



**Federal Aviation
Administration**

Acquisition Career Certification & Management

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Acquisition Career Management**

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Topics



- **Acquisition Career Management Group**
 - Functions
- **Competency & Certification Business Drivers**
 - Certification Programs
- **Certification Model Process**
- **Test & Evaluation Certification Efforts**
- **Test & Evaluation Schedule and Next Steps**
- **Contacts & Conclusion**



Acquisition Career Management Group Functions



- Acquisition Workforce
Data Analysis and Reporting



- Competency and Certification Development
- Certification Management
- Acquisition Workforce Development
- Acquisition Tools and Best Practices support





Competency & Certification Business Drivers - NextGen



Need to develop / acquire workforce to support NextGen

- **NAPA Report “Identifying the Workforce to Respond to a National Imperative: The Next Generation Air Transportation Systems”**
 - Identify the skills needed by non-operational/acquisition workforce to accomplish transition to NextGen
 - Identify strategies for acquiring the necessary workforce competencies
- **GAO Report “Next Generation Air Transportation System, Status of Systems Acquisition and the Transition to the Next Generation Air Transportation System**
 - Need to compare the skills needed for NextGen with the current staff resources



Competency & Certification Development Business Drivers – Employee Growth



Helping FAA employees manage and grow their careers

- **Employees need the structure required to map out a career path in professions that are rewarding for them and important to the future success of the FAA**
 - Defined career paths and / or certification models based on federal government and industry standards
- **Employees need support in developing the knowledge, skills and abilities necessary to progress through career models within their chosen profession**
 - Training curriculum that matches certification requirements
 - Practices that help guide work
 - Communities of Practice to establish work relationships





Certification Programs & Status



Defined Certification Programs:	<ul style="list-style-type: none">• Program Manager• Integrated Logistics Support Manager• Contracting Officer/Specialist• Contracting Officers Technical Representative• Cost Estimating
Certification Programs in Development:	<ul style="list-style-type: none">• Test & Evaluation• Systems Engineering
Certification Programs under consideration:	<ul style="list-style-type: none">• Business Management• Quality Assurance• Facilities Engineering• Electronic/Electrical Engineering



Competency Model Development Process



STEP 1: PLANNING AND PREPARATION

- **Review pertinent documentation, such as:**
 - Job/position descriptions
 - Existing competencies
 - Skill set inventories

STEP 2: COMPETENCY DEVELOPMENT

- **Conduct interviews** with SMEs
- **Conduct Focus Group 1:** Validate competency titles and definitions
- **Conduct Focus Group 2:** Finalize/validate the competency dictionary
- **Conduct Focus Group 3:** Determine Criticality- obtain competency Importance and Required at Entry ratings

STEP 3: IMPLEMENTATION AND SUPPORT

- **Submit final Test and Evaluation Competency Model**
- **Coordinate Test and Evaluation Competency Model with Professional Leadership and Development Team for Training Development**

ACTIVITIES

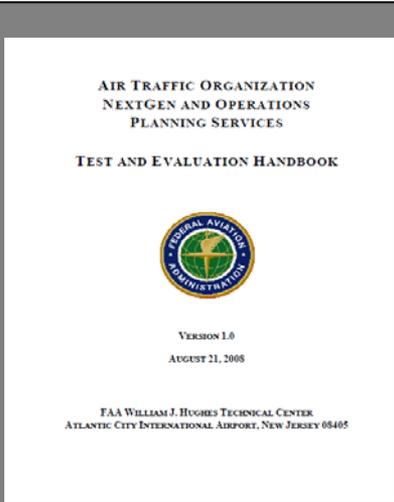




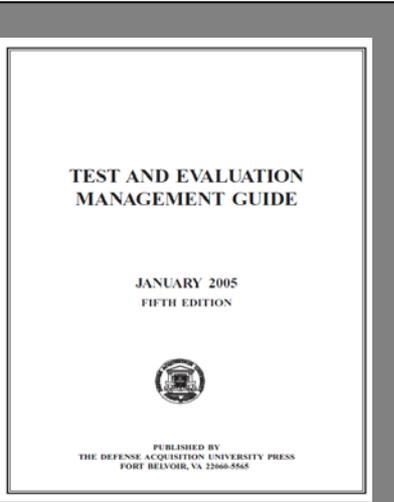
T & E Competency Model Development Step 1



