientious about attending to detail.
<b>Contracting/Procurement</b>	Has knowledge of various types of contracts, techniques for Contracting or procurement, and contract negotiation and administration.
<b>Creative Thinking</b>	Uses imagination to develop new insights into situations and applies innovative solutions to problems; design new methods where established methods and procedures are not applicable or are unavailable.
<b>Customer Service</b>	Works with customers to assess needs, provide assistance, resolve problems, satisfy expectations; knows products and services.
<b>Decision-Making</b>	Makes sound, well informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.
<b>Flexibility</b>	Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with ambiguity.
<b>Influencing/Negotiating</b>	Persuades others to accept recommendations, cooperate, or change their behavior; work with others towards an agreement; negotiates to find mutually acceptable solutions.
<b>Information Management</b>	Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.
<b>Integrity/Honesty</b>	Contributes to maintaining the integrity of the organization; displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; is trustworthy.
<b>Interpersonal Skills</b>	Shows understanding, courtesy, tact, empathy; develops and maintains relationships; deals with difficult people; relates well to people from varied backgrounds; is sensitive to individual differences.
<b>Learning</b>	Uses efficient learning techniques to acquire and apply new knowledge and skills, uses training, feedback, etc., for self-learning and development.
<b>Math Reasoning</b>	Solves practical problems by choosing appropriately from a variety of mathematical and statistical techniques.
<b>Memory</b>	Recalls information that has been presented previously.
<b>Oral Communication</b>	Expresses information to individuals or groups effectively, taking into account the audience and nature of the information; makes clear and convincing presentations, listens to others; attends to nonverbal cues.
<b>Planning and Evaluating</b>	Organizes work, sets priorities, determines resource requirements, determines goals and strategies; coordinates with other organizations, monitors progress; evaluates outcomes.
<b>Problem Solving</b>	Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and make recommendations.
<b>Reading</b>	Understands and interprets written material including technical material, rules, regulations, instructions, reports; applies what is learned from written material.
<b>Reasoning</b>	Identifies rules, principles, or relationships that explain facts, data or other information; analyzes information and makes correct inferences or accurate conclusions.
<b>Self-Esteem</b>	Believes in own self-worth; maintains a positive view of self and displays a professional image.
<b>Self-Management/Initiative</b>	Sets well-defined and realistic personal goals; displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner; works with minimal supervision; is motivated to achieve; demonstrates responsible behavior.
<b>Stress Tolerance</b>	Deals calmly and effectively with high stress situations (for example, tight deadlines, hostile individuals, emergency situations, and dangerous situations).
<b>Teamwork</b>	Encourages and facilitates cooperation, pride, trust; fosters commitment; works with others to achieve goals.
<b>Written Communication</b>	Recognizes or uses correct English grammar, punctuation, and spelling; communicates information in a succinct and organized manner, produces written information that is appropriate for the intended audience.



### FAC-CONTRACTING TECHNICAL COMPETENCIES

COMPETENCY TITLE	DEFINITION
<b>Bid Evaluation</b>	Ability to receive, handle, and evaluate bids adhering to proper procedures.
<b>Contract Award</b>	Ability to handle all aspects of contract award and resolution including preparation and distribution of documents and notifications and debriefing unsuccessful offerors. Ability to resolve complaints and concerns.
<b>Defining Contractual Relationships</b>	Ability to identify and select the most appropriate contractual terms and arrangements; for example, in pricing, financing, and payment methods.
<b>Defining Requirements</b>	Ability to determine or develop offer evaluation factors that will discriminate between offerors and that tie back to the technical requirements included in the solicitation. Ability to determine the most appropriate method of acquisition for each procurement request.
<b>Dispute Resolution and Termination</b>	Ability to investigate, analyze, and manage disputes; negotiate resolutions and prepare a Contract Officer's decision. Ability to determine, recommend and perform the termination of contracts when it is in the best interest of the Government.
<b>Financial Management</b>	Ability to manage all financial aspects of contract administration including cost/pricing remedies, authorizing payments, recovering debts, and detecting fraud.
<b>Managing Competition</b>	Ability to advise customers on competitive options based on business strategies, market environments, acquisition goals, and FAR requirements. Ability to determine whether to limit competition to socio-economic concerns.
<b>Market Research</b>	Ability to collect and analyze relevant market information and identify possible sources for the acquisition through effective market analysis and industry knowledge.
<b>Negotiation</b>	Ability to plan negotiation positions and prepare negotiation strategies. Ability to conduct a negotiation session and document the elements of the negotiated agreement.
<b>Performance Based Acquisition</b>	Ability to determine if performance based acquisition is the appropriate acquisition strategy to use in a procurement. Ability to develop a performance work statement or a statement of objectives. Ability to conduct research to determine performance standards or incentives that will effectively measure contractor results.
<b>Performance Management</b>	Ability to monitor contract performance and take any necessary action and apply remedies to protect the rights of the Government. Ability to use performance metrics to evaluate actual performance against goals.
<b>Project Management</b>	Ability to develop and maintain a workable plan and manage resources to accomplish the overall goal of the acquisition project.
<b>Proposal Analysis and Evaluation</b>	Ability to receive, handle, and evaluate quotations/proposals adhering to proper procedures. Ability to obtain proper disclosure of accounting practices and to determine if the firm's accounting practices comply with Government cost accounting standards.
<b>Requirements Management</b>	Ability to administer contract requirements and manage vendor relationships for effective delivery of goods and services. Ability to work with COTRs to monitor and manage contracts.
<b>Small Business and Preference Program Participation</b>	Ability to identify opportunities for small business and other preference programs to participate in solicitations. Ability to strategize with program officials to encourage preference program participation.
<b>Solicitation of Offers</b>	Ability to manage the solicitation process and adhere to procedures, including writing and publicizing the procurement, conducting discussions and conferences, and amending or canceling the solicitation when appropriate.
<b>Strategic Planning</b>	Ability to advise customers on their acquisition-related roles and in the development and implementation of strategies needed to assure that supplies and services are available when needed to meet mission requirements.



