July 11, 2008

COMMERCE ACQUISITION MANUAL
1301.671

DEPARTMENT OF COMMERCE
PROGRAM AND PROJECT MANAGER CERTIFICATION PROGRAM

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Program and Project Manager Certification Program

SECTION 1 - OVERVIEW

1.1 BACKGROUND

Well-trained and experienced program and project managers are critical to the acquisition process and the successful accomplishment of the Department's mission. A strong partnership between program and project managers and contracting professionals requires a common understanding of how to meet the Government's needs through acquisitions that deliver quality goods and services in an effective and efficient manner. As a result, the Services Acquisition Reform Act of 2003, P.L. 108-136, expanded the definition of acquisition to include functions performed by program and project managers, such as requirements development, performance management, and technical direction. The Office of Federal Procurement Policy (OFPP) Policy Letter 05-01, dated April 15, 2005, built upon this broader definition of acquisition workforce and required the development of a program and project management certification program. On April 25, 2007, OFPP issued a memorandum entitled "The Federal Acquisition Certification for Program and Project Managers" providing a common certification program for the Federal program and project management workforce that reflects a government-wide standard for knowledge, skills and experience leading to achievement of core competencies.

The certification program stresses the interdependent relationship between program and project management where many of the core project management competencies are a subset of program management competencies. As project managers develop their project management competencies, they acquire the important program perspectives. Therefore, the Federal Acquisition Certification for Program and Project Managers includes program and project management within a single certification to reflect both the interdependent nature of program and project management as well as the development needs of a program and project manager.

1.2 PURPOSE

The purpose of the Department of Commerce (DOC) Program and Project Manager Certification Program is to provide the framework and establish procedures for implementation of the Federal Acquisition Certification for Program and Project Managers. The certification program is designed to develop a cadre of qualified and well-trained professional managers who are eligible for formal assignment to projects or programs.

1.3 APPLICABILITY

The Program and Project Manager Certification program is applicable to all individuals assigned to Department of Commerce programs or projects with life cycle costs of $10 million or above.

Effective July 11, 2008, current program and project managers assigned to programs considered major investments as defined in Office of Management and Budget (OMB) Circular A-11, Part 7, exhibit 300, *Planning, Budgeting, Acquisition, and Management of Capital* Assets, must be senior/expert-level certified within one year. Newly appointed program and project managers assigned to programs considered major investments must be senior/expert-level certified within one year of the date of assignment to the program or project.

Effective July 11, 2010, all employees managing programs and projects with estimated life-cycle costs of $10 million or above must be certified at an appropriate level to support their program or project within one year of assignment.

1.4 PROGRAM OBJECTIVES

The Program and Project Manager Certification Program is designed to ensure that Department of Commerce acquisitions and other investments are managed and evaluated effectively by developing program and project managers with the necessary competencies and skills for successful management of the Department's assets.

Successful implementation of the program will result in a professional workforce with the requisite experience and training to successfully accomplish the Department's mission.

1.5 CORE COMPETENCIES

Effective program and project managers require a multitude of skills that are essential to the successful management of specialized acquisition projects. From requirements definition to project closeout, program and project managers play vital roles in the facilitation and general understanding of the entire acquisition process.

The Federal Acquisition Institute (FAI), charged with promoting the development of a professional federal acquisition workforce, has identified and validated a set of general business and technical core competencies necessary for program and project managers to develop common, basic skills.

Competencies combine knowledge, skills and abilities with behavior and other characteristics needed to successfully accomplish assignments in a program or project management environment. The essential program and project management competencies are summarized in Figure 1-1, General Business Competencies, and Figure 1-2, Technical Competencies. A description of each competency is available at http://www.fai.gov/acm/ppmcomp.asp and provided in Appendix B.

Figure 1-1 General Business Competencies

General Business Competencies	
▪ Customer Service ▪ Decision – Making ▪ Flexibility ▪ Interpersonal Skills ▪ Leadership ▪ Legal, Government and Jurisprudence	▪ Oral Communication ▪ Organizational Awareness ▪ Problem Solving ▪ Reasoning ▪ Team Building ▪ Writing

Figure 1-2 Technical Competencies

Technical Competencies	
▪ Business Process Reengineering ▪ Capital Planning and Investment Assessment ▪ Contracting/Procurement ▪ Cost-Benefit Analysis ▪ Financial Management	▪ Planning and Evaluating ▪ Project Management ▪ Quality Assurance ▪ Requirements Analysis ▪ Risk Management

1.6 CERTIFICATION LEVELS

The Federal Acquisition Institute has identified three levels for program and project management certification which are designed to facilitate the development of the necessary competencies needed by program and project managers to progress to the senior program management level. With each certification level, there are training and experience requirements. As an individual gains experience, the proficiency level evolves from recognition and awareness of concepts at the entry level to the management and evaluation of their application at the senior level. Additionally, individuals obtain increasingly more complex leadership competencies as they progress to the higher levels. Figure 1-3, Department of Commerce Certification Levels, outlines the life cycle cost of the program or project associated with each certification level.

1.6.1 Entry/Apprentice Level

Entry/Apprentice Level program and project managers should have, through training, experience, and other development activities: knowledge and skills to perform as a project team member; ability to manage low risk and relatively simple projects or to manage more complex projects under direct supervision of a more experienced manager; understanding of project management practices, including performance-based acquisition; recognition of requirements development processes; ability to define and construct various project

documents, under supervision; and knowledge of and involvement in the definition, initiation, conceptualization or design of project requirements.

1.6.2 Mid/Journeyman

Mid/Journeyman Level program and project managers should have, through training, experience, and other development activities: knowledge and skills to manage projects or program segments of low to moderate risks with little or no supervision; ability to apply management processes, including requirements development processes and performance-based acquisition principles; ability to develop an acquisition program baseline from schedule requirements; ability to identify and track actions to initiate an acquisition program or project using cost/benefit analysis; ability to understand and apply the process to prepare information for a baseline review, and assist in development of Total Ownership Cost (TOC) estimates; and ability to manage projects as well as program segments and distinguish between program and project work.

1.6.3 Senior/Expert Level

Senior/Expert Level program and project managers should have, through training, experience, and other development activities: knowledge and skills to manage and evaluate moderate to high-risk programs or projects that require significant acquisition investment and agency knowledge and experience; ability to manage and evaluate a program and create an environment for program success; ability to manage and evaluate the requirements development process, overseeing junior level team members in creation, development, and implementation; expert ability to use, manage, and evaluate management processes, including performance-based management techniques; and expert ability to manage and evaluate the use of Earned Value Management as it relates to acquisition investments.

Figure 1-3 Department of Commerce Certification Levels

Certification Level	Program/Project Life-Cycle Costs
Entry/Apprentice	$10M up to $15M
Mid/Journeyman	$15M up to $25M
Senior/Expert	$25M and above

1.7 ROLES AND RESPONSIBILITIES

The Program and Project Management Certification Program at the Department of Commerce is implemented and managed by the Office of Acquisition Management in coordination with the Office of the Chief Information Officer.

1.7.1 Chief Acquisition Officer (CAO)

The Chief Acquisition Officer is responsible for developing workforce policies that apply the Program and Project Manager Certification requirements to ensure agency program and project managers have essential program and project management competencies.

1.7.2 Chief Information Officer (CIO)

The Chief Information Officer is responsible for identifying and assessing the program and project management IT acquisition workforce; reviewing and analyzing qualifications; recommending certification; monitoring continuous learning achievement; identifying training requirements and other workforce development strategies; and recommending waivers.

1.7.3 Senior Procurement Executive (SPE)
The Senior Procurement Executive is responsible for implementing the Program and Project Manager Certification program department-wide; developing the program and project management workforce; issuing certifications; and granting waivers.

1.7.4 Acquisition Career Manager (ACM)
The Acquisition Career Manager is responsible for reviewing and maintaining certification packages; providing oversight for program compliance; and developing and monitoring workforce policies that apply to Program and Project Manager Certification requirements.

1.7.5 Senior Bureau Procurement Official (SBPO)
The Senior Bureau Procurement Official is responsible for ensuring compliance with Program and Project Manager Certification requirements for all contractual actions within their bureaus that fall within the purview of this policy.

1.7.6 Bureau Chief Information Officer (Bureau CIO)
The Bureau Chief Information Officer is responsible for coordinating the Program and Project Manager Certification program with the IT capital investment management process at the bureau-level; reviewing applications for certification; and reviewing waiver requests.

1.7.7 Head of Contracting Office (HCO)
The Head of Contracting Office is responsible for ensuring that a certified program or project manager is assigned to all acquisitions under the purview of this policy.

1.7.8 Supervisor of Program/Project Manager
Supervisors are responsible for validating applicant information as part of the application review process; and developing and implementing Individual Development Plans to ensure compliance with the knowledge, skills and abilities of Program and Project Manager Certification program.

1.7.9 Program/Project Manager
Program/Project Managers are responsible for achieving and maintaining certification and meeting and applying required competencies while serving under assignment and in performance of their management activities at all times.

1.8 MANAGEMENT INFORMATION SYSTEM
Section 37(d) of the OFPP Act, as amended (41 U.S.C. 433(d)) requires each executive agency to collect, maintain and utilize information to ensure effective management of the acquisition workforce. The Federal Acquisition Institute maintains the Government-wide Acquisition Career Management Information System (ACMIS) which is the primary recording system to manage and track all training, experience and certification information for program and project managers. Program officials are responsible for establishing policies for maintaining complete training, experience, certification, and continuous learning records for members of the program and project manager workforce and ensuring information is entered in ACMIS. Program/project managers are responsible for maintaining accurate and complete information in support of their certification in ACMIS. Guidance on the use of ACMIS can be found at www.acmis.gov.

END OF SECTION 1

SECTION 2 – CERTIFICATION STANDARDS

2.1 BACKGROUND

The Department of Commerce implementation of the requirements of Federal Acquisition Certification for Program and Project Managers (FAC-P/PM) defines the requirements for training and experience based on the three levels of program/project management expertise. Achievement of FAC-P/PM is based on experience and training requirements as outlined below and summarized in Figure 2-1, FAC-P/PM Certification Requirements. The requirements for certification are not cumulative. However, training requirements for each level may have associated prerequisites. Maintenance of FAC-P/PM is a function of continuous learning. A summary of competencies and proficiencies and sample training plans for each certification level are provided in Appendices C and D. Individuals can satisfy the competency requirements through successful completion of suggested training, completion of comparable education or certification programs, or demonstration of knowledge, skills and abilities.

Figure 2-1 FAC-P/PM Certification Requirements

FAC-P/PM ENTRY/APPRENTICE LEVEL	FAC-P/PM MID/JOURNEYMAN LEVEL	FAC-P/PM SENIOR/EXPERT LEVEL
EXPERIENCE: one year of experience in project management within the last five years.	**EXPERIENCE:** two years experience in program and project management within the last five years that includes experience at the entry level.	**EXPERIENCE:** four years experience within the last seven years in program and project management on federal projects and/or programs that includes experience at the mid-level.
CORE TRAINING: 24 hours Basic Acquisition I 24 hours Basic Project Management I 16 hours Leadership and Interpersonal Skills I 24 hours Government Specific I 24 hours Earned Value Management and Cost Estimating I **80 Continuous Learning Points (CLPs) every 2 years**	**CORE TRAINING:** 24 hours Project Management II 16 hours Leadership and interpersonal Skills II 24 hours Government Specific II 24 hours Earned Value Management And Cost Estimating II **80 CLPs every 2 years**	**CORE TRAINING:** 24 hours Advanced Acquisition Management III 24 hours Project Management III 16 hours Leadership and Interpersonal Skills III 24 hours Government Specific III 24 hours Earned Value Management And Cost Estimating III **80 CLPs every 2 years**

2.2 REQUIREMENTS FOR ENTRY/APPRENTICE LEVEL

At the *Entry/Apprentice Level*, a minimum of one year of experience in project management within the last five years is required. Project management experience includes: constructing a work breakdown structure; preparing project analysis documents; tailoring acquisition documents to ensure that quality, effective, efficient systems or products are delivered; analyzing and/or developing requirements; monitoring performance; assisting with quality assurance; and budget development. Training in program and project management at this level shall be provided to develop essential interpersonal and management competencies required of high-performing successful program and project managers.

2.3 REQUIREMENTS FOR MID/JOURNEYMAN LEVEL

At the *Mid/journeyman Level*, a minimum of two years experience in program and project management within the last five years is required that includes experience at the entry level as well as experience: performing market research; developing documents for risk and opportunity management; developing and applying technical processes and technical management processes; performing or participating in source selection; preparing acquisition strategies; managing performance based service agreements; developing and managing

a project budget; writing a business case; and strategic planning. Interactive training in these areas shall be provided to develop the essential interpersonal and management competencies required of high-performing, successful program and project managers such as team building, influencing/negotiating, decisiveness, partnering, and managing a diverse workforce.

2.4 REQUIREMENTS FOR SENIOR/EXPERT LEVEL

At the *Senior/Expert Level*, a minimum of four years experience within the last seven years in program and project management on federal projects and/or programs that includes experience at the mid-level as well as experience: managing and evaluating agency acquisition investment performance; developing and managing a program budget; building and presenting a successful business case; reporting program results; strategic planning; and conducting high-level communication with internal and external stakeholders . Interactive training in these areas shall be provided to develop the essential interpersonal and management competencies required of high-performing, successful program and project managers such as strategic thinking, vision, and external awareness.