**FAA ATO
NextGen & Ops
Planning
Services
T&E Handbook**



**DAU Test and
Evaluation
Management
Guide**



**DAU Certification
Course for Test &
Evaluation
Professionals**



Task and Skills Analysis (TASA) Table				
TASA#	Title	Task	Subtask	Essential Skills
1.1	Support for Test Program Administration			
1.1.1	Support Requirements Document	Develop/Validate Sector (SV) Plan/Contract Task		<ul style="list-style-type: none"> Knowledge of SV and SV Process Knowledge of Performance Management Knowledge of System Planning Knowledge of System Requirements Knowledge of SV
1.1.2	Support Requirements Document	Develop/Validate SV Requirements Document		<ul style="list-style-type: none"> Knowledge of SV and SV Process Knowledge of SV
1.1.3	Support Requirements Document	Develop SV Requirements Document		<ul style="list-style-type: none"> Knowledge of SV and SV Process Knowledge of SV
1.2	Support Requirements Document			

Task and Skills Analysis (TASA) Table				
TASA#	Title	Task	Subtask	Essential Skills
1.1.1			Plan/Contract Task	<ul style="list-style-type: none"> Planning and Organization Skills Program Management Skills Knowledge of SV
1.1.2			Develop/Validate SV Requirements Document	<ul style="list-style-type: none"> Knowledge of SV and SV Process Knowledge of SV
1.1.3			Develop SV Requirements Document	<ul style="list-style-type: none"> Knowledge of SV and SV Process Knowledge of SV
1.2				
1.4				
1.4.1			Develop/Validate Sector of SV	<ul style="list-style-type: none"> Knowledge of SV and SV Process Knowledge of SV

**FAA Test &
Evaluation Task
and Skills
Analysis (TASA)
Report**





T & E Competency Model Development Step 2



SME Interview	
Participants	<ul style="list-style-type: none">▪ 19 Test and Evaluation Subject Matter Experts
Objectives	<ul style="list-style-type: none">▪ Identify test and evaluation (T&E) key activities and processes▪ Discuss examples of exceptional performance▪ Identify competencies needed to support the activities▪ Discuss key behaviors that support the identified competencies
Key Activities	<ul style="list-style-type: none">▪ Identified T&E key activities and processes▪ Developed a preliminary list of competencies
Sample Questions Asked	<ul style="list-style-type: none">▪ What are the key stages/phases of the T&E process?▪ Are there other activities (not related to T&E) that are a big part of the job (training others, reporting)?▪ What are the primary challenges a T&E employee faces? What are the skills, knowledge, and characteristics that need to be developed to meet that challenge?
Outcomes	<ul style="list-style-type: none">▪ Preliminary list of key activities and draft competency titles and definitions



T & E Competency Model Development Step 2 (Cont.)



Test and Evaluation **Draft** Competency Titles

Technical Competencies

1	ACQUISTION AND CONTRACTS	9	TECHNICAL WRITING
2	AMS AND ENTERPRISE ARCHITECTURE	10	TEST COST MONITORING AND FAA FINANCIAL MANAGEMENT SYSTEMS
3	DATA COLLECTION AND ANALYSIS	11	TEST MANAGEMENT
4	FAA ORGANIZATIONAL POLICIES AND PROCEDURES	12	TEST REQUIREMENTS ANALYSIS, DEFINITION AND MANAGEMENT
5	HUMAN FACTORS	13	TEST STRATEGY
6	NEGOTIATION	14	TEST THEORY AND METHODS
7	SAFETY AND QUALITY ASSURANCE	15	VERIFICATION AND VALIDATION
8	SYSTEMS THINKING		

Non-Technical Competencies

1	AGILITY
2	COMMUNICATION
3	CUSTOMER FOCUS
4	INTERPERSONAL RELATIONS AND INFLUENCE
5	TEAMWORK AND COLLABORATION





T & E Competency Model Development Step 2 (Cont.)