FAC-CONTRACTING ALIGNED SKILLS

ALIGNED SKILL	DEFINITION
<b>Administer Special Terms &amp; Condition</b>	Enforce Government and contractor compliance with special terms and conditions.
<b>Administering Financing Terms</b>	Administer contract financing terms appropriately; paying proper amounts due contract under the contract financing clause.
<b>Amending/Canceling Solicitations</b>	Amend or cancel a solicitation when it is in the best interest of the Government and conforms to laws and regulations.
<b>Collecting Contractor Debts</b>	Recover debts due from contractors.
<b>Commercial/Simplified Acquisition Remedies</b>	Apply remedies to protect the rights of the Government under commercial item contracts and simplified acquisitions.
<b>Conducting Debriefings</b>	Conduct pre-award debriefings to provide feedback to unsuccessful offerors.
<b>Conducting Discussions/Negotiations</b>	Conduct a negotiation session and negotiate an agreement on cost/price, terms and conditions.
<b>Conducting Oral Solicitations/Proposals</b>	Planning and conducting effective oral solicitations/proposals.
<b>Conducting Proposal Communications</b>	Conduct communications to enhance Government understanding of proposals and to facilitate the Government's evaluation process.
<b>Contract Administration Planning &amp; Orientations</b>	Plan for the review, evaluation, and judging of a contractor's performance; clearly define the COTR roles and responsibilities. Conduct post-award orientation meetings to review contract milestones and responsibilities.
<b>Contract Closeout</b>	Perform contract closeout and archive records as appropriate.
<b>Contract Financing</b>	Determine whether to provide for Government financing, and, where necessary, the method of financing to use.
<b>Contract Modification &amp; Adjustment</b>	Modify or adjust a contract when appropriate in an effective and equitable manner.
<b>Contracting with Appropriate Government wide Acquisition Systems</b>	Select the most appropriate electronic system or tool to use during market research, solicitation, evaluation, award, and contract administration.
<b>Costs, Pricing, &amp; Fees</b>	Make appropriate decisions to allow or disallow contract costs. Adjust the price or fee in accordance with the terms of the contract. Determine if cost or pricing data were defective and apply appropriate remedies.
<b>Determining Method of Acquisition</b>	Determine the most appropriate method of acquisition based on forecast requirements, acquisition plans, market research, the Procurement Request, and other related documents.
<b>Determining Responsibility/Capability</b>	Determine and document the responsibility or capability of a firm to effectively perform the terms and conditions of the contract.
<b>Documenting the Source Selection Plan</b>	Determine whether a written source selection plan is necessary, and if so, properly documenting the source selection planning.
<b>Entering Procurement Related Data</b>	Entering timely, complete, and accurate procurement-related data on contract awards and actions into FPDS.
<b>Environmental, Energy, &amp; Water Efficiency</b>	Comply with applicable FAR requirements when acquiring energy, environmental, or water efficient products and services.
<b>Establishing the Competitive Range</b>	Select the offerors/quoters to participate in discussions thereby establishing the competitive range under FAR Part 15.
<b>Evaluating Accounting &amp; Estimating Systems</b>	Determine the adequacy of a firm's accounting and estimating systems in making Contracting decisions. Assure that a firm properly discloses its accounting practices when required by Government cost accounting standards (CAS) and that the disclosed practices comply with CAS requirements.
<b>Evaluating Non-Price Factors</b>	Apply non-price factors in evaluating quotations, proposals, and past performance.
<b>Handling Protests</b>	Process protests in accordance with FAR and agency requirements, acting to resolve the complaint or concern in an appropriate manner.
<b>Identifying Fraud</b>	Identify whether fraud or other civil or criminal offenses may have been committed; document the information discovered; refer all indications to the proper authorities.