END OF SECTION 2

SECTION 3 – TRAINING

3.1 TRAINING REQUIREMENTS

The FAC-P/PM outlines the minimum core competencies that have been identified as critical for program and project managers to possess in order to manage a successful program and/or project. While a specific curriculum is not articulated, sample training plans are available at Appendix D that will help determine training and development needs.

An applicant can satisfy the competency requirements through successful completion of suggested training, completion of comparable education or certification programs, or demonstration of knowledge, skills and abilities. FAI has developed a Program/Project Manager training blueprint, located at http://www.fai.gov/pdfs/FAC-PPM-Draft-Blueprint-100507-6.pdf that associates the required competencies with learning outcomes. The blueprint can be used to identify areas where training has already been completed and where training should be targeted to meet certification requirements.

A summary of core training requirements for each level is outlined in Figure 3-1, Core Training Requirements. The complexity of the required training increases with level of certification. For certification purposes the training requirements for each level are discrete requirements.

Figure 3-1 Core Training Requirements

LEVEL	TRAINING					
	Acquisition	**Program/ Project Management**	**Leadership/ Interpersonal Skills**	**Government-Specific**	**Earned Value Management**	**Total Hours Required**
Entry/ Apprentice	24 hours basic acquisition	24 hours basic project management	16 hours basic leadership and interpersonal skills	24 hours that is government-specific	24 hours basic earned value management and cost estimates	112 Hours
Mid/ Journeyman	24 hours intermediate acquisition	24 hours intermediate project management	16 hours intermediate leadership and interpersonal skills	24 hours that is government-specific	24 hours intermediate earned value management and cost estimates	112 Hours
Senior/ Expert	24 hours advanced acquisition management	24 hours advanced program management	16 hours advanced leadership and interpersonal skills	24 hours that is government-specific	24 hours advanced earned value management and cost estimates	112 Hours

3.2 ADDITIONAL TRAINING REQUIREMENTS FOR INFORMATION TECHNOLOGY (IT) INVESTMENTS

In addition to training required for FAC-P/PM certification, program and project managers assigned to information technology investments shall meet requirements for the Federal IT Project Manager Guidance Matrix (see www.cio.gov/documents/Federal%20IT%20PM%20Guidance%20Matrix.ppt), which references additional Office of Personnel Management (OPM) guidance for project managers (see www.opm.gov/fedclass/cg03-0001.pdf). Individuals certified under the FAC-P/PM program meet the general program/project management competencies and experience standards of the IT Project Manager qualification. However, they must also meet the technical program/project management standards to satisfy fully the IT program/project management requirements.

In addition to the competencies required of all project managers, IT program/project managers also require specific knowledge, skills, and abilities in applying the IT program/project management technical competencies outlined in Figure 3-2, Information Technology Program/Project Management Technical Competencies.

Figure 3-2 Information Technology Program/Project Management Technical Competencies

Technical Competency	Description
Configuration Management	Knowledge of the principles and methods for planning or managing the implementation, update, or integration of information systems components.
Data Management	Knowledge of the principles, procedures, and tools of data management, such as modeling techniques, data backup, data recovery, data dictionaries, data warehousing, data mining, data disposal, and data standardization processes.
Information Management	Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.
Information Resources Strategy and Planning	Knowledge of the principles, methods, and techniques of information technology (IT) assessment, planning, management, monitoring, and evaluation, such as IT baseline assessment, interagency functional analysis, contingency planning, and disaster recovery.
Information Systems/Network Security	Knowledge of methods, tools, and procedures, including development of information security plans, to prevent information systems vulnerabilities, and provide or restore security of information systems and network services.
Information Technology Architecture	Knowledge of architectural methodologies used in the design and development of information systems, including the physical structure of a system's internal operations and interactions with other systems.
Information Technology Performance Assessment	Knowledge of the principles, methods, and tools (for example, surveys, system performance measures) to assess the effectiveness and practicality of information technology systems.
Infrastructure Design	Knowledge of the architecture and typology of software, hardware, and networks, including LANS, WANS, and telecommunications systems, their components and associated protocols and standards, and how they operate and integrate with one another and with associated controlling software.
Systems Integration	Knowledge of the principles, methods, and procedures for installing, integrating, and optimizing information systems components.
Systems Life Cycle	Knowledge of systems lifecycle management concepts used to plan, develop, implement, operate, and maintain information systems.
Technology Awareness	Knowledge of developments and new applications of information technology (hardware, software, telecommunications), emerging technologies and their applications to business processes, and applications and implementation of information systems to meet organizational requirements.

3.3 CONTINUOUS LEARNING

To maintain a FAC-P/PM certification, program and project managers are required to earn 80 continuous learning points (CLPs) of skills currency training every two years. Continuous learning points begin to accumulate on the date of certification. Appendix E provides guidance on earning CLPs and assigning points to various developmental activities. Continuous learning activities may include, but are not limited to the following:

- Training activities, such as teaching, self-directed study, mentoring
- Courses completed to achieve certification at the next higher level
- Professional activities, such as attending/speaking/presenting at professional seminars/symposia/conferences, publishing, and attending workshops
- Educational activities, such as formal training, and formal academic programs
- Experience such as development or rotation assignments.

END OF SECTION 3

SECTION 4 – APPLICATION AND ASSIGNMENT PROCESS

4.1 CERTIFICATION APPLICATION PROCESS

Program Officials shall nominate competent candidates for the Program and Project Management Certification program. Nominees must initiate and prepare their applications for FAC-P/PM certification and submit the application package to their supervisor for approval. Employees are responsible for producing certificates, transcripts, and records that provide evidence that they satisfy the requirements of the program. An employee must complete the FAC-P/PM Application (Appendix F) and submit it to their supervisor for endorsement. Application packages for certification shall include:

- Completed FAC-P/PM application/recertification form ;
- Documentation of training or demonstrated knowledge, skills and abilities (i.e. certificates, transcript or essays);
- Completed Project Manager Summary of Experience (Appendix G);
- Completed FAC-P/PM Competency Worksheet (Appendix H);
- Copy of Assignment Memorandum (if applicable)
- FAC-P/PM Certification issued by another Federal Agency (if applicable).

The employee's supervisor shall assess the skills and competencies of the applicant and develop a plan for enhancing or adding to the employee's competencies, if appropriate. The supervisor shall forward the package to the Bureau CIO for approval. Once the Bureau CIO approves the application, the package shall be forwarded to the Acquisition Career Manager at:

U. S. Department of Commerce
Office of Acquisition Management
Director, Workforce and Policy Development Division
1401 Constitution Ave., NW
HCHB Room 1854
Washington, DC 20230

The Acquisition Career Manager will review each application, in consultation with the Office of the Chief Information Officer, to determine whether the individual satisfies the requirements for the requested certification and forward the package, along with their recommendation, to the Senior Procurement Executive. In the event additional information is required in order to make a determination, the application will be returned to the employee, through review and endorsement channels, with a request to furnish supporting documentation.

The Senior Procurement Executive has final authority for certifying an employee. Whenever the SPE determines that an employee does not meet the established criteria for the level of certification requested, the SPE will furnish the employee, through review and endorsement channels, a written explanation of the reasons the request was denied. The employee's immediate supervisor should develop a strategy that will assist the individual in obtaining certification by planning the employee's work assignments and training to gain competency in deficient areas. The strategy shall be documented in the employee's Individual Development Plan.

4.2 ASSIGNMENT PROCESS

Assignments to specific programs or projects shall be made for all programs and projects with life-cycle costs in excess of $10 million in accordance with the thresholds outlined in Figure 1-3. The employee's supervisor shall appoint a program/project manager based on the individual's experience and training by issuing an assignment memorandum. Appointment shall be made at project inception to ensure that the project manager is involved in acquisition planning and all phases of the project are managed effectively. A sample assignment

memorandum is included in Appendix I. Assigned program/project managers shall complete all requirements for their required certification level within one year from date of assignment to the program or project.

The program/project manager shall provide copies of their assignment memorandum to the following individuals:

- Bureau Chief Information Officer;
- Head of Contracting Office;
- DOC Chief Information Officer; and
- Acquisition Career Manager

4.3 DOCUMENTING AND RECORDING TRAINING AND CERTIFICATION REQUIREMENTS

Program officials are responsible for establishing policies for maintaining official training, experience and certification records for their program and project manager workforce. Employees are responsible for ensuring information is entered in the Acquisition Career Management Information System. Training records must be available for inspection by the Office of Acquisition Management upon request.

Employees are responsible for maintaining all training certificates for their records. Upon completion of training or relevant coursework, the employee is responsible for submitting proof of successful completion to their supervisor and updating their information in the management information system. Supervisors are responsible for maintaining the employee's course completion information in accordance with bureau policies. Supervisors are responsible for ensuring that official training, experience, and certification records are maintained and information is updated in the management information system at least annually.

END OF SECTION 4

SECTION 5 – CERTIFICATION WAIVERS

5.1 WAIVER AUTHORITY

The Senior Procurement Executive may waive all or part of the requirements for obtaining a certification, on a case-by-case basis, if granting a waiver is in the best interest of the Department. This authority may not be delegated. Waivers are assignment specific and only valid for the particular program or project to which assigned. Waivers are not required for the first year following assignment to a major acquisition. However, waivers for additional time beyond that year shall be granted for no more than an additional year. If time is necessary beyond the additional year, the Chief Acquisition Officer must concur with any extensions. Waivers are not transferable to another position or agency.

5.2 WAIVER PACKAGES

Waiver packages shall be forwarded through the employee's supervisor for endorsement. Waiver packages shall include:

- Completed waiver application request form (Appendix J);
- Summary of program or project;
- Written justification that includes reasons for and conditions of the waiver;
- Documentation and justification of the employee's background and experience in the required competencies, and documentation to support plan for completion of the required competencies;
- Outline of actions that will be taken if the conditions of the waiver are not met; and
- Concurrence and a recommendation for approval of the waiver from the Bureau CIO.

The employee's supervisor shall assess the skills and competencies of the applicant and develop a plan for enhancing or adding to the employee's competencies. The supervisor shall forward the package to the Bureau CIO for endorsement. Once the Bureau CIO endorses the waiver request, the package shall be forwarded to the Acquisition Career Manager at:

U. S. Department of Commerce
Office of Acquisition Management
Agency Career Manager
1401 Constitution Avenue, NW
HCHB Room 1854
Washington, DC 20230

The Acquisition Career Manager will review each waiver request, in consultation with the Office of the Chief Information Officer, to determine whether granting the waiver is in the best interest of the Department and forward the waiver package, along with their recommendation, to the Senior Procurement Executive. In the event the ACM needs additional information to make a determination, the package will be returned to the employee, through review and endorsement channels, with a request to furnish supporting documentation.

The Senior Procurement Executive has final authority for granting waivers. Whenever the SPE determines that a waiver should not be granted, the SPE will furnish the employee, through review and endorsement channels, a written explanation of the reasons the request was denied.

END OF SECTION 5

APPENDICES

APPENDIX A – DEFINITIONS

Acquisition **-** The acquiring of supplies or services (including construction) with appropriated funds by contract for the use of the Federal Government through purchase or lease, whether the supplies or services are already in existence or must be created, developed, demonstrated, and evaluated.

Acquisition Career Manager – The Individual appointed pursuant to OFPP Policy Letter 05-01 to lead the Department's acquisition career management program. The Director of Commerce Acquisition Workforce and Policy Development Division has been designed as the Acquisition Career Manager.

Acquisition Workforce **-** Employees performing acquisition-related work. The acquisition workforce includes permanent civilian employees who occupy acquisition positions.

Chief Acquisition Officer – The Department's Executive-level non-career employee designed pursuant to the Services Acquisition Reform Act (SARA) to advise and assist the head of the agency and other agency officials to ensue the mission of the agency is achieved through the management of the agency's acquisition activities.

Competencies **–** Observable, measurable patterns of skills, knowledge, abilities, behaviors, and other characteristics than an individual needs to perform in occupational functions.

Continuous Learning Points - Continuing education or training opportunities such as agency-sponsored training and management/executive seminars, special job and/or professional association related projects and/or participation in seminars/workshops, or other appropriate developmental activities to remain current in the acquisition field.

Contracting Officer **–** Individuals designated authority to enter into, administer, and/or terminate contracts and to make related determinations and findings.

Core Training **-** A course of study that meets FAC-P/PM competencies requirements for a certification level.

Critical Skills **–** Business and technical skills that are needed by a member of the acquisition workforce to sufficiently perform their duties.

Earned Value Management – A project management tool that effectively integrates the project scope of work with cost, schedule and performance elements for optimum project planning and control.

Federal Acquisition Certification for Program and Project Managers **–** A certification program establishing core requirements for experience and training, for program and project manager professionals in civilian agencies.

Head of Contracting Office **-** Individual's designated to head the contracting offices within each operating unit that has designated contracting authority to award and administer contracts to the full limit of the Department's contracting authority.

Individual Development Plan **-** Document used to plan an employee's education, training, experience and other developmental activities for progression in the procurement career field. Developing the plan is a joint effort of the employee, supervisor, and possibly other knowledgeable persons in the training and/or acquisition fields.