	September 28	October 21	November 9	November
NEXTGEN PLANNING AND OPERATION				
John Fredericks (AJP-7C)	✓			
Wanda Lopez-LaBarbera (AJP-7C)	✓			
Vic Patel (AJP-174)				
Stan Pszczolkowski (AJP-7B)	✓			
TERMINAL OPERATIONS				
Cathy Vanaman(AJT-14)	✓			
Mike Prichard (AJT-14)				
EN ROUTE AND OCEANIC OPERATIONS				
Steve Reynolds (AJE-127)	✓			
SYSTEMS OPERATIONS				
Robert Fietkiewicz (AJP-78B)	✓			
TECHNICAL OPERATIONS				
Ernesto Etienne (AJW-41)	✓			
Greg Joyner (AJW-41)				





T & E Competency Model Development Step 2 (Cont.)



Test and Evaluation Competency Titles – Focus Group 1 Mtg Results

Technical Competencies

1	ACQUISTION AND CONTRACTS	8	TEST BUDGET AND FAA FINANCIAL MGMT
2	NAS OPERATIONS	9	TEST MANAGEMENT
3	DATA COLLECTION, ANALYSIS AND REPORTING	10	REQUIREMENTS MANAGEMENT
4	FAA ORGANIZATIONAL POLICIES AND PROCEDURES	11	TEST STRATEGY
5	HUMAN FACTORS	12	TEST THEORY AND METHODS
6	SAFETY	13	QUALITY CONTROL & QUALITY ASSURANCE
7	SYSTEMS THINKING/SYSTEMS ENGINEERING	14	CONFIGURATION MANAGEMENT

Non-Technical Competencies

1	AGILITY
2	COMMUNICATION
3	CUSTOMER FOCUS
4	INTERPERSONAL RELATIONS AND INFLUENCE
5	TEAMWORK AND COLLABORATION





T & E Competency Model Development Step 2 (Cont.)



EXAMPLE

Test and Evaluation Competencies

Competency Title	Definition
Technical Competencies	
ACQUISITION AND CONTRACTS	Knowledge of the investment analysis, solicitation, negotiation, development, selection, and administration of contracts/services in compliance with: public law, executive orders, FAA AMS, and other applicable regulations, policies, and requirements. Understanding of the FAA Acquisition Management System (AMS). Understanding of the contracting process. Ability to represent the defined T&E approach in procurement contract development.
DATA COLLECTION AND ANALYSIS	Ability to identify, systematically collect, and organize information for use by self or others in the organization. Ability to apply quantitative and qualitative data analysis tools, techniques, and technologies to analyze various types of data. Skill in combining and formatting disparate pieces of data into an analyzable format. Ability to make logical interpretations, conclusions and inferences from the data. Skill in identifying trends and synthesizing data for reports. Ability to present/convey data analysis findings, consistent with the target audience.
FINANCIAL MANAGEMENT	Knowledge of planning, budgeting, tracking, analysis, controlling and operational compliance and reporting of financial data. Familiarity with common financial management tools and systems including SPIRE, Resource Planning Document (RPD), Acquisition Program Baseline (APB), and Cost Accounting System (CAS).
PROGRAM AND PORTFOLIO INVESTMENT ANALYSIS	Knowledge of program management principles, practices, and approaches. Ability to perform business case and investment case analysis on an interdependent set of projects. Ability to manage programs and portfolios through the application of appropriate management control processes (e.g., strategic planning, scheduling, continuous improvement, financial management, resource allocation, performance measurement, and reporting).