ALIGNED SKILL	DEFINITION
<b>Managing Competition</b>	Determine how to manage competition based on business strategies, market environments, acquisition goals, and socio-economic conditions.
<b>Managing the Bidding Process</b>	Effectively manage a sealed bidding process including receiving and recording bids, evaluating the received bids, calculating the evaluated price, and determining whether the low bid conforms to all requirements.
<b>Managing the Quotations &amp; Proposal Process</b>	Receive quotations/proposals including the safeguarding, opening, tracking, assessing compliance with minimum solicitation requirements, and identifying the quotations/proposals that will not receive further consideration.
<b>Market Research</b>	Collect and analyze relevant market information from Government and non-government sources as well as prospective offerors. Identify possible sources for the acquisition through effective market analysis and knowledge of suppliers.
<b>Methods of Payment</b>	Select the most appropriate method of payment that will best minimize the Government's overhead.
<b>Negotiation Strategy</b>	Prepare a negotiation strategy and plan that will permit negotiators to maximize the Government's ability to obtain best value.
<b>Noncommercial Acquisition Remedies</b>	Apply remedies to protect the rights of the Government under noncommercial item contracts.
<b>Performance Based Acquisition (PBA)</b>	Determine if performance based acquisition is the appropriate acquisition strategy to use; develop a performance work statement or a statement of objectives; conduct market research to determine performance standards or incentives to effectively measure contractor results.
<b>Performance Management</b>	Monitor contract performance and take any necessary action related to delays in contract performance or the need to stop work under the contract. Document past performance information completely and fairly, validly characterizing the contractor's actual performance.
<b>Performance Metrics</b>	Monitor performance by evaluating actual performance processes, workflow requirements, and outputs against pre-determined goals.
<b>Performing Analysis for Negotiated Acquisitions</b>	Establish pre-negotiation positions on price and cost factors and on other terms and conditions.
<b>Performing Price &amp; Cost Analysis (Negotiated Acquisitions)</b>	Establish pre-negotiation positions on price and cost factors.
<b>Preparing &amp; Issuing Awards</b>	Prepare, approve, sign, execute, and document the contract award, making all required notifications.
<b>Pre-Quote/Pre-Bid/Pre-Proposal Conferences</b>	Conduct a pre-quote, pre-bid, or pre-proposal conference when appropriate and maintain an accurate record of the meeting.
<b>Pricing Arrangements</b>	Select the most appropriate pricing arrangements(s) to solicit.
<b>Pricing Information from Offerors</b>	Determine what pricing information to require from offerors.
<b>Project Management</b>	Develop and maintain a workable plan and manage resources to accomplish the overall goal of the project; manage and follow through to ensure the smooth flow and timely completion of activities that deliver project results.
<b>Publicizing Proposed Acquisitions</b>	Selecting and implementing a method of publicizing the proposed procurement.
<b>Recurring Requirements</b>	Determine whether and how to provide for recurring requirements.
<b>Requirements Analysis</b>	Review and provide business advice in the preparation of requirements documents and related elements of the Procurement Request.
<b>Resolving Disputes</b>	Analyze a claim and determine its validity; negotiate a resolution if necessary; prepare a decision.
<b>Responding to Inquiries &amp; FOIA Requests</b>	Respond appropriately to an inquiry about the solicitation received prior to contract award or a request for information under the Freedom of Information Act.
<b>Reviewing Invoices</b>	Review invoices and determine whether to authorize payment in full, in part, or not at all.
<b>Selecting Offer Evaluation Factors</b>	Selecting appropriate offer evaluation factors for incorporation in the solicitation.
<b>Socioeconomic</b>	Determine whether to limit competition to small business concerns, eligible 8(a) concerns, or