Major Investment – A system or acquisition requiring special management attention because of its importance to the mission or function of the agency, a component of the agency or another organization; is for financial management and obligates more than $500,000 annually; has significant program or policy implications; has high executive visibility; has high development, operating, or maintenance costs; is funded through other than direct appropriations; or is defined as major by the agency's capital planning and investment control process.

Program – A group of related work efforts, including projects, managed in a coordinated way. Programs usually include elements of ongoing work.

Program/Project Manager – A individual who directs a group of related activities performed within a specified time period to meet a specific set of objectives.

Project – A specific investment having defined goals, objectives, requirements, life cycle costs, a beginning and end, and delivers a specific product, service or result.

Senior Bureau Procurement Official **–** The senior career procurement official, within each operating unit that has been delegated contracting authority.

Senior Procurement Executive **-** The official appointed pursuant to Executive Order 12931 and the Services Acquisition Reform Act (SARA) to carry out the responsibilities identified in both the Executive Order and SARA.

Skills Currency **–** Federal Acquisition Certification for Program and Project Managers requires at least 80 hours of continuous education or training every two years to maintain certification.

Waiver -- A provision that permits the Department of Commerce SPE to waive all or part of the FAC-P/PM requirements for an assigned program or project manager, if granting the waiver is in the best interest of the agency.

APPENDIX B – PROGRAM/PROJECT MANAGEMENT CORE COMPETENCIES

GENERAL BUSINESS COMPETENCIES

- **Customer Service**
  Works with customers to assess needs, provide assistance, resolve problems, satisfy expectations; knows products and services.

- **Decision-Making**
  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.

- **Flexibility**
  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.

- **Interpersonal Skills**
  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.

- **Leadership**
  Influences, motivates, and challenges others; adapts leadership styles to a variety of situations.

- **Legal, Government and Jurisprudence**
  Knowledge of laws, legal codes, court procedures, precedents, legal practices and documents, Government regulations, Executive orders, agency rules, Government organization and functions, and the democratic political process.

- **Oral Communication**
  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.

- **Organizational Awareness**
  Knows the organization's mission and functions, and how its social, political, and technological systems work and operates effectively within them; this includes the programs, policies, procedures, rules, and regulations of the organization.

- **Problem Solving**
  Anticipates, identifies and diagnoses problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives; selects from alternative courses of action; makes recommendations, and takes action from developed contingency plans.

- **Reasoning**
  Identifies rules, principles, or relationships that explain facts, data or other information; analyzes information and makes correct inferences or accurate conclusions.

- **Team Building**
  Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding and guiding employees.

- **Writing**
  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.

TECHNICAL COMPETENCIES

- **Business Process Reengineering**
  Knowledge of methods, metrics, tools, and techniques of Business Process Reengineering.

- **Capital Planning and Investment Assessment**
  Knowledge of the principles and methods of capital investment analysis or business case analysis, including return on investment analysis.

- **Contracting/Procurement**
  Knowledge of various types of contracts, techniques for contracting or procurement, and contract negotiation and administration.

- **Cost-Benefit Analysis**
  Knowledge of the principles and methods of cost-benefit analysis, including the time value of money, present value concepts, and quantifying tangible and intangible benefits.

- **Financial Management**
  Prepares, justifies, and/or administers the budget for program areas; plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies; assesses financial condition of an organization.

- **Planning and Evaluating**
  Organizes work, sets priorities, and determines resource requirements; determines short- or long-term goals and strategies to achieve them; coordinates with other organizations or parts of the organization to accomplish goals; monitors progress and evaluates outcomes.

- **Project Management**
  Knowledge of the principles, methods, or tools for developing, scheduling, coordinating, and managing projects and resources, including monitoring and inspecting costs, work, and contractor performance.

- **Quality Assurance**
  Knowledge of the principles, methods, and tools of quality assurance and quality control used to ensure a product fulfills functional requirements and standards.

- **Requirements Analysis**
  Knowledge of the principles and methods to identify, analyze, specify, design, and manage functional and infrastructure requirements; includes translating functional requirements into technical requirements used for logical design or presenting alternative technologies or approaches.

- **Risk Management**
  Knowledge of methods and tools used for risk assessment and mitigation of risk.

APPENDIX C – ESSENTIAL COMPETENCIES AND PROFICIENCES

This appendix provides the essential competencies and levels of proficiency for the FAC-P/PM. As an individual gains experience, the proficiency level evolves from recognition and awareness of concepts at the entry level to the management and evaluation of their application at the senior level. Additionally, the individual is expected to obtain increasingly more complex leadership competencies.

ENTRY/APPRENTICE LEVEL - COMPETENCIES AND PROFICIENCIES
Requirements Development and Management Processes – Recognition of government-wide and agency-specific investment management requirements, acquisition policies, and program management strategies that support assigned missions and functions; understanding of 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. Specifically includes recognition of: - Requirements Development Process - Concept Selection Process - Technology Development Process - Core Management Skills and Processes - Total Ownership Cost (OMB Circular A-94) - Risk and Opportunity Management - Market Research (including socio-economic considerations) - Communications Management - Working Groups and Teams
Systems Engineering – Recognition of the scientific, management, engineering, and technical skills used in the performance of systems planning, research and development, with an emphasis on performing and managing a technical process.
Test and Evaluation (T&E) – Recognition of efficient and cost effective methods for planning, monitoring, conducting, and evaluating tests of prototype, new, or modified systems equipment or materiel, 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.
Life Cycle Logistics (LCL) – Recognition of performance-based logistic efforts that optimize total system lifecycle availability, supportability, and reliability/maintainability while minimizing cost and logistic footprint, and interoperability.

Contracting – Recognition of the 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; legislation, policies, regulations, and methods used in contracting, and business and industry practices, with particular emphasis on:

- Participation in determination of contract approach

- Development of performance-based solutions

- Preparation of requirements and supporting documentation

- Participation in source selection

- Management of contractor performance and contract administration

Business, Cost Estimating and Financial Management – Recognition of the forms of cost estimating, cost analysis, reconciliation of cost estimates, financial planning, formulating financial programs and budgets, budget analysis/execution, benefit-cost analysis, Earned Value Management (EVM) in accordance with American National Standards Institute (ANSI) Electronics Industries Alliance (EIA) Standard for EVM Systems #748- A, and other methods of performance measurement.

Leadership/Professional – These are the skills, knowledge, abilities and traits acquired through experience, training and education within government and the private sector and are cumulative, leading to skilled supervision and seasoned leadership. These competencies may appear in successive levels to emphasize the process of evolving, developing, and maturing leadership skills.

- Oral Communications
- Problem Solving
- Interpersonal Skills
- Accountability
- Written Communication
- Flexibility
- Conflict Management
- Resilience
- Customer Service

MID/JOURNEYMAN LEVEL - COMPETENCIES AND PROFICIENCIES
Management Processes – Individuals at this level should be able to recognize and apply the concepts presented at the entry/apprentice level.
Systems Engineering – Individuals at this level should be able to recognize and apply the concepts presented at the entry/apprentice level.
Test and Evaluation (T&E) -- Individuals at this level should be able to recognize and apply the concepts presented at the entry/apprentice level.
Life Cycle Logistics (LCL) – Individuals at this level able to recognize and apply the concepts presented at the entry/apprentice level.
Contracting – Individuals at this level should be able to recognize and apply the concepts presented at the entry/apprentice level.
Business, Cost Estimating & Financial Management – Individuals at this level should be able to recognize and apply the concepts presented at the entry/apprentice level.
Leadership/Professional – These competencies, in addition to those listed at entry-level, comprise a foundation for effective mid-level program/project manager-related responsibilities. These competencies may appear in successive levels to emphasize the process of evolving, developing, and maturing leadership skills - Influencing/Negotiating - Partnering - Team Building/IPT - Conflict Management - Political Savvy - Strategic Thinking - Decisiveness - Creativity/Innovation - External Awareness - Developing Others - Entrepreneurship

SENIOR/EXPERT LEVEL - COMPETENCIES AND PROFICIENCIES
Management Processes – Individuals at this level should be able to recognize, apply, and manage and evaluate the concepts presented at the entry/apprentice level.
Systems Engineering – Individuals at this level should be able to recognize, apply, and manage and evaluate the application of the scientific, management, engineering, and technical skills used in the performance of systems planning, research and development.
Test and Evaluation (T&E) – Individuals at this level should be able to recognize, apply, and manage and evaluate the concepts presented at the entry/apprentice level.
Life Cycle Logistics (LCL) – Individuals at this level should be able to recognize, apply, and manage and evaluate the concepts presented at the entry/apprentice level.
Contracting – Individuals at this level should be able to recognize, apply, and manage and evaluate the concepts presented at the entry/apprentice level.
Business, Cost Estimating & Financial Management – Individuals at this level should be able to recognize, apply, and manage and evaluate the concepts presented at the entry/apprentice level.
Leadership/Professional -- These are the skills, knowledge, abilities and traits acquired through experience, training and education within government and the private sector and are cumulative, leading to skilled supervision and seasoned leadership. These competencies may appear in successive levels to emphasize the process of evolving, developing, and maturing leadership skills. - Vision - Strategic Thinking - External Awareness - Entrepreneurship

APPENDIX D – SAMPLE TRAINING PLANS

ENTRY/APPRENTICE LEVEL - SAMPLE TRAINING PLAN

A minimum of **24 hours** of coursework in **basic acquisition** that enable the individual to:

- Explain the requirements development process;
- Define concept selection;
- Recognize technology development process;
- Perform a business strategy for market research (FAR Parts 10 and 12) to include socio-economic considerations.

A minimum of **24 hours** of coursework in **basic project management** that enable the individual to:

- Prepare project components to the task level in preparation for developing the Work Breakdown Structure (WBS)
- Define requirements in terms of performance-based outcomes, where appropriate;
- Recognize role of an estimate in Total Ownership Cost (TOC)/Life Cycle Cost process;
- Recognize the risk and opportunity management process;
- Recognize systems life cycle management concepts used for information systems;
- Recognize the need for a comprehensive Test and Evaluation (T&E) program;
- Recognize the need to implement alternative logistics support.

A minimum of **16 hours** of coursework in employing effective **leadership and interpersonal skills** to include:

- Effective oral and written communications;
- Understanding of the functions of membership in a working group or project oriented team;
- Customer service;
- Conflict management;
- Accountability.

A minimum of **24 hours** of coursework that is **government-specific** and prepares the individual to:

- Become aware of a process by which the efforts of all acquisition personnel are integrated through a comprehensive plan;
- Recognize a need for the Project/Program Manager to participate in pre-award actions required by acquisition planning (FAR Part 7.1);

- Recognize the need for a comprehensive program specification and requirements statement that fully and correctly define the program;
- Recognize the need to formulate a source selection plan that allows for best value selection from competitive solicitations;
- Recognize the need to support contract administrative actions;
- Recognize the need for establishment of a negotiated baseline of performance;
- Recognize the need to oversee application of Total Life Cycle Systems Management (TLCSM);
- Discuss Management's Responsibility for Internal Control (OMB Circular A-123) and Capital Asset Planning (OMB exhibit 300).

A minimum of **24 hours** in **Earned Value Management (EVM)** and cost estimates that will prepare the individual to:

- Recognize EVM policies, methodologies, and software for performance measurement of programs;
- Identify management techniques;
- Recognize the need for an Integrated Baseline Review process;
- Recognize allocation of funds within appropriation categories and use of funds from each appropriation;
- Identify the information system for financial management reporting;
- Be knowledgeable of a cost estimating processes, methods, techniques, analytical principles, data, confidence bands, specialized costing, application of OMB A-94, *Guidelines and Discount Rates for Benefit-Cost Analysis of Federal Programs*, and management applications.

MID/JOURNEYMAN LEVEL - SAMPLE TRAINING PLAN

A minimum of **24 hours** of coursework in **intermediate project management** that enables an individual to:

- Develop and document an integrated master schedule;
- Assist in the development of an estimate of Total Ownership Cost (TOC);
- Clearly define requirements to meet needs including, where appropriate, performance-based outcomes and setting performance standards;
- Formulate the key features of a risk/opportunity management process;
- Establish a requirements development process that provides traceability back to user-defined capabilities;
- Formulate the key features of the T&E program, including modeling and simulation;
- Develop a life-cycle plan for delivering, maintaining, and retiring a product that includes supply chain considerations.

A minimum of **16 hours** of coursework in employing correct and effective **leadership and interpersonal skills** to include:

- Partnering;
- Entrepreneurship;
- Strategic Thinking;
- Team Building/IPT;
- Conflict Management;
- Creativity/Innovation;
- Leveraging Diversity.

A minimum of **24 hours** of coursework that is **government-specific** and prepares the individual to:

- Develop an overall strategy for managing the acquisition, coordination, and development of the acquisition strategy to include socioeconomic considerations;
- Identify key features in terms of pre-award actions required by acquisition planning (FAR Subpart 7.1);
- Formulate the key features of a comprehensive program specification and requirements statement;
- Identify and develop source selection criteria, including risk analysis method (FAR Part 15.3);

- Identify and track contract performance and administrative actions;
- Conduct financial planning and execution reviews;
- Build program and project plans in accordance with Management's Responsibility for Internal Control (OMB Circular A-123) and Capital Asset Planning (OMB exhibit 300).
- Use strategic sourcing when building and finalizing requirements across the program.