T & E Competency Model Development Process



STEP 1: PLANNING AND PREPARATION

STEP 2: COMPETENCY DEVELOPMENT

STEP 3: IMPLEMENTATION AND SUPPORT

- Review pertinent documentation, such as:
 - Job/position descriptions
 - Existing competencies
 - Skill set inventories

- **Conduct interviews with SMEs**
- Develop draft competency titles and definitions based on FAA SME input and DoD competencies
- **Conduct Focus Group 1: Validate competency titles and definitions**
- Draft behavioral indicators based on SME interview input to complete draft competency dictionary
- Review draft competency titles and definitions with key stakeholders
- **Conduct Focus Group 2: Finalize/validate the competency dictionary**
- Review final dictionary with key stakeholders
- **Conduct Focus Group 3: Determine Criticality- obtain competency Importance and Required at Entry ratings**
- Review final Competency Model with key stakeholders
- Post Focus Group Effort- Map the competencies to the certification program requirements

- Submit final Test and Evaluation Competency & Certification Model
- Coordinate Test and Evaluation Competency Model with Professional Leadership and Development Team for Training Development

Focus Grp Mtg #1 Completed Sep 28, 2010

AWC Mtg Oct 8, 2010

Focus Grp Mtg #2 Oct 21, 2010

ACTIVITIES



T & E Competency Model Development Step 2 (Cont.)



- Focus Group 2, October 21, 2010 (WJH Technical Center)
- End Product: Competency Dictionary- Competency titles, definitions, and behavioral indicators aligned to three proficiency levels

EXAMPLE

DATA COLLECTION AND ANALYSIS		
<p>DEFINITION: Ability to identify, systematically collect, and organize information for use by self or others in the organization. Ability to apply quantitative and qualitative data analysis tools, techniques, and technologies to analyze various types of data. Skill in combining and formatting disparate pieces of data into an analyzable format. Ability to make logical interpretations, conclusions and inferences from the data. Skill in identifying trends and synthesizing data for reports. Ability to present/convey data analysis findings, consistent with the target audience.</p>		
PROFICIENCY LEVEL	BEHAVIORAL INDICATORS	
3	Advanced	<ul style="list-style-type: none"> ▶ Evaluates the effectiveness of data sources and analysis tools to determine whether alternative sources, tools, techniques, or technologies should be used or developed ▶ Develops new data collection methods and identifies new sources to meet emerging needs ▶ Educates and mentors others on data analysis tools, techniques, and methodologies and guides the formulation of logical data interpretation ▶ Presents and accurately conveys complex data analysis findings, implications, and limitations to stakeholder audiences with varying degrees of familiarity with topic/subject
2	Intermediate	<ul style="list-style-type: none"> ▶ Interfaces with other functional areas concerning data collection requirements; collects and uses information from multiple sources to accomplish work assignments ▶ Applies various innovative tools and techniques to satisfy strategic data collection requirements; uses systematic procedures to collect and maintain information ▶ Identifies trends and synthesizes the information to create reports with recommendations ▶ Explains analytical process used to analyze data and draw conclusions, and articulates any potential limitations ▶ Reviews data analysis performed by others and provides constructive feedback ▶ Communicates data analysis findings to multiple stakeholder audiences that are familiar with the topic/subject
1	Basic	<ul style="list-style-type: none"> ▶ Collects information from easily accessed sources; uses information from common sources to accomplish work assignments ▶ Seeks guidance when developing data collection plans ▶ Draws logical conclusions and identifies important facts in the collection of data; distinguishes information that is not relevant or pertinent ▶ Uses quantitative and qualitative data analysis tools to interpret data findings in the development of reports





T & E Competency Model Development Step 2 (Cont.)