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ALIGNED SKILL	DEFINITION
<b>Requirements</b>	a single eligible 8(a) concern.
<b>Solicitation Preparation</b>	Prepare a written solicitation that includes the appropriate provisions and clauses for the requirement, assembled in a format appropriate to the acquisition method and market.
<b>Strategic Planning</b>	Advise customers on their acquisition-related roles and the development and implementation of strategies needed to assure that supplies and services are available when needed to meet mission requirements.
<b>Sub-Contracting Requirements</b>	Establishing requirements and incorporating the appropriate Sub-Contracting and make-or-buy clauses in the solicitation.
<b>Task &amp; Delivery Order Contracting</b>	Apply the policies and procedures for utilizing task and delivery order contracts and using basic ordering agreements.
<b>Terminating Contracts</b>	Terminate contracts when in the best interest of the Government, following applicable FAR and/or UCC requirements.
<b>Unpriced Contracts</b>	Prepare unpriced orders and contracts using a simplified acquisition procedure.
<b>Using Audit Information</b>	Using audit findings to support cost analysis, price analysis, or cost reasonableness analysis and to develop negotiation objectives.



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### FAC-COTR

#### FAC-COTR GENERAL BUSINESS COMPETENCIES

COMPETENCY TITLE	DEFINITION
<b>Arithmetic</b>	Performs computations using whole numbers, fractions, decimals, and percentages.
<b>Attention to Detail</b>	Is thorough when performing work and conscientious about attending to detail.
<b>Decision-Making</b>	Makes sound, well informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.
<b>Flexibility</b>	Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with ambiguity.
<b>Influencing/Negotiating</b>	Persuades others to accept recommendations, cooperate, or change their behavior; work with others towards an agreement; negotiates to find mutually acceptable solutions.
<b>Integrity/Honesty</b>	Contributes to maintaining the integrity of the organization; displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; is trustworthy.
<b>Interpersonal Skills</b>	Shows understanding, courtesy, tact, empathy; develops and maintains relationships; deals with difficult people; relates well to people from varied backgrounds; is sensitive to individual differences.
<b>Oral Communication</b>	Expresses information to individuals or groups effectively, taking into account the audience and nature of the information; makes clear and convincing presentations, listens to others; attends to nonverbal cues.
<b>Planning and Evaluating</b>	Organizes work, sets priorities, determines resource requirements, determines goals and strategies; coordinates with other organizations, monitors progress; evaluates outcomes.
<b>Problem Solving</b>	Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and make recommendations.
<b>Project Management</b>	Develops and maintains a workable plan and manages resources to accomplish the overall goal of the project; plans, manages and follows through to ensure the smooth flow and timely completion of activities that deliver project results; anticipates obstacles or gaps that would impact project success and works to continuously improve the agency's capability to achieve success.
<b>Reasoning</b>	Identifies rules, principles, or relationships that explain facts, data or other information; analyzes information and makes correct inferences or accurate conclusions.
<b>Self-Management/Initiative</b>	Sets well-defined and realistic personal goals; displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner; works with minimal supervision; is motivated to achieve; demonstrates responsible behavior.
<b>Teamwork</b>	Encourages and facilitates cooperation, pride, trust; fosters commitment; works with others to achieve goals.
<b>Written Communication</b>	Recognizes or uses correct English grammar, punctuation, and spelling; communicates information in a succinct and organized manner, produces written information that is appropriate for the intended audience.



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### FAC-COTR TECHNICAL COMPETENCIES

COMPETENCY TITLE	DEFINITION
<b>Acquisition Planning</b>	Assist in the planning and implementation of strategies needed to assure that supplies and services are available when needed to meet mission requirements.
<b>Defining Government Requirements in Commercial/Non-Commercial Terms</b>	Define the necessary requirements to determine or develop offer evaluation factors that will discriminate between offerors that tie back to the technical requirements included in the solicitation and assist the CO in determining the most appropriate method of acquisition for each procurement request.
<b>Effective Contract Management</b>	Communicate to the CO any recommended scope changes or other changes that may result in the modification to the contract, recognize the impact of changes on milestones, and identify and resolve technical problems and develop alternative solutions; participate in IBRs and analyze EVM data.
<b>Effective Pre Award Communication</b>	Assist CO with technical issues related to industry questions concerning the procurement, conducting pre-proposal and pre-bid conferences, and protecting procurement sensitive information.
<b>Market Research</b>	Ability to collect and analyze relevant market information and identify possible sources for the acquisition through effective market analysis and industry knowledge.
<b>Negotiation</b>	Ability to plan negotiation positions and prepare negotiation strategies. Ability to conduct a negotiation session and document the elements of the negotiated agreement.
<b>Performance Management</b>	Ability to monitor contract performance and take any necessary action and apply remedies to protect the rights of the Government. Ability to use performance metrics to evaluate actual performance against goals.
<b>Technical Analysis of Proposals</b>	Evaluate technical proposals against the evaluation criteria and participate in the evaluation of cost proposals; assist in best value trade-off analysis; evaluate past performance information and contact references if the CO delegates this responsibility; assist in the evaluation of return on investment (ROI).