A minimum of **24 hours** in **Earned Value Management (EVM)** and cost estimates that will prepare the individual to:

- Identify the information system for financial management reporting;
- Conduct EVM analysis and implementing changes based on analysis;
- Analyze resource needs for management, including planning for an EVM program linked to risk;
- Apply business process re-engineering methods for continuous improvement.

SENIOR/EXPERT LEVEL - SAMPLE TRAINING PLAN

A minimum of **24 hours** of learning in **advanced acquisition management** that prepares the individual to:

- Manage a departmental/agency effort;
- Direct the development of concepts, requirements, and project documents related to the program;
- Manage the preparation of a program's acquisition strategy;
- Maximize the use of performance-based acquisition principles;
- Manage team activities in appropriate market research and acquisition of commercial items in accordance with FAR Parts 10 and 12;
- Direct requirements baselining, change processes, and resourcing.

A minimum of **24 hours** of instruction in **advanced program management** to provide skills in:

- Coordinating an integrated master plan for life-cycle management and support ;
- Interpreting and overseeing application of department/agency financial policies and directives as it relates to program and resource management;
- Directing and monitoring risk management processes and making adjustments as necessary;
- Overseeing a comprehensive test and evaluation program;
- Examining and implementing innovative, alternative logistics support practices;
- Ensuring adequate staffing and resources across the program lifecycle.

A minimum of **16 hours** of coursework in employing correct and effective **leadership and interpersonal skills** to include:

- Delivering effective presentations to senior level audiences through practice and instruction;
- Building and directing high-powered teams;
- Creating a culture of development and accountability;
- Communicating a compelling vision that generates excitement, enthusiasm, and commitment among team members.

A minimum of **24 hours** of coursework that is **government-specific** and prepares the individual to:

- Work with a warranted contracting officer and develop the overall strategy for managing the acquisition;
- Participate in pre-award actions required by acquisition planning (FAR Part 7.1)

- Apply appropriate principles of OMB Circular A-123, *Management's Responsibility for Internal Control*;

- Direct completion of successful Capital Asset Plan (OMB exhibit 300);

- Employ strategic planning and resource management in the federal environment (budget cycle, paperwork, and congressional considerations);

- Apply principles of contract and fiscal laws and regulations (anti-deficiency, procurement integrity, and specific purpose statues) as they pertain to development of program funding, contracts, and strategies;

- Manage program in accordance with the agency's and OMB's planning, programming, and budgeting process, as appropriate.

A minimum of **24 hours** in **Earned Value Management (EVM)** and cost estimates that will prepare the individual to:

- Direct and manage EVM implementation across the program spectrum;

- Use advance project management skills with extensive EVM capabilities.

APPENDIX E – GUIDANCE ON MEETING CONTINUOUS LEARNING POINTS

Guidance on Meeting the Requirements for Continuous Learning Points (CLP)
These guidelines reflect best-in-practice recommendations for continuous learning. Agencies retain flexibility and supervisors remain responsible for working with program and project managers to identify those activities and opportunities of greatest benefit to the professional development of an individual. The training, professional activities, education and experience that are used to meet the CLP requirements must be job related.

A. Training

1) Awareness Training. Periodically agencies conduct briefing sessions to acquaint the workforce with new or changed policy. Generally, no testing or assessment of knowledge gained is required.

2) Learning Modules and Training Courses. These may be formal or informal offerings from a recognized training organization, including in-house training courses/sessions, which include some form of testing/assessment for knowledge gained.

3) Self-Directed Study. An individual can keep current or enhance his or her capabilities through a self-directed study program agreed to by the supervisor.

4) Teaching. Employees are encouraged to share their knowledge and insights with others through teaching of courses or learning modules.

5) Mentoring. Helping others to learn and become more productive workers or managers benefits the agency and the individuals involved.

B. Professional Activities

1) Participating in Organization Management. Membership alone in a professional organization will not be considered as fulfilling continuous learning requirements, but participation in the organization leadership will. This includes holding elected/appointed positions, committee leadership roles, or running an activity for an organization that one is permitted to join under current ethics law and regulation. The employee and supervisor must first ensure that participating in the management of an organization is allowed by the agency.

2) Attending/Speaking/Presenting at Professional Seminars/Symposia/Conferences. Employees can receive points for attending professional seminars or conferences that are job related. However, the supervisor needs to determine that the individual learned something meaningful from the experience. Because significant effort is involved in preparing and delivering presentations, credit should be given for each hour invested in the preparation and presentation.

3) Publishing. Writing articles related to acquisition for publication generally meets the criteria for continuous learning. Points will be awarded only in the year published. Compliance with agency publication policy is required.

4) Participating in Workshops. Points should be awarded for workshops with planned learning outcomes.

C. Education

1) **Formal Training.** Supervisors should use Continuing Education Units (CEUs) as a guide for assigning points for formal training programs that award CEUs. The CEUs can be converted to points at 10 CLP points per CEU.

2) **Formal Academic Programs.** For formal academic programs offered by educational institutions, each semester hour is equal to one CEU. A three-hour credit course would be worth three CEUs and 30 CLP points, assuming that it is applicable to the acquisition function.

SAMPLE ACTIVITIES	RECOMMENDED NUMBER OF HOURS
Active Association Membership (in relevant subject area or program/project management association)	5 hours for an active membership year OR 1 hour for each 60 minutes of activity attended during the year
Publication of P/PM/acquisition-related articles, technical papers, etc.	20 hours for articles 25 for technical paper
Formal rotational assignments	40 hours per assignment
Conference presentations, training or seminar delivery	2 hours for 60 minutes of first-time presentation (1 for presentation, 1 for preparation, .5 credit for repeat delivery of same material)
Team leadership activities, participation on project teams for new products/activities	1 hour for every 60 minutes of participation
Formal education	1 hour for each hour of instruction up to 36 hours for a 3 credit course or American Council on Education (ACE) recommendation
Professional examination, license, or certification	40 hours in the year obtained
1 Continuing Education Unit (CEU)	10 hours
1 Continuous Learning Point (CLP), Professional Development Unit (PDU), or Professional Development Hour (PDH)	1 hour
1 credit hour (college course or ACE recommendation)	12 hours
Conference attendance	1 hour for each 50 minute presentation attended

Note - All activities may earn points only in the year accomplished, awarded or published.

D. Experience

Experience includes on-the-job experiential assignments and intra- or inter-organizational rotational career-broadening and developmental experiences. While supervisors and employees must use discretion in arriving at a reasonable point value to be awarded for rotational and developmental assignments, a sliding scale is recommended. Suggested points for such assignments are in the table below.

The assumption is that longer assignments are more beneficial than shorter assignments. The supervisor may feel that an individual may deserve more or less than the values shown. In determining the points for a rotational/developmental assignment, the supervisor should consider both the long-term benefit to the agency and the immediate benefit to the supervisor's organization and the individual. For example, a second rotational assignment of the same sort would be less valuable than a different type of rotational assignment.

When experience or other activities are to be used to earn CLPs, certain principles should be followed. Supervisors and employees should pre-define, as closely as possible, the tasks to be accomplished, expected outcomes, and the learning opportunities. If it is an assignment, the individual should be mentored during the assignment. Accomplishment of a product, such as a briefing, a project design, a report, or other work product that shows the learning attained, is desirable. Sharing the knowledge and experience gained and the product with others in the organization is encouraged.

CREDITABLE ACTIVITIES	POINT CREDIT
Experience:	
On-the-Job Experiential Assignments	Maximum of 20 points per year
Integrated product Team (ITP)/ Special Project Leader	Maximum of 15 points per year
IPT/Special Project Member	Maximum of 10 points per year
Mentor	Maximum of 5 points per year
Assignment Length (Rotational Assignments or Training with Industry):	Recommended Points:
12 Months	80
9 Months	60
6 Months	40
3 Months	15
2 Months	10
1 Month	5

APPENDIX F – FEDERAL ACQUISITION CERTIFICATION FOR PROGRAM AND PROJECT MANAGER APPLICATION FORMS

Federal Acquisition Certification – Program/Project Manager Entry/Apprentice Level

PART A - EMPLOYEE INFORMATION

Name *(Last, First, Middle Initial)* _____

Social Security Number *(optional)* _____ Email Address _____

Phone _____ Agency Name _____

Agency Address _____

Title, Series, Grade _____ Level _____

PART B – CERTIFICATION REQUIREMENTS

1. Experience: At least one year of project management experience within the last five years. Project management experience includes experience constructing a work breakdown structure; preparing project analysis documents; tailoring acquisition documents to ensure that quality, effective, efficient systems or products are delivered; analyzing and/or developing requirements; monitoring performance; assisting with quality assurance; and budget development.
2. Training requirements: Provide all certificates or proof of training completion for applicable training below.

Basic Acquisition I

A minimum of 24 hours of coursework in basic acquisition that enables the individual to:

- Explain the requirements development process;
- Define concept selection;
- Use a technology development process;
- Perform a business strategy for market research (FAR Parts 10 and 12) to include socio-economic considerations.

Project Management I

A minimum of 24 hours of coursework in basic project management that enables the individual to:

- Prepare project components to the task level in preparation for developing the Work Breakdown Structure (WBS)
- Define requirements in terms of performance-based outcomes, where appropriate;
- Explain the role of an estimate in Total Ownership Cost (TOC)/Life Cycle Cost process;
- Define the risk and opportunity management process;
- Explain systems life cycle management concepts used for information systems;
- Explain the need for a comprehensive Test and Evaluation (T&E) program;
- Explain when to implement alternative logistics support.

Leadership and Interpersonal Skills I

A minimum of 16 hours of coursework in employing effective leadership and interpersonal skills that enables the individual to:

- Demonstrate effective oral and written communications;
- Explain the roles of members in a working group or project oriented team;
- Demonstrate satisfactory customer service;
- Manage conflict ;
- Demonstrate accountability for results.

Government Specific I

A minimum of 24 hours of coursework that is government-specific and enables the individual to:

- Implement a process by which the efforts of all acquisition personnel are integrated through a comprehensive plan;
- Explain the need for the Project/Program Manager to participate in pre-award actions required by acquisition planning (FAR Part 7.1);
- Develop a comprehensive program specification and requirements statement that fully and correctly define the program;
- Formulate a source selection plan that allows for best value selection from competitive solicitations;
- Support contract administrative actions;
- Establish a negotiated baseline of performance;
- Oversee the application of Total Life Cycle Systems Management (TLCSM);
- Explain Management's Responsibility for Internal Control (OMB Circular A-123) and Capital Asset Planning (OMB exhibit 300).

Earned Value Management and Cost Estimates I

A minimum of 24 hours in Earned Value Management (EVM) and cost estimates that enables the individual to:

- Describe EVM policies, methodologies, and software for performance measurement of programs;
- Identify management techniques;
- Explain the need for an Integrated Baseline Review process;
- Allocate funds within appropriation categories and use the funds from each appropriation correctly;
- Demonstrate the use of the information system for financial management reporting;
- Explain cost estimating processes, methods, techniques, analytical principles, data, confidence bands, specialized costing, application of OMB A-94, *Guidelines and Discount Rates for Benefit-Cost Analysis of Federal Programs*, and management applications.

PART C – SIGNATURES

Applicant's Signature _____ Date _____

Supervisor's Endorsement:
I recommend the above individual for certification at Level I.

Name _____ Signature _____ Date _____

Bureau Chief Information Officer's Endorsement:
I recommend the above individual for certification at Level I.

Name _____ Signature _____ Date _____

DOC Office of Chief Information Officer's Endorsement:
I recommend the above individual for certification at Level I.

Name _____ Signature _____ Date _____

Federal Acquisition Certification – Program/Project Manager Mid/Journeyman Level

PART A - EMPLOYEE INFORMATION

Name *(Last, First, Middle Initial)* _____

Social Security Number *(optional)* _____ Email Address _____

Phone _____ Agency Name _____

Agency Address _____

Title, Series, Grade _____ Level _____

PART B – CERTIFICATION REQUIREMENTS

1. Experience: At least two years of program or project management experience within the last five years that includes experience at the entry level as well as experience performing market research, developing documents for risk and opportunity management, developing and applying technical processes and technical management processes, performing or participating in source selection, preparing acquisition strategies, managing performance based service agreements, developing and managing a project budget, writing a business case, and strategic planning.
2. Training requirements: Provide all certificates or proof of training completion for applicable training below.

Intermediate Acquisition II

A minimum of 24 hours of coursework in intermediate acquisition that enables the individual to:

- Use the requirements development process;
- Apply concept selection;
- Use a technology development process;
- Perform a business strategy for market research (FAR Parts 10 and 12) to include socio-economic considerations.

Project Management II

A minimum of 24 hours of coursework in intermediate project management that enables an individual to:

- Develop and document an integrated master schedule;
- Assist in the development of an estimate of Total Ownership Cost (TOC);
- Define requirements to meet needs including, where appropriate, performance-based outcomes and setting performance standards;
- Formulate the key features of a risk/opportunity management process;
- Establish a requirements development process that provides traceability back to user-defined capabilities;
- Formulate the key features of the T&E program, including modeling and simulation;
- Develop a life-cycle plan for delivering, maintaining, and retiring a product that includes supply chain considerations.