- Focus Group 3, November 9, 2010

- End Product:
Competency
Rating (Entry,
Intermediate and
Advanced)

EXAMPLE

Criticality: An evaluation of Importance and Required at Entry ratings to determine what competencies should be used to make personnel decisions

IF...		THEN...
Importance	Required at Entry	
≥ 3.00	≥ 1.50	Critical at Entry, Critical for Job Performance
< 3.00	≥ 1.50	Reassess Rating or Eliminate Competency from List for Role/Occupational Series
≥ 3.00	< 1.50	Not Critical at Entry, Potential for Training or Development
< 3.00	< 1.50	Not Important, Not Required at Entry; Omit from List for Role/Occupational Series

COMPETENCY	DEFINITION	RATINGS	
		IMP	RAE
Acquisition Strategy Development	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.	3.50	1.70
Negotiation	Knowledge of negotiation techniques to meet and reach agreement through discussions with all proposed contractors. Skill in conducting a negotiation session and documenting in the contract file the principal elements of the negotiated agreement. Skill to set forth the cost elements and performance terms, and to document all cost, technical requirements, terms and conditions in a contract.	3.60	1.80
Building Teamwork and Collaboration	Contributes to an environment in which people thrive and accomplish their best. Takes a team approach in achieving business results. Capitalizes on the full range of talent to enhance team performance. Expresses own opinions and respects the opinions of others. Demonstrates initiative and creativity within established boundaries. Helps others be effective team members.	3.40	1.40



COMPETENCY MODEL

Role: Contract Officer/Specialist (1102)

Critical Competencies

Acquisition Strategy Development

Defining Requirements

Negotiation

Project Management

Customer Focus

Written Communications

Important Competencies

FAA Organizational Policies and Procedures

Financial Management

Building Teamwork and Collaboration

Requirements Analysis





T & E Competency Model Development Step 3



- **Obtain Stakeholder Approval**
- **Coordinate Test and Evaluation Certification Model with Professional Leadership and Training Development Team (AJG) for Course Development**
- **Brief T&E Community on final T&E Certification Model**



Certification Model - Sample



Level III

GS 13 - 15

- 23 days of training
- 8 + years experience

Level II

GS 9 - 12

- 25 days of training
- 5 + years experience

Level I

GS 5 - 7/9

- 30 days of training
- 3 + years experience

Certification levels based on completed training and experience

Training courses in a fully mapped curriculum





T & E Competency Model Development Schedule



- **SME Interviews - Completed**
- **T&E Focus Group 1 Mtg - Completed**
- **T&E Focus Group 2 Mtg – Oct 21, 2010**
- **T&E Focus Group 3 Mtg – Nov 9, 2010**
- **Mapping Competencies to Certification Levels**
- **Obtain Stakeholder Approval**
- **Coordinate Test and Evaluation Certification Model with Professional Leadership and Training Development Team (AJG) for Course Development**
- **Brief T&E Community on final T&E Certification Model**





Acquisition Career Management Group



Personnel	Phone
• Rebecca Deloney , Grp Mgr	(202) 385-8059
• Diana Martin , Manager (A)	(202) 385-6184
• Allen White	(202) 385-8327
• Joyce Bentley	(202) 385-8161
• Maribeth Monti , Manager	(202)385-6297
• Lyn (Kathryn) Hildebrandt	(202) 385-8478
• Valerie Outlaw-Lee	(202) 385-8402
• Candis Travers	(202) 385-8949
• Lynda Solis	(202) 385-8152
• Renee Carter	(202) 385-6187

https://employees.faa.gov/org/linebusiness/ato/acquisition_business/acquisition_policy/career_mgmt/





Questions



Personnel & Team Structure



Rebecca Deloney
Group Manager
Acq Career Mgmt,
AJA-A3

Diana Martin
Manager (Acting)
Contracting & COTR Career
Programs Team, AJA-31

Maribeth Monti
Manager
Acquisition Workforce Planning &
Career Programs Team, AJA-32

Joyce Bentley
CO Training and
Certification

Al White
CO Training and
Admin

Candis Travers
PM, Cost Est

Valerie Lee
SE and T&E

Lyn Hildebrandt
COTR, ILS, PA

Renee Carter
Team COTR

Lynda Solis
Team Infrastructure