FAC-COTR ALIGNED SKILLS

ALIGNED SKILL	DEFINITION
<b>Amending/Canceling Solicitations</b>	Amend or cancel a solicitation when it is in the best interest of the Government and conforms to laws and regulations.
<b>Assisting in the Development of Acquisition Strategy</b>	Assist the CO with the development of an appropriate acquisition strategy.
<b>Collecting Source Information</b>	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.
<b>Compliance to FAR Guidelines</b>	Assist the CO with compliance of applicable FAR guidelines when acquiring products and services.
<b>Conducting Discussions/Negotiations</b>	Assist CO in conducting a negotiation session and negotiating an agreement on cost/price, terms and conditions.
<b>Conducting Needs Analysis &amp; Preparing Requirements Documents</b>	Perform an analysis based on standard methodology to identify all requirements and obligations in order to assist in the development of requirements documents.
<b>Contract Administration Planning &amp; Orientations</b>	Plan for the review, evaluation, and judging of a contractor's performance; clearly define the COTR roles and responsibilities. Conduct post-award orientation meetings to review contract milestones and responsibilities.
<b>Contract Financing</b>	Determine whether to provide for Government financing, and, where necessary, the method of financing to use.
<b>Contract Modification &amp; Adjustment</b>	Modify or adjust a contract when appropriate in an effective and equitable manner.
<b>Contract Reporting</b>	Monitor and verify contract expenditures, anticipated funding issues or over runs, contract schedule compliance and anticipated schedule delays, contract technical performance and compliance with terms and conditions of the contract to the Contracting officer in an efficient and timely manner.
<b>Determining Capability</b>	Assist in determining and documenting the capability of a firm to effectively perform the terms and conditions of the contract.
<b>Determining Need for EVM</b>	Mitigate potential problems with cost, schedule, and technical risks.
<b>Documenting the Source Selection Plan</b>	Determine whether a written source selection plan is necessary, and if so, properly documenting the source selection planning.
<b>Evaluating Non-Price Factors</b>	Apply non-price factors in evaluating quotations, proposals, and past performance.
<b>Evaluation Documentation</b>	Ability to clearly document reasoning behind proposed evaluation.
<b>Financial Management</b>	Monitor the contractor's financial progress and assist the CO with contract enforcement; technical cost, schedule and performance, for all contracts. Review and as authorized, approve contractor payment requests, review interim invoices (cost reimbursement, LH and T&M contracts) to make sure charges are commensurate with observed performance. Report any discrepancies in invoices to the CO and provide documentation to support the representation.
<b>Inspection &amp; Acceptance</b>	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. Ensure compliance and completion by the Contractor of all required operations, including the preparation of the any forms (ex. Material Inspection and Receiving Reports) or equivalent which shall be authenticated and certified by the COTR that the services/supplies have been received and are acceptable. Process inspection report as supporting documentation for payment and maintain documentation of all inspections performed including disposition of the results.
<b>Market Research</b>	Collect and analyze relevant market information from Government and non-government sources as well as prospective offerors. Identify possible sources for the acquisition through effective market analysis and knowledge of suppliers.
<b>Methods of Payment</b>	Select the most appropriate method of payment that will best minimize the Government's overhead.
<b>Negotiation Strategy</b>	Prepare a negotiation strategy and plan that will permit negotiators to maximize the