Leadership and Interpersonal Skills II

A minimum of 16 hours of coursework in employing correct and effective leadership and interpersonal skills that enables the individual to :

- Partner with stakeholders effectively;
- Display entrepreneurship;
- Think strategically;
- Build teams/IPT;
- Manage conflict;
- Demonstrate creativity/innovation;
- Leverage diversity.

Government Specific II

A minimum of 24 hours of coursework that is government-specific and enables the individual to:

- Develop an overall strategy for managing the acquisition, coordination, and development of the acquisition strategy to include socioeconomic considerations;
- Identify key features in terms of pre-award actions required by acquisition planning (FAR Subpart 7.1);
- Formulate the key features of a comprehensive program specification and requirements statement;
- Identify and develop source selection criteria, including risk analysis method (FAR Part 15.3);
- Identify and track contract performance and administrative actions;
- Conduct financial planning and execution reviews;
- Develop program and project plans in accordance with Management's Responsibility for Internal Control (OMB Circular A-123) and Capital Asset Planning (OMB exhibit 300).
- Use strategic sourcing when building and finalizing requirements across the program.

Earned Value Management and Cost Estimates II

A minimum of 24 hours in EVM and cost estimates that enables the individual to:

- Explain and use the information system for financial management reporting;
- Conduct EVM analysis and implementing changes based on analysis;
- Analyze resource needs for management, including planning for an EVM program linked to risk;
- Apply business process re-engineering methods for continuous improvement.

PART C – SIGNATURES

Applicant's Signature _____ Date _____

Supervisor's Endorsement:
I recommend the above individual for certification at Level II.

Name _____ Signature _____ Name _____

Bureau Chief Information Officer's Endorsement:
I recommend the above individual for certification at Level II.

Name _____ Signature _____ Name _____

DOC Office of Chief Information Officer's Endorsement:
I recommend the above individual for certification at Level II.

Name _____ Signature _____ Name _____

Federal Acquisition Certification – Program/Project Manager Senior/Expert Level

PART A - EMPLOYEE INFORMATION

Name *(Last, First, Middle Initial)* _____

Social Security Number *(optional)* _____ Email Address _____

Phone _____ Agency Name _____

Agency Address _____

Title, Series, Grade _____ Level _____

PART B – CERTIFICATION REQUIREMENTS

1. Experience: At least four years of program and project management experience on federal projects and/or programs, including managing and evaluating agency acquisition investment performance, developing and managing a program budget, building and presenting a successful business case, reporting program results, strategic planning, and high-level communication with internal and external stakeholders.
2. Training requirements: Provide all certificates or proof of training completion for applicable training below.

Advanced Acquisition Management III

A minimum of 24 hours of learning in advanced acquisition management that enables the individual to:

- Manage a departmental/agency effort;
- Direct the development of concepts, requirements, and project documents related to the program;
- Manage the preparation of a program's acquisition strategy;
- Use performance-based acquisition principles effectively;
- Manage team activities in appropriate market research and acquisition of commercial items in accordance with FAR Parts 10 and 12;
- Direct requirements baselining, change processes, and resourcing.

Project Management III

A minimum of 24 hours of instruction in advanced program management that enables the individual to:

- Coordinate an integrated master plan for life-cycle management and support ;
- Interpret and oversee application of department/agency financial policies and directives as it relates to program and resource management;
- Direct and monitor risk management processes and make adjustments as necessary;
- Oversee a comprehensive test and evaluation program;
- Examine and implement innovative, alternative logistics support practices;
- Ensure adequate staffing and resources across the program lifecycle.

Leadership and Interpersonal Skills III

A minimum of 16 hours of coursework in employing correct and effective leadership and interpersonal skills that enables the individual to:

- Deliver effective presentations to senior level audiences
- Build and direct high-powered teams;
- Create a culture of development and accountability;
- Communicate a compelling vision that generates excitement, enthusiasm, and commitment among team members.

Government Specific III

A minimum of 24 hours of coursework that is government-specific and enables the individual to:

- Work with a warranted contracting officer and develop the overall strategy for managing the acquisition;
- Participate in pre-award actions required by acquisition planning (FAR Part 7.1)
- Apply appropriate principles of OMB Circular A-123, *Management's Responsibility for Internal Control*;
- Direct completion of successful Capital Asset Plan (OMB exhibit 300);
- Employ strategic planning and resource management in the federal environment (budget cycle, paperwork, and congressional considerations);
- Apply principles of contract and fiscal laws and regulations (anti-deficiency, procurement integrity, and specific purpose statues) as they pertain to development of program funding, contracts, and strategies;
- Manage program in accordance with the agency's and OMB's planning, programming, and budgeting process, as appropriate.

Earned Value Management and Cost Estimates III

A minimum of 24 hours in EVM and cost estimates that enables the individual to:

- Direct and manage EVM implementation across the program spectrum;
- Use advance project management skills with extensive EVM capabilities.

PART C – SIGNATURES

Applicant's Signature _____ Date _____

Supervisor's Endorsement:
I recommend the above individual for certification at Level III.

Name _____ Signature _____ Date _____

Bureau Chief Information Officer's Endorsement:
I recommend the above individual for certification at Level III.

Name _____ Signature _____ Date _____

DOC Office of Chief Information Officer's Endorsement:
I recommend the above individual for certification at Level III.

Name _____ Signature _____ Date _____

APPENDIX G – PROJECT MANAGER SUMMARY OF EXPERIENCE

Information about yourself

Name	Series and Grade	Position Title	Operating Unit

Degree(s)	Year	Area of Concentration

Certification(s) (PMP, COTR, etc.)

Self-assessment of project management qualifications: Based on the "DOC IT Project Manager Guidelines," tell us where you see yourself as a project manager (Level 1, 2, or 3). Include a narrative description of your experience or education/training that you feel qualifies you at this level.

Information about your experience on projects

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

Project #1

Project Name	Agency/Company

MO/YR Started	MO/YR Completed	% Time Dedicated	Project Life Cycle Cost	No. People Managed

Describe the project, including its strategic intent and significant deliverables

Describe, in your own words, what you did on this project. Also characterize your role on the project (team member, project manager, etc).

Describe the performance achieved on this project, including cost, schedule and scope. Describe any notable achievements of the project and/or any awards received by either yourself or the project team as a result of performance on this project.

Project #2

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

Project #3

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

Project #4

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

Project #5

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

APPENDIX H – FAC-P/PM COMPETENCY WORKSHEETS

PROJECT MANAGER -- ENTRY/APPRENTICE LEVEL

The Program Manager – Entry/Apprentice Level consists of five coursework areas:

- ☐ Basic Acquisition I (minimum of 24 hours)
- ☐ Basic Project Management I (minimum of 24 hours)
- ☐ Leadership and Interpersonal Skills I (minimum of 16 hours)
- ☐ Government Specific I (minimum of 24 hours)
- ☐ Earned Value Management (EVM) and Cost Estimating I (minimum of 24 hours)

Prerequisites and Requirements

Experience at Entry/Apprentice Level: It is recommended that the individual have at least one year of project management experience within the last five years. Project management experience includes:

- ☐ Constructing a work breakdown structure
- ☐ Preparing project analysis documents
- ☐ Tailoring acquisition documents to ensure that quality, effective, efficient systems or products are delivered
- ☐ Analyzing and/or developing requirements
- ☐ Monitoring performance
- ☐ Assisting with quality assurance
- ☐ Creating and monitoring budgets

Training Objectives/ Competencies

There are performance-based training objectives and competencies for the Project Manager – Entry/Apprentice Level Certification Training. Corresponding competencies and proficiencies for these coursework areas have been identified to assist in determining what is needed to meet the requirements for FAC-PPM at the Entry/Apprentice level.

Key objectives have been identified that detail the expected performance requirements and areas of responsibilities. Use these objectives and competencies to compare your training courses or certification program to FAC-P/PM.

Objectives and Competencies

Basic Acquisition I Objectives

A minimum of 24 hours of coursework in basic acquisition is required. **Upon completion of this coursework, the individual will be able to:**

- ☐ Explain the requirements development process
- ☐ Define concept selection
- ☐ Identify a technology development process
- ☐ Perform a business strategy for market research (FAR Parts 10 and 12) to include socio-economic considerations

Basic Acquisition I Competencies and Proficiencies

Competencies	Proficiencies	Training Description
Requirements Development and Management Process	Management Process - Knowledge of government-wide and agency-specific acquisition policies that support assigned missions and functions; understanding of how agency acquisition professionals balance risk; understanding of the many factors that influence cost, schedule, and performance; attention to lessons learned; understanding of metrics needed to manage projects that deliver quality, affordable, supportable, and effective systems/products.	
Requirements Development and Management Process	Requirements Process - ✓ Knowledge of the agency process that is predecessor 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, materiel and non-materiel approaches (concepts) to provide a required capability, assessing in an operational context the performance characteristics of alternatives.	
Requirements Development and Management Process  NOTE: Concept Selection is selecting the idea(s) which best satisfy the project design	Concept Selection Process (Pre- project) - ✓ 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 and refine the concept(s) to better meet the mission capability gap. ✓ Knowledge of the agency process for selection of materiel/non-materiel 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 materiel 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 materiel concepts.	

Competencies	Proficiencies	Training Description
Requirements Development and Management Process	**Technology Development Process (Pre-project)** - ✓ Ability to expand, if applicable, together with the user, "customer needs" into system requirements: Performance parameters objectives and thresholds (the difference being Trade Space) Affordability constraints Scheduling constraints; Technical constraints; Environmental issues Joint, combined and interagency interoperability ✓ Knowledge of a limited number of key performance parameters that are critical to the development of an effective capability. ✓ Knowledge of a process to derive, if applicable, an acquisition project baseline from the user's performance and schedule requirements, and best estimating of total project cost consistent with projected funding. ✓ Ability to plan technology developments and demonstrations (in coordination with systems engineering and test and evaluation personnel/organizations) needed for the capability under consideration. ✓ Knowledge of the agency policy on interoperability. ✓ Knowledge of the issues in performing requirements trade-offs. ✓ Knowledge of the role of an Acquisition Strategy. ✓ Knowledge of the benefits of project coordination with users, milestone decision authority, industry, other projects (same, other agencies and international), etc. ✓ Knowledge of the agency need to formally initiate an Acquisition Project or other Project as appropriate, employing OMB A-94 analysis and the OMB Program Assessment Rating Tool (PART).	
Requirements Development and Management Process NOTE: Market research is the process of systematic gathering, recording and analyzing of data about customers, competitors and the market. Market research can help create a business plan, launch a new product or service, fine tune existing products and services, expand into new markets, etc.	Market Research (including Socio-economic Considerations) 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).	
Requirements Development and Management Process	Prepare and Issue Solicitation - 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.	

Competencies	Proficiencies	Training Description
Leadership/Professional	These competencies provide a foundation for effective entry-level project manager-related responsibilities: ✓ Problem Solving - Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and make recommendations. ✓ Conflict Management - Manages and resolves conflicts, grievances, confrontations, and/or disagreements in a constructive manner to minimize negative personal impact. ✓ Interpersonal Skills - 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. ✓ Resilience - Displays fortitude when making unpopular decisions. ✓ Flexibility - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacle; effectively deal with ambiguity. ✓ Accountability - 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. ✓ Written Communication - Recognizes and 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. ✓ Customer Service - Works with customers to assess needs, provide assistance, resolve problems and satisfy expectations; knows products and services. ✓ Oral Communication - 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.	

Basic Project Management I Objectives

A minimum of 24 hours of coursework in basic project management is required. Upon completion of this coursework, the individual will be able to:

- ☐ Define project components to the task level in preparation for developing the Work Breakdown Structure (WBS)
- ☐ Define requirements in terms of performance-based outcomes, where appropriate
- ☐ Identify the role of an estimate in Total Ownership Cost (TOC)/Life Cycle Cost process
- ☐ Describe the risk and opportunity management process
- ☐ Explain the systems life cycle management concepts used for information systems
- ☐ Explain the need for a comprehensive Test and Evaluation (T&E) phase
- ☐ Identify the need to implement alternative logistics support

Basic Project Management I Competencies and Proficiencies

Competencies	Proficiencies	Training Description
Requirements Development and Management Processes	Core Management Skills and Processes - ✓ Knowledge of the process for the development of the project and defining project scope, environmental, safety, and occupational health (ESOH), and security measures. ✓ Ability to participate, under instruction, in the preparation of a plan for total life cycle system management (Integrated Master Plan) that addresses phased inputs, outputs, deliverables for each phase, and internal & external project technical reviews, Congressional processes, audits, and how various project functions will be performed and managed. ✓ Ability to participate, under instruction, in the preparation of an integrated master schedule, employing schedule network tools and techniques, work loading methods, and using agency project management software to produce a schedule in one or more desired formats. Inputs to this process may include, e.g., Activity duration estimating Work Breakdown Schedule Network diagram Project baseline Resource calendars Resource requirements Activities parameters Project integrated master plan ✓ Ability to prepare, under instruction, a project and contract WBS structuring/tailoring the WBS to the project and applying elements of scheduling, risk management, cost estimating, contracting, EVM, etc. ✓ Knowledge of the importance of technical reviews. ✓ Knowledge of the structure of a management philosophy for all project plans and actions, and production in particular that stresses eliminating defects by applying business process re-engineering methods for continuous improvement. ✓ Knowledge of the value of the PM planning for resource needs. ✓ Knowledge of the need for financial planning and execution reviews.	

Competencies	Proficiencies	Training Description
Requirements Development and Management Process  NOTE: - A life cycle cost analysis calculates the cost of a system or product over its entire life span; Total cost of ownership (TCO) is a financial estimate designed to help consumers and enterprise managers assess direct and indirect costs related to the purchase of any capital investment, such as (but not limited to) computer software or hardware. A TCO assessment ideally offers a final statement reflecting not only the cost of purchase but all aspects in the further use and maintenance of the equipment, device, or system considered.	Life Cycle Cost (Total Ownership Cost) Management (OMB A-94) - ✓ Recognize the role and nature of an estimate of Total Ownership Cost (TOC) prepared in Agency 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): Recognize estimating techniques/tools for developing rough cost estimating (Engineering, Estimating, Parametric, etc.) Recognize cost estimating techniques/tools to 1.) Estimating of ECP and modification costs, 2.) Estimate of project or program cost, and 3.) Life Cycle Cost/TOC estimation for project. Recognize an associated risk level for all cost estimating. Recognize impact of various reduced funding profiles. Recognize costs within each applicable appropriation. Recognize the need for assumptions, and why they should be valid. Recognize cost policies and practices. Participate, under instruction, in the preparation of a business case analysis applying cost benefit trade-offs to project. Recognize the need for appropriate indices for then year and constant year estimating ✓ Knowledge of the reasons for application of Department/Agency financial policies and directives that are applicable to the project, such as developing out-year financial plans, budgets estimated in Departmental/Agency formats, including impacts of Earned Value Management.	

Competencies	Proficiencies	Training Description
Requirements Development and Management Process  NOTE: Risk management is the process of measuring or assessing risk, and developing strategies to manage identified risk.	Risk and Opportunity Management - ✓ 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. ✓ Knowledge of the value of decision analysis in the selection of risk handling options/opportunities and the need to fold those options into a detailed Integrated Master Plan and Integrated Master Schedule (IMP/IMS). Recognizes the need to identify and prioritize risk events. Recognizes the need for mitigation strategies based on risk assessments. Recognizes the need to evaluate mitigation strategy performance. Applies knowledge of application of critical chain management tools and techniques to balance risks with available resources ✓ Knowledge of the value of an organizational structure/method to track and manage risk/opportunities. ✓ Knowledge of a process to use the project WBS to develop a risk management organization for the project that includes contractor representatives. ✓ Knowledge of how a risk/opportunity management project is to be used within the overall management of the project.	

Competencies	Proficiencies	Training Description
Systems Engineering	Technical Management Process ✓ 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. The Risk/Opportunity Management Plan will examine all aspects of the project and their interrelationships. 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 commonly utilized 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.	

Competencies	Proficiencies	Training Description
Systems Engineering	Technical Process ✓ 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.	
Test and Evaluation (T&E)	Test and Evaluation (T&E) Knowledge of efficient and cost effective methods for planning, monitoring, conducting, and evaluating tests of prototype, new, or modified systems equipment or materiel, 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.	
Test and Evaluation (T&E)	Integration of T&E Ability to determine the need for a comprehensive T&E project including Modeling & Simulation.	
Test and Evaluation (T&E)	Test and Evaluation Strategy (TES) Knowledge of the value of a comprehensive Test & Evaluation Strategy (TES) and how this document can evolve into the Test & Evaluation Master Plan TEMP.	

Competencies	Proficiencies	Training Description
Life Cycle Logistics (LCL)	Life Cycle Logistics (LCL) Knowledge of performance-based logistic efforts that optimize total system life cycle availability, supportability, and reliability/maintainability while minimizing cost and logistic footprint, and maximizing interoperability.	
Life Cycle Logistic (LCL)	Management, Product Support, and Interoperability - ✓ 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.	

Competencies	Proficiencies	Training Description
Leadership/Professional	These competencies provides a foundation for effective entry-level project manager-related responsibilities: ✓ Problem Solving - Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and make recommendations. ✓ Conflict Management - Manages and resolves conflicts, grievances, confrontations, and/or disagreements in a constructive manner to minimize negative personal impact. ✓ Interpersonal Skills - 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. ✓ Resilience - Displays fortitude when making unpopular decisions. ✓ Flexibility - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacle; effectively deal with ambiguity. ✓ Accountability - 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. ✓ Written Communication - Recognizes and 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. ✓ Customer Service - Works with customers to assess needs, provide assistance, resolve problems, satisfy expectations; knows products and services. ✓ Oral Communication - 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.	
Life Cycle Logistic (LCL)	Management, Product Support, and Interoperability - ✓ 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.	

Leadership and Interpersonal Skills I Objectives

A minimum of 16 hours of instruction on effective leadership and interpersonal skills is required. Upon completion of this coursework, the individual will be able to:

- ☐ Apply effective oral and written communications
- ☐ Describe the roles and functions of membership in a working group or project oriented team
- ☐ Demonstrate satisfactory customer service
- ☐ Explain conflict management
- ☐ Demonstrate accountability for results

Leadership and Interpersonal Skills I Competencies and Proficiencies

Competencies	Proficiencies	Training Description
Leadership/Professional	Ability to lead/manage a project team to satisfactory achievement of project goals.	
Leadership/Professional	These competencies provide a foundation for effective entry-level project manager-related responsibilities: ✓ Problem Solving - Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and make recommendations. ✓ Conflict Management - Manages and resolves conflicts, grievances, confrontations, and/or disagreements in a constructive manner to minimize negative personal impact. ✓ Interpersonal Skills - 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. ✓ Resilience - Displays fortitude when making unpopular decisions. ✓ Flexibility - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacle; effectively deal with ambiguity. ✓ Accountability - 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. ✓ Written Communication - Recognizes and 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. ✓ Customer Service - Works with customers to assess needs, provide assistance, resolve problems, satisfy expectations; knows products and services. ✓ Oral Communication- 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.	

Competencies	Proficiencies	Training Description
Requirements Development and Management Process NOTE: Communicate needs and expectations for the project; determines how and in what format information will be communicated; determines when and where each communication will be made and who is responsible for providing each type of communication.	Communications Management ✓ 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.	
Requirements Development and Management Process NOTE: Persons who report either directly or indirectly to the project manager and who are responsible for performing project work as a regular part of their assigned duties.	Working Groups and Teams ✓ 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.	

Government Specific I Objectives

A minimum of 24 hours of coursework that is government specific is required. Upon completion of this coursework, the individual will be able to:

- ☐ Implement a process by which the efforts of all acquisition personnel are integrated through a comprehensive plan
- ☐ Explain the need for the Project Manager to participate in pre-award actions required by acquisition planning (FAR Part 7.1)
- ☐ Develop a comprehensive project specification and requirements statement that fully and correctly define the project
- ☐ Formulate a source selection plan that allows for best value selection from competitive solicitations
- ☐ Identify the need to support contract administrative actions
- ☐ Establish a negotiated baseline of performance
- ☐ Oversee the application of Total Life Cycle Systems Management (TLCSM)

NOTE: Total Life Cycle Systems Management is described in the Defense Acquisition Guidebook, Chapter 5.1.1

- ☐ Discuss Management's Responsibility for Internal Control (OMB Circular A-123) and Capital Asset Planning (OMB exhibit 300)

Government Specific I Competencies and Proficiencies

Competencies	Proficiencies	Training Description
Requirements Development and Management Processes	Realistic or Operational Test and Evaluation (OT&E) - Knowledge of the agency OT&E process.	
Contracting	Knowledge of the supervision, leadership and management processes/procedures necessary for the acquisition of supplies and services, construction, research and development; acquisition planning to include performance-based considerations; Comprehension of the following: 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; legislation, policies, regulations, and methods used in contracting, and business and industry practices.	
Contracting	Contract Approach - Knowledge of the processes by which the efforts of the project manager 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.	
Contracting	Prepare Requirements and 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.	
Contracting	Prepare and Issue Solicitation - 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.	
Contracting  NOTE: Source selection is the process used in competitive, negotiated contracting to select the proposal expected to result in the best value to the Government	Perform Source Selection - ✓ 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 Counsel/Committee, and Source Selection Authority.	
Contracting  NOTE: The process of managing the contract and the relationship between the buyer and seller, reviewing and documenting how a seller is performing or has performed to establish required corrective actions and provide a basis for future relationships with the seller, managing contract related changes, and, when appropriate, managing the contractual relationship with the outside buyer of a project.	Administer Contract - Knowledge of how to support contract administrative actions.	

Competencies	Proficiencies	Training Description
Contracting	Performance-Based Service Agreements - ✓ Knowledge of how to negotiate for the required level of support at a cost consistent with available support funding and most appropriate for the required support. ✓ Ability to establish a negotiated baseline of performance with operational users, and the corresponding commercial and/or organic support providers.	
Business Cost Estimating and Financial Management	Knowledge of the 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.	
Business Cost Estimating and Financial Management	Business Financial Planning and Management - 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.	
Business Cost Estimating and Financial Management  NOTE: The process of developing an approximation of the cost of the resources needed to complete project activities	Cost Estimating - Knowledge of cost estimating processes, methods, techniques, analytical principles, data, confidence bands, specialized costing, application of OMB A-94, and management applications.	
Business Cost Estimating and Financial Management  NOTE: A project management technique that measures forward progress objectively. EVM has the unique ability to combine measurements of technical performance (i.e., accomplishment of planned work), schedule performance (i.e., behind/ahead of schedule), and cost performance (i.e., under/over budget) within a single integrated methodology. EVM provides an early warning of performance problems while there is time for corrective action. In addition, EVM improves the definition of project scope, prevents scope creep, communicates objective progress to stakeholders, and keeps the project team focused on achieving progress.	Earned Value Management (EVM) - ✓ 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.	
Business Cost Estimating and Financial Management	Financial Reporting and Oversight	

Competencies	Proficiencies	Training Description
Business Cost Estimating and Financial Management  NOTE: Provide guidance on preparing the FY Budget submission and include instructions on budget execution.	Debt/Agency Programming, Planning, and Budgeting Type System (OMB A-11) ✓ 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.	
Leadership/Professional	These competencies provide a foundation for effective entry-level project manager-related responsibilities: ✓ Problem Solving - Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and make recommendations. ✓ Conflict Management - Manages and resolves conflicts, grievances, confrontations, and/or disagreements in a constructive manner to minimize negative personal impact. ✓ Interpersonal Skills - 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. ✓ Resilience - Displays fortitude when making unpopular decisions. ✓ Flexibility - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacle; effectively deal with ambiguity. ✓ Accountability - 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. ✓ Written Communication - Recognizes and 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. ✓ Customer Service - Works with customers to assess needs, provide assistance, resolve problems, satisfy expectations; knows products and services. ✓ Oral Communication - 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.	

Earned Value Management (EVM) and Cost Estimating I Objectives

The Earned Value Management (EVM) and Cost Estimating I coursework will consist of a minimum of 24 hours of coursework in Earned Value Management and cost estimating. Upon completion of this coursework, the individual will be able to:

- ☐ Describe EVM policies, methodologies, and software for performance measurement of projects
- ☐ Identify EVM techniques
- ☐ Explain the need for an Integrated Baseline Review process
- ☐ Identify the allocation of funds within appropriation categories and use of funds from each appropriation
- ☐ Demonstrate the use of the information system for financial management reporting
- ☐ Explain cost estimating processes, methods, techniques, analytical principles, data, confidence bands, specialized costing, application of OMB A-94, *Guidelines and Discount Rates for Benefit-Cost Analysis of Federal Programs*, and management applications

Earned Value Management (EVM) and Cost Estimating I Competencies and Proficiencies

Competencies	Proficiencies	Training Description
Business Cost Estimating and Financial Management  NOTE: A project management technique that measures forward progress objectively. EVM has the unique ability to combine measurements of technical performance (i.e., accomplishment of planned work), schedule performance (i.e., behind/ahead of schedule), and cost performance (i.e., under/over budget) within a single integrated methodology. EVM provides an early warning of performance problems while there is time for corrective action. In addition, EVM improves the definition of project scope, prevents scope creep, communicates objective progress to stakeholders, and keeps the project team focused on achieving progress.	Earned Value Management (EVM) - ✓ 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.	

Competencies	Proficiencies	Training Description
Leadership/Professional	These competencies provide a foundation for effective entry-level project manager-related responsibilities: ✓ Problem Solving - Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and make recommendations. ✓ Conflict Management - Manages and resolves conflicts, grievances, confrontations, and/or disagreements in a constructive manner to minimize negative personal impact. ✓ Interpersonal Skills - 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. ✓ Resilience - Displays fortitude when making unpopular decisions. ✓ Flexibility - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacle; effectively deal with ambiguity. ✓ Accountability - 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. ✓ Written Communication -Recognizes and 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. ✓ Customer Service -Works with customers to assess needs, provide assistance, resolve problems, satisfy expectations; knows products and services. ✓ Oral Communication - 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.	