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ALIGNED SKILL	DEFINITION
	Government's ability to obtain best value.
<b>Performance Management</b>	Monitor contract performance and take any necessary action related to delays in contract performance or the need to stop work under the contract. Document past performance information completely and fairly, validly characterizing the contractor's actual performance.
<b>Performance Metrics</b>	Monitor performance by evaluating actual performance processes, workflow requirements, and outputs against pre-determined goals.
<b>Pre-Quote/Pre-Bid/Pre-Proposal Conferences</b>	Conduct a pre-quote, pre-bid, or pre-proposal conference when appropriate and maintain an accurate record of the meeting.
<b>Pricing Arrangements</b>	Select the most appropriate pricing arrangements(s) to solicit.
<b>Pricing Information from Offerors</b>	Assist in determining what pricing information to require from offerors when requested by CO.
<b>Publicizing Proposed Acquisitions</b>	Recommend to CO additional methods of publicizing the proposed procurement when appropriate.
<b>Recurring Requirements</b>	Determine whether and how to provide for recurring requirements.
<b>Solicitation Preparation</b>	Prepare a written solicitation that includes the appropriate provisions and clauses for the requirement, assembled in a format appropriate to the acquisition method and market.
<b>Specialized Requirements</b>	Perform contract surveillance and ensure contractor compliance with environmental, health and safety issues for the special requirements inherent in a hazardous material, services contracts, and construction contracts.
<b>Strategic Planning</b>	Advise customers on their acquisition-related roles and the development and implementation of strategies needed to assure that supplies and services are available when needed to meet mission requirements.
<b>Sub-Contracting Requirements</b>	Establishing requirements and incorporating the appropriate Sub-Contracting and make-or-buy clauses in the solicitation.
<b>Task &amp; Delivery Order Contracting</b>	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.
<b>Unpriced Contracts</b>	Prepare unpriced orders and contracts using a simplified acquisition procedure.
<b>Work Order Management</b>	Submit work package to request work under the contract.
<b>Writing Statements of Work</b>	Create statements of work, SOOs and other related documents.



# Federal Acquisition Institute

## 2010 Acquisition Workforce Competency Survey Results Report

### FAC-PPM

#### FAC-PPM GENERAL BUSINESS COMPETENCIES

COMPETENCY TITLE	DEFINITION
<b>Customer Service</b>	Works with customers to assess needs, provide assistance, resolve problems, satisfy expectations; knows products and services.
<b>Decision-Making</b>	Makes sound, well informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.
<b>Flexibility</b>	Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with ambiguity.
<b>Influencing/Negotiating</b>	Persuades others to accept recommendations, cooperate, or change their behavior; work with others towards an agreement; negotiates to find mutually acceptable solutions.
<b>Interpersonal Skills</b>	Shows understanding, courtesy, tact, empathy; develops and maintains relationships; deals with difficult people; relates well to people from varied backgrounds; is sensitive to individual differences.
<b>Oral Communication</b>	Expresses information to individuals or groups effectively, taking into account the audience and nature of the information; makes clear and convincing presentations, listens to others; attends to nonverbal cues.
<b>Problem Solving</b>	Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and make recommendations.
<b>Written Communication</b>	Recognizes or uses correct English grammar, punctuation, and spelling; communicates information in a succinct and organized manner, produces written information that is appropriate for the intended audience.



### FAC-PPM TECHNICAL COMPETENCIES

COMPETENCY TITLE	DEFINITION
<b>Business, Cost Estimating &amp; Financial Management</b>	Forms of cost estimating, cost analysis, reconciliation of cost estimating, financial planning, formulating financial projects and budgets, budget analysis/execution, benefit-cost analysis, Earned Value Management (EVM), and other methods of performance measurement.
<b>Contracting</b>	Supervision, leadership and management processes/procedures involving the acquisition of supplies and services, construction, research and development; 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 and methods used in Contracting, and business and industry practices.
<b>Leadership/Professional Life Cycle Logistics (LCL)</b>	Ability to lead/manage a project team to satisfactory achievement of project goals. Performance-based logistic efforts that optimize total system life cycle availability, supportability and reliability/maintainability while minimizing cost, the logistic footprint and interoperability.
<b>Requirements Development and Management Processes</b>	Government-wide and agency-specific investment management requirements, acquisition policies, and program management strategies that support assigned missions and functions through understanding how to manage risk; understanding of the many factors that influence cost, schedule, and performance; attention to lessons learned; understanding of metrics needed to manage programs and projects that deliver quality, affordable, supportable, and effective systems/products.
<b>Systems Engineering</b>	Scientific, management, engineering and technical skills used in the performance of system planning, research and development, with an emphasis on performing and managing a technical process.
<b>Test and Evaluation (T&amp;E)</b>	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 T&E strategy to validate system performance through measurable methods that relate directly to requirements and to develop metrics that demonstrate system success or failure.