Program/Project Manager -- Mid/Journeyman Level

The Program/Project Manager – Mid/Journeyman Level consists of four coursework areas:

- ☐ Project Management II (minimum of 24 hours)
- ☐ Leadership and Interpersonal Skills II (minimum of 16 hours)
- ☐ Government Specific II (minimum of 24 hours)
- ☐ Earned Value Management and Cost Estimating II (minimum of 24 hours)

Prerequisites and Requirements

Experience at Mid-Level/Journeyman: It is recommended that the individual have at least two years of program or project management experience within the last five years. Program or project management experience includes experience at the entry/apprentice level as well as experience in the following:

- ☐ Performing market research
- ☐ Developing documents for risk and opportunity management
- ☐ Developing and applying technical processes and technical management processes
- ☐ Performing or participating in source selection
- ☐ Preparing acquisition strategies
- ☐ Managing performance based service agreements
- ☐ Developing and managing a project budget
- ☐ Writing a business case
- ☐ Utilizing strategic planning

Training Objectives/ Competencies

There are performance-based training objectives and competencies for the Program/Project Manager – Mid/Journeyman Level Certification Training. Corresponding competencies and proficiencies for these coursework areas and processes have been identified to assist in determining what is needed to meet the requirements of the FAC-P/PM Mid-Journeyman Level.

Key objectives have been defined that detail the expected performance requirements and areas of responsibilities. Use these objectives and core competencies to compare your training courses or certification program.

Objectives and competencies by coursework area.

Project Management II Objectives

A minimum of 24 hours of coursework in intermediate project management is required. Upon completion of this coursework, the individual will be able to:

- ☐ Develop and document an integrated master schedule
- ☐ Assist in the development of an estimate of Total Ownership Cost (TOC)
- ☐ Define requirements, clearly, to meet needs, including, where appropriate, performance-based outcomes and setting performance standards
- ☐ Formulate the key features of a risk/opportunity management process
- ☐ Create a requirements development process that provides traceability back to user-defined capabilities
- ☐ Formulate the key features of the Test and Evaluation (T&E) program/project, including modeling and simulation

- ☐ Develop a life cycle plan for delivering, maintaining, and retiring a product that includes supply chain considerations

PROJECT MANAGEMENT II COMPETENCIES AND PROFICIENCIES

Competencies	Proficiencies	Training Description
Management Process	✓ Knowledge of and ability to apply government-wide and agency-specific acquisition policies that support assigned missions and functions; understanding of how agency acquisition professionals balance risk; understanding of the many factors that influence cost, schedule, and performance; attention to lessons learned; understanding of metrics needed to manage programs/projects that deliver quality, affordable, supportable, and effective systems/products.	
Management Process	Requirements Process - ✓ Ability to track and employ, as appropriate, a Departmental/Agency effort aimed at identifying, assessing and prioritizing needed mission oriented agency capabilities such as adding structure and detail to a regularly scheduled or special functional needs analysis (a study of agency needs vs. capability gaps). Coordinate with potential users. ✓ Ability to analyze studies of different non-system specific, or activity specific, materiel and non-materiel approaches (concepts) to provide a required capability, assessing in an operational context the performance characteristics of alternatives.	
Management Process  NOTE: Concept Selection is selecting the idea(s) which best satisfy the project design.	Concept Selection Process (Pre-program/Pre-project) - ✓ Ability to clarify as needed an analysis of the alternative concepts so as to reduce the number and refine the concept(s) to better meet the mission capability gap. Issues reviewed include new or expanded studies of performance, effectiveness, suitability, critical technologies, estimated costs, sensitivities, risks, competition, innovation and assumptions; apply OMB A-94 as appropriate. ✓ Ability to perform analysis in support of agency selection of materiel/non-materiel course of action relative to satisfying the capability gap. ✓ Ability to develop performance measures and associated metrics required to evaluate a possible solution. ✓ Ability to perform analysis in support of selection of a preferred system concept (if the preferred concepts includes a materiel solution) that should be continued into Technology Development and may correct the deficiency, satisfy a capability gap, or incorporate a new technology that results in the development, acquisition, procurement and/or deployment of a new item. ✓ Ability to identify key features for higher authority of a Technology Development Strategy that flows from the completed analysis of alternatives and selected materiel concepts that may include: Draft acquisition approach Draft plan for development increments Estimating of the number of prototypes Support of prototypes Performance goals that may justify more prototypes Strategy to manage research and development	

Competencies	Proficiencies	Training Description
	Draft description of first technology demo Draft test plan with evaluation criteria Risk management Draft cost, schedule and possible source of funding	
Management Process	Technology Development Process (Pre-program/project) - ✓ Ability to analyze, if applicable, together with the user, "customer needs" into the following program/project system requirements: Performance parameters objectives and thresholds (the difference being Trade Space) Affordability constraints Scheduling constraints Technical constraints Environmental issues Joint, combined and interagency interoperability while responding to agency policies on meeting requirements and the documents that identify the capability gap(s) in need of a materiel solution, and employing the user's capabilities development document(s) to support pending program/project initiation, refine the integrated architecture, and clarify how the program/project will lead to the needed capability. ✓ Ability to analyze a limited number of key performance parameters that are critical to the development of an effective capability ✓ Ability to develop an acquisition program/project baseline from the user's performance and schedule requirements, and best estimating of total program/project cost consistent with projected funding. ✓ Knowledge of and ability to apply agency policy on interoperability. ✓ Ability to plan technology developments and demonstrations (in coordination with systems engineering and test and evaluation personnel/organizations) needed for the capability under consideration, concluding with a plan for the determination of the maturity of the technology and preparation of a system performance specification. ✓ Knowledge of the key features of a business partnership with the Procuring Contracting Officer (PCO) and other business advisers with emphasis on building an acquisition strategy that will lead to program/project success. ✓ Ability to formulate an Acquisition Strategy (flowing from the Technology Development Strategy) , if applicable, with full stakeholder support, that considers an evolutionary acquisition approach, spiral technology insertion, inter-program/project dependencies, useful increments or block upgrades, that consider real-world development processes in terms of flexibility for future contract application, and are balanced with the realities of program/project execution. ✓ Ability to plan for program/project coordination with users,	

Competencies	Proficiencies	Training Description
	milestone decision authority, industry, and other programs/projects (same, other agencies, and international), etc. ✓ Ability to track the actions needed to initiate an Acquisition Program/Project or other program/project as appropriate employing OMB A-94 analysis and the OMB Program Assessment Rating Tool (PART).	
Management Processes	Core Management Skills and Processes - ✓ Ability to develop and document an integrated master schedule, employing schedule network tools and techniques, work loading methods, and using agency program/project management software to produce a schedule in one or more desired formats. Inputs to this process may include, e.g., Activity duration estimating Work Breakdown Schedule Program/Project baseline Resource calendars Resource requirements Activities parameters Program/Project integrated master plan ✓ Ability to prepare a plan for total life cycle system management (Integrated Master Plan) addressing phased inputs, outputs, deliverables for each phase, and internal and external program/project technical reviews, Congressional processes, audits and how various program/project functions will be performed and managed. Employ as needed or consider: A tradeoff of cost, schedule and performance Time-phased hardware and financial requirements A method for managing plan modifications Cycle-time reduction techniques WBS, Life Cycle Cost Estimating, configuration management The management of small programs/projects within the larger program/project The acquisition strategy Applying techniques for breaking program/project into assigned and prioritized tasks Applying techniques for man loading of contract cost and schedule ✓ Ability to develop a program/project and contract WBSs structuring/tailoring the WBS to the program/project and applying elements of scheduling, risk management, cost estimating, contracting, EVM, etc. ✓ Ability to assist in the management of the program/project including defining program/project scope, environmental, safety, and occupational health (ESOH), and security measures. ✓ Ability to analyze resource needs for management including application of basic program/project management skills, e.g., organizing/staffing a team, resourcing a program/project, training, planning for an EVM program/project linked to risk, creating a schedule and other basic program/project management practices. ✓ Ability to perform analysis in support of technical reviews. ✓ Ability to coordinate with PCO on contracting processes,	

Competencies	Proficiencies	Training Description
	strategy, agreements, negotiations, etc. ✓ Ability to establish a team with the supplier/contractor for organizational mapping, process alignment, joint program/project review strategies, etc. ✓ Ability to perform analysis in support of prioritizing the application of appropriate resources to the right task at the right time employing program/project management tools.	
Management Process  NOTE: A life cycle cost analysis calculates the cost of a system or product over its entire life span; Total cost of ownership (TCO) is a financial estimate designed to help consumers and enterprise managers assess direct and indirect costs related to the purchase of any capital investment, such as (but not limited to) computer software or hardware. A TCO assessment ideally offers a final statement reflecting not only the cost of purchase but all aspects in the further use and maintenance of the equipment, device, or system considered.	Life Cycle Cost (Total Ownership Cost) Management (OMB A-94) - ✓ Ability to assist in the development of an estimate of Total Ownership Cost (TOC), in agency format, revisiting and ensuring that it is consistent with prior OMB A-94 and PART analysis as appropriate, considering full program/project scope in applying cost estimating techniques/tools to cases involving management decisions, e.g., contractor versus government logistics support: Employ estimating techniques/tools for developing rough cost estimating (Engineering, Estimating, Parametric, etc) Employ cost estimating techniques/tools to 1.) Estimating of ECP and modification costs, 2.) Estimate of program/project cost, and 3.) Life Cycle Cost/TOC estimation for program/project Review an associated risk level for all cost estimating Apply the impact of various reduced funding profiles Review costs within each applicable appropriation Analyze all assumptions, ensuring that they are valid Analyze cost policies and practices Outline a business case analysis applying cost benefit trade-offs to program/project Recommend appropriate indices for then year and constant year estimating	
Management Process  NOTE: Risk management is the process of measuring, or assessing risk, and developing strategies to manage identified risk.	Risk and Opportunity Management - ✓ Ability to formulate the key features of a risk/opportunity management process which includes planning, assessment (identification and analysis), handling, and monitoring, all to be integrated and continuously applied throughout the program/project. Other management actions include: Analyzing risk events Review and report project risk status during various situations Integrate risk management into program/project manager routine practices Review opportunities for cost reduction/avoidance and manage to fruition. ✓ Ability to support decision analysis in the selection of risk handling options/opportunities and fold those options into a detailed Integrated Master Plan and Integrated Master Schedule (IMP/IMS) that: Identifies and prioritizes risk events to be handled Initiates mitigation strategies based on risk assessments Reviews performance of the mitigation strategy Plans for application of critical chain management tools and techniques to balance risks with available resources ✓ Ability to determine an organizational structure/method to track and manage risk/opportunities; using the	

Competencies	Proficiencies	Training Description
	program/project WBS, develops a risk management organization for the program/project including contractor representatives. ✓ Ability to assist in specifying how risk/opportunity management program/project is to be used within the overall management of the program/project; ensuring staff select/apply risk management software accordingly, including such activities as tracking, rating and handling risk/opportunity events, identifying the program/project critical path, and determining the probabilities of program/project completion dates and costs. Assesses risk management software Applies schedule, cost and technical data to determine critical risk nodes Assesses schedule analysis, e.g., critical path/slack time	
Management Processes  NOTE: Market research is the process of systematic gathering, recording and analyzing of data about customers, competitors and the market. Market research can help create a business plan, launch a new product or service, fine tune existing products and services, expand into new markets etc.	Market Research (including Socio-economic Considerations) - ✓ Knowledge of and ability to apply FAR Part 10 and 12 (if applicable), while: Applying a business strategy to market research Applying to dual-use technologies to market research Researching commercial items within market research (using socioeconomic considerations throughout)	
Management Processes  NOTE: Persons who report either directly or indirectly to the program/project manager and who are responsible for performing project work as a regular part of their assigned duties.	Working Groups and Teams - ✓ Ability to form and lead working groups and program/project oriented teams, including Integrated Product and Process Teams. Assist in coaching and evaluating team development and performance and assist teams and the members to be: Open in discussions Qualified to participate and empowered Consistent, success-oriented, proactive in their participation Continuous communications (including "up-the-line" communications) Reasoned in disagreement Active in offering issues and committed to their early resolution ✓ Ability to clarify metrics for teams to detect initial signs of problems that require management and decision maker attention. Apply metrics for small program/project teams to detect initial signs of problems that require management attention. Apply principles of change management as defined in current policies.	
Systems Engineering	✓ Recognition of the scientific, management, engineering, and technical skills used in the performance of systems planning, research and development, with an emphasis on performing	

Competencies	Proficiencies	Training Description
	and managing a technical process.	
Systems Engineering	Technical Management Process - ✓ Ability to clarify a requirements management process that provides traceability back to user-defined capabilities. ✓ Ability to develop a Comprehensive Risk/Opportunity Management plan and methods applicable to a systems engineering context that examines the risks of deviating from the program/project plan. It will examine all aspects of the program/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. ✓ Ability to appraise 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 apprise Technical Plans that will ensure the systems engineering processes are applied properly throughout a system's life cycle consistent with the Systems Engineering Plan. ✓ 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 conducting of technical reviews. ✓ Ability to develop 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 appraise a plan for Technical Data Management consisting of the disciplined processes and systems used to plan for, acquire, access, manage, protect, and use data of a technical nature to support the total life cycle of the system. ✓ Ability to develop a process for Interface Management, including the ability to trace system requirements through the software allocation architecture that will ensure interface definition and compliance among the elements that compose the system; as well as with other systems with which the system or system elements must interoperate. Interface management control measures, e.g., an interface matrix, may ensure that all internal and external interfaces and requirement changes are properly documented in accordance with the configuration management plan and communicated to all affected configuration items.	
Systems Engineering	Technical Process - ✓ Ability to structure a 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. Together with the user, the program/project manager should translate "customer needs" into the following program/project and system requirements: Performance parameter objectives and thresholds	

Competencies	Proficiencies	Training Description
	Affordability constraints Scheduling constraints Technical constraints ✓ Ability to develop 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. The alternative design solutions include: people, products, and process entities and related internal and external interfaces. ✓ Ability to structure a process of obtaining sets of logical solutions to improve knowledge of the defined requirements and the relationships among the requirements (e.g., functional, behavioral, temporal). From logical solution sets, oversee the allocation of performance parameters and constraints that then define derived technical requirements to be used for the system design. ✓ Ability to structure a process for monitoring the Implementation effort that actually yields the lowest level system elements in the system hierarchy. The system element is made, bought, or reused. Making it involves the hardware fabrication processes of forming, removing, joining, and finishing; or the software processes of coding, etc. If implementation involves a production process, a manufacturing system is required to be developed using these same technical and technical management processes. ✓ Ability to develop a process for monitoring the integration program/project of 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. ✓ Ability to structure a process to monitor the verification program/project which confirms that the system element meets the design-to or build-to specifications. It answers the question "Did you build it right?". As such, it tests the system elements against their defined requirements ("build-to" specifications). ✓ Ability to formulate a process to monitor/coordinate/participate in the validation effort that answers the question of "Did you build the right thing?". As such, it tests the performance of systems within their intended operational environment, with anticipated operators and users. In the early stages of the system life cycle, validation may involve prototypes, simulations, or mock-ups of the system and a model or simulation of the system's intended operational environment. ✓ Ability to develop a process to monitor/coordinate/participate in the transition program/project applied to move the system element to the next level in the physical architecture or, for the end-item system, to the user, i.e., fielding/deployment of a system and transition to an Operations & Support Phase. This process may include installation at the operator or user site.	
Test and Evaluation (T&E)	✓ Knowledge of and ability to apply efficient and cost effective methods for planning, monitoring, conducting, and	

Competencies	Proficiencies	Training Description
	evaluating tests of prototype, new, or modified systems equipment or materiel, 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.	
Test and Evaluation (T&E)	Integration of T&E - ✓ Ability to formulate the T&E program/project including Modeling & Simulation.	
Test and Evaluation (T&E)	Test and Evaluation Strategy (TES) - ✓ Ability to draft a comprehensive Test & Evaluation Strategy (TES) by the completion of a Concept Refinement Phase and prior to initiation of a Technology Development Phase that includes security and describes, in as much detail as possible, the risk reduction efforts across the range of program/project activities that will ultimately produce a valid evaluation of operational effectiveness, suitability, and survivability before full-rate production and deployment. The TES should evolve into the Test & Evaluation Master Plan (TEMP).	
Realistic or Operational Test and Evaluation (OT&E)	Realistic or Operational Test and Evaluation (OT&E) - ✓ Ability to draft a comprehensive Test & Evaluation Strategy (TES) by the completion of a Concept Refinement Phase and prior to initiation of a Technology Development Phase that includes security and describes, in as much detail as possible, the risk reduction efforts across the range of program/project activities that will ultimately produce a valid evaluation of operational effectiveness, suitability, and survivability before full-rate production and deployment. The TES should evolve into the Test & Evaluation Master Plan (TEMP).	
Life Cycle Logistics (LCL)	✓ Knowledge of and ability to apply performance-based logistic efforts that optimize total system life cycle availability, supportability, and reliability/maintainability while minimizing cost, the logistic footprint, and interoperability.	
Life Cycle Logistic (LCL)	Management, Product Support and Interoperability - ✓ Ability to propose appropriate, innovative, alternative logistics support practices, including best public sector and commercial practices and technology solutions. Establish logistics support program/project goals for cost, customer support, performance parameters, spare parts support and part obsolescence over the program/project life cycle. Include as part of the Acquisition Strategy a program/project manager developed fielding/sustainment strategy for Life Cycle Product Support in a supply chain context. ✓ Ability to track logistic risk mitigation issues and analyses early in the system development process to reduce the required resources and overall life cycle costs. ✓ Ability to analyze, as appropriate, statutory guidance/law and Title 10 direction regarding organic depot support (e.g., 50/50 law, core workload, etc.). Include organic depot planning in budget plans and sustainment acquisition strategies.	

A minimum of 16 hours of instruction in effective leadership and interpersonal skills is required. Upon completion of this coursework, the individual will be able to:

- ☐ Describe how to partner with stakeholders effectively
- ☐ Implement entrepreneurship
- ☐ Utilize strategic thinking
- ☐ Build teams/IPT
- ☐ Explain and manage conflict
- ☐ Demonstrate creativity/innovation
- ☐ Utilize diversity

LEADERSHIP AND INTERPERSONAL SKILLS II COMPETENCIES AND PROFICIENCIES

Competencies	Proficiencies	Training Description
Leadership/Professional	✓ Ability to lead/manage a program/project team to satisfactory achievement of program/project goals.	
Leadership/Professional  NOTE: Communicate needs and expectations for the project; determines how and in what format information will be communicated; determines when and where each communication will be made and who is responsible for providing each type of communication.	Communications Management - ✓ Ability to use correct and effective oral and written skills. ✓ Ability to plan for the dissemination of information both internally and externally with emphasis on ensuring all working groups, program/project oriented teams, IPTs, PM Staff and several layers of contractor/sub-contractor employees have comprehensive macro view of the program/project. ✓ Ability to demonstrate effective briefing skills with Executive Branch, Congress, Industry & Stakeholders. ✓ Ability to share and communicate lessons learned. ✓ Knowledge of and ability to apply media related policies contained in agency directives/publications in addressing public affairs.	
Leadership/Professional	✓ These competencies, in addition to those listed at entry-level, provide a foundation for effective mid-level program/project manager-related responsibilities: Partnering - Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals. Team Building/IPT - Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals. Conflict Management - Manages and resolves conflicts, grievances, confrontations, and/or disagreements in a constructive manner to minimize negative personal impact. Political Savvy - Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly. Strategic Thinking - 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. Decisiveness - Makes well-informed, effective, and timely decisions, even when data are limited or	

Competencies	Proficiencies	Training Description
	solutions produce unpleasant consequences; perceives the impact and implications of decisions. Creativity/Innovation - Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/project processes. External Awareness - 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. Developing Others - 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. Entrepreneurship - 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. Leveraging Diversity - Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization. Influencing/Negotiating – Persuades others to accept recommendations, cooperate or change their behavior, work with others towards an agreement, negotiates to find mutually acceptable solutions.	

Government Specific II Objectives

A minimum of 24 hours of coursework that is government specific is required. Upon completion of this coursework, the individual will be able to:

- ☐ Develop an overall strategy for managing the acquisition, coordination, and development of the acquisition strategy to include socioeconomic considerations
- ☐ Identify key features in terms of pre-award actions required by acquisition planning (FAR Subpart 7.1)
- ☐ Formulate the key features of a comprehensive program/project specification and requirements statement
- ☐ Identify and develop source selection criteria, including risk analysis method (FAR Part 15.3)
- ☐ Identify and track contract performance and administrative actions
- ☐ Conduct financial planning and execution reviews
- ☐ Develop program/project plans in accordance with Management's Responsibility for Internal Control (OMB Circular A-123) and Capital Asset Planning (OMB exhibit 300)
- ☐ Utilize strategic sourcing when building and finalizing requirements across the program/project

GOVERNMENT SPECIFIC II COMPETENCIES AND PROFICIENCIES

Competencies	Proficiencies	Training Description
Management Processes	Core Management Skills and Processes - ✓ Ability to prepare a plan for total life cycle system management (Integrated Master Plan) addressing phased inputs, outputs, deliverables for each phase, and internal & external program/project technical	

Competencies	Proficiencies	Training Description
	reviews, Congressional processes, audits and how various program/project functions will be performed and managed. Employ as needed or consider: A tradeoff of cost, schedule and performance Time-phased hardware and financial requirements A method for managing plan modifications Cycle-time reduction techniques WBS, Life Cycle Cost Estimating, configuration management The management of small programs/projects within the larger program/project The acquisition strategy Applying techniques for breaking program/project into assigned and prioritized tasks Applying techniques for man loading of contract cost and schedule ✓ Develop a program/project and contract WBSs structuring/tailoring the WBS to the program/project and applying elements of scheduling, risk management, cost estimating, contracting, EVM, etc.	
Management Processes	Life Cycle Cost (Total Ownership Cost) Management (OMB A-94) - ✓ Ability to apply Department/Agency financial policies and directives that are applicable to the program/project, such as developing out-year financial plans, budgets estimated in Departmental/Agency formats, including impacts of Earned Value Management.	
Management Processes NOTE: Risk management is the process of measuring, or assessing risk, and developing strategies to manage identified risk.	Risk and Opportunity Management ✓ Ability to formulate the key features of a risk/opportunity management process which includes planning, assessment (identification and analysis), handling, and monitoring, all to be integrated and continuously applied throughout the program/project. Other management actions include: Analyzing risk events Review and report program/project risk status during various situations Integrate risk management into program/project manager routine practices Review opportunities for cost reduction/avoidance and manage to fruition. ✓ Ability to assist in specifying how risk/opportunity management program is to be used within the overall management of the program/project; ensuring staff select/apply risk management software accordingly, including such activities as tracking, rating and handling risk/opportunity events, identifying the program/project critical path, and determining the probabilities of program/project completion dates and costs. Assesses risk management software Applies schedule, cost and technical data to determine critical risk nodes Assesses schedule analysis, e.g., critical path/slack time	

Competencies	Proficiencies	Training Description
Systems Engineering	✓ Recognition of the scientific, management, engineering, and technical skills used in the performance of systems planning, research and development, with an emphasis on performing and managing a technical process.	
Systems Engineering	Technical Management Process - ✓ Ability to appraise 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.	
Systems Engineering	Technical Process - ✓ Ability to structure a 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. Together with the user, the program/project manager should translate "customer needs" into the following program/project and system requirements: Performance parameter objectives and thresholds Affordability constraints Scheduling constraints Technical constraints ✓ Ability to develop 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. The alternative design solutions include: people, products, and process entities and related internal and external interfaces. ✓ Ability to structure a process of obtaining sets of logical solutions to improve knowledge of the defined requirements and the relationships among the requirements (e.g., functional, behavioral, temporal). From logical solution sets, oversee the allocation of performance parameters and constraints that then define derived technical requirements to be used for the system design. ✓ Ability to structure a process for monitoring the Implementation effort that actually yields the lowest level system elements in the system hierarchy. The system element is made, bought, or reused. Making it involves the hardware fabrication processes of forming, removing, joining, and finishing; or the software processes of coding, etc. If implementation involves a production process, a manufacturing system is required to be developed using these same technical and technical management processes.	
Life Cycle Logistics (LCL)	✓ Knowledge of and ability to apply performance-based logistic efforts that optimize total system life cycle availability, supportability, and reliability/maintainability while minimizing cost and logistic footprint, and interoperability. ✓ Ability to formulate the key features of a modular open	

Competencies	Proficiencies	Training Description
	systems approach (MOSA) where interoperability is a key LCL facilitator, which allows the program/project manager to take advantage of shared government-wide capabilities in designing and implementing a product support strategy. Thus, explicitly consider the long-term potential of Acquisition and Cross-Servicing Agreements (ACSAs). ✓ Ability to track logistic risk mitigation issues and analyses early in the system development process to reduce the required resources and overall life cycle costs. ✓ Ability to analyze, as appropriate, statutory guidance/law and Title 10 direction regarding organic depot support (e.g., 50/50 law, core workload, etc.). Include organic depot planning in budget plans and sustainment acquisition strategies.	
Contracting	✓ Knowledge of and the ability to apply the 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; legislation, policies, regulations, and methods used in contracting, and business and industry practices.	
Contracting	Contract Approach - ✓ Ability to plan, while teamed with a warranted contracting officer, a process by which the efforts of the program/project manager 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. This includes developing the overall strategy for managing the acquisition, coordination and development of the acquisition strategy, including support of the exit criteria for each acquisition phase. A. A business partnership should be developed between the program/project manager and the PCO with emphasis on building a successful acquisition strategy leading to program/project success through: Structuring for competition Structuring socio-economic issues Structuring terms and conditions Formulating the acquisition strategy considering contract types and their applicability as they relate to acquisition strategies, risk and life cycle management of the system. Comprehending procurement policies, contracting regulations, options, procedures and contract administration, performance and management issues. Comprehending alpha contracting process, as applicable.	

Competencies	Proficiencies	Training Description
	B. Ensure potential and actual contractors, sub-contractors and affiliated government organizations or offices have full comprehension of program/project definition, and the procuring agency' organizational culture and organizational structure.	
Contracting	Prepare Requirements and Support Documentation - ✓ Knowledge of key features of 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. This includes the program/project manager striving to ensure program/project goals are understood by the PCO, potential competing Contractors/Sub-contractors, and that supporting documentation is likely to produce agreements that will facilitate any future contract. Topic areas requiring strong emphasis in terms of continuity, coordination, and interfaces will include those potential contracts with: A multiple incentive structure An SOW that may have unintended nuances A complex CLIN structure Complex provisions for technical