FAC-PPM ALIGNED SKILLS

ALIGNED SKILL	DEFINITION
<b>Accountability</b>	Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.
<b>Administer Contract</b>	Knowledge of how to support contract administrative actions.
<b>Business Financial Planning &amp; Management</b>	Ability to oversee application of Total Life Cycle Systems Management (TLCSM), or a similar concept, which requires the PM to base major decisions on system-wide analyses and the life cycle consequences of those decisions, and on system performance and affordability.
<b>Communications Management</b>	Ability to share and communicate lessons learned. Ability to use correct and effective oral and written skills. Knowledge of the importance of the dissemination of information both internally and externally. Ability to demonstrate effective briefing skills.
<b>Concept Selection Process</b>	Ability to define the process and participate in, under instruction, an analysis of the alternative, and application of OMB A-94 to reduce the number of and refine the concept(s) to better meet the mission capability gap. Knowledge of the Agency process for selection of material/non-material course of action relative to satisfying the capability gap. Ability to establish performance measures and associated metrics to evaluate a possible solution. Ability to define a process that the Agency will use to select a preferred system concept (if the preferred concepts includes a material solution) that may be continued into Technology Development. Knowledge of the key features of a Technology Development Strategy that flows from the completed analysis of alternatives, studies to date, draft plans and selected material concepts.
<b>Conflict Management</b>	Manages and resolves conflicts, grievances, confrontations and/or disagreements in a constructive manner to minimize negative personal impact.
<b>Contract Approach</b>	Knowledge of a process by which the efforts of the PM and PCO, and all other personnel responsible for an acquisition, are integrated through a comprehensive plan for fulfilling the Agency need in a timely manner and at a reasonable cost.
<b>Core Management Skills &amp; Processes</b>	Knowledge of the process for the development of the project and defining project scope, environmental, safety, and occupational health (ESOH), and security measures.
<b>Cost Estimating</b>	Knowledge of cost estimating processes, methods, techniques, analytical principles, data, confidence bands, specialized costing, application of OMB A-94, and management applications.
<b>Creativity/Innovation</b>	Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.
<b>Dept/Agency Programming, Planning &amp; Budgeting Type System (OMB A-11)</b>	Knowledge of how to allocate funds within appropriation categories and how to use the funds from each appropriation. Knowledge of the Department/Agency's policy/instructions for financial planning, programming, budget development, and budget execution, OMB A-11 application, including the documentation processes, which are employed in the development and decision making of a Department/Agency's total federal fiscal activity for a given fiscal period.
<b>Developing Others</b>	Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.
<b>Earned Value Management (EVM)</b>	Knowledge of earned value management (EVM) policies, methodologies, and software for performance measurement of projects. Knowledge of the Integrated Baseline Review (IBR) process. Knowledge of techniques used to determine effective project strategies when EVM indicators are yellow and/or red or cross a threshold.
<b>Entrepreneurship</b>	Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.
<b>External Awareness</b>	Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.
<b>Financial Reporting &amp; Oversight</b>	Provides guidance on preparing the FY Budget submission and includes instructions on budget execution.



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ALIGNED SKILL	DEFINITION
<b>Integration of T&amp;E</b>	Ability to determine the need for a comprehensive T&E project including Modeling and Simulation.
<b>Leveraging Diversity</b>	Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.
<b>Life-cycle Logistic (LCL) Management, Product Support, &amp; Interoperability</b>	Ability to implement alternative logistics support practices, including supply chain functions, best public sector and commercial practices, and technology solutions. Ability to determine the need for a modular open systems approach (MOSA) where interoperability is a key LCL facilitator.
<b>Market Research (including socio-economic considerations)</b>	Ability to perform, under instruction, using FAR Part 10 and 12 (if applicable), a business strategy for market research, the application of dual-use technologies to market research, and use of commercial items within market research (using socioeconomic considerations throughout).
<b>Partnering</b>	Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.
<b>Perform Source Selection</b>	Knowledge of the process for formulating a source selection plan that allows for best value selection from a competitive solicitation. Knowledge of the process for structuring a formal source selection process that is commensurate to the level of procurement action to include the Source Selection Evaluation Board, Source Selection Advisory Council/Committee, and Source Selection Authority.
<b>Performance-based Service Agreements</b>	Knowledge of how to negotiate for the required level of support at a cost consistent with available support funding. Ability to establish a negotiated baseline of performance with operational users, and the corresponding commercial and/or organic support providers.
<b>Political Savvy</b>	Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.
<b>Prepare &amp; Issue Solicitation</b>	Knowledge of the process for formulating pre-award policies, FAR (if applicable) Parts 5 Publicizing Contract Actions, 13 Simplified Acquisition Procedures and 14, Sealed Bidding, etc. Ability to develop a comprehensive project specification and statement of work that fully and correctly defines the project, addressing roles and missions of the government and contractor.
<b>Prepare Requirements &amp; Support Documentation</b>	Prepare Requirements & Support Documentation: Ability to participate in pre-award actions required by FAR Subpart 7.1 Acquisition Planning, and the remainder of FAR Parts 1-12 etc., considering key and complex contract terms and conditions for the solicitation.
<b>Realistic or Operational Test &amp; Evaluation (OT&amp;E)</b>	Knowledge of the Agency OT&E process.
<b>Requirements Development Process</b>	Knowledge of the Agency process that is the precursor to the acquisition process and is aimed at identifying, assessing and prioritizing needed mission oriented capability gaps, and is performed in coordination with potential users. Ability to participate in, under supervision, a study of different non-system specific, or activity specific, material and non-material approaches (concepts) to provide a required capability, assessing in an operational context the performance characteristics of alternatives.
<b>Resilience</b>	Displays fortitude when making unpopular decisions
<b>Risk &amp; Opportunity Management</b>	Knowledge of the risk/opportunity management process which includes planning, assessment (identification and analysis), handling and monitoring, all to be integrated and continuously applied throughout the project.
<b>Strategic Planning</b>	Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.
<b>Strategic Thinking</b>	Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.
<b>Team Building/IPT</b>	Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.



ALIGNED SKILL	DEFINITION
<b>Technical Management Process</b>	Knowledge of the nature of the decision analysis methods that will provide the basis for evaluating and selecting alternatives for decision making. Decision Analysis involves selecting the criteria for the decision and the methods to be used in conducting the analysis. Ability to develop a plan for Technical Assessment that measures technical progress and the effectiveness of plans and requirements. Activities within Technical Assessment include those associated with Technical Performance Measurement and the conduct of technical reviews. Knowledge of systems life cycle management concepts used to plan, develop, implement, operate and maintain information systems. Ability to participate in, under instruction, the execution of a Risk/Opportunity Management plan and methods applicable to a systems engineering context that examines the risks of deviating from the project plan. It will examine all aspects of the project and their relationships. The plan and methods should integrate design (performance) requirements with other life cycle issues such as manufacturing, operations, environment, safety, and occupational health considerations, and support. Knowledge of Configuration Management methods and best practices to establish and maintain consistency of a product's attributes with its requirements and product configuration information. Ability to identify the key processes employed in interface management, including the ability to trace system requirements through the software allocation architecture and use of an interface matrix. Ability to describe the content of a plan for Technical Data Management.
<b>Technical Process</b>	Knowledge of the nature of the requirements development process for working with the user to establish and refine operational needs, attributes, performance parameters, trade-offs and constraints that flow from the needed capabilities, and then ensure that all relevant requirements are addressed. Ability to develop a process to monitor/ coordinate/participate in the validation procedures that answers the question of "Did you build the right thing?" Ability to establish a process of obtaining sets of logical solutions to improve knowledge of the defined requirements and the relationships among the requirements. Ability to define a process for monitoring and selecting Design Solution that translates the outputs of the Requirements Development and Logical Analysis processes into alternative design solutions and selects a final design solution. Knowledge of the value of a process for monitoring the integration procedures for incorporating the lower level system elements into a higher level system element in the physical and logical architecture. The plan or strategy for the integration process, including the assembly sequence, may impose constraints on the design solution. Knowledge of processes for monitoring the integration procedures for incorporating the lower level system elements into a higher level system element in the physical and logical architecture. The plan or strategy for the Integration process, including the assembly sequence, may impose constraints on the design solution.
<b>Technology Development Process</b>	Ability to expand, if applicable, together with the user, "customer needs" into system requirements:
<b>Test &amp; Evaluation Strategy (TES)</b>	Knowledge of the value of a comprehensive Test & Evaluation Strategy (TES) and how this document can evolve into the Test & Evaluation Master Plan (TEMP).
<b>Total Ownership Cost (OMB A-94)</b>	Recognize the role and nature of an estimate of Total Ownership Cost (TOC) prepared in Vendor format, and the need to revisit and ensure it is consistent with prior OMB A-94 and PART analysis as appropriate, considering full project scope in applying cost estimating techniques/tools to cases involving management decisions, e.g., contractor versus government logistics support:
<b>Vision</b>	Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.
<b>Working Groups &amp; Teams</b>	Knowledge of the functions of membership in a working group or project oriented team, including Integrated Product and Process Teams. Demonstrate knowledge of team development functions and the need to be: Open in discussions, Qualified to participate and an empowered team member, Consistent, success-oriented, proactive in participation, Continuous communications (including "up-the-line" communications), Reasoned in disagreement, Active in offering issues and committed to their early resolution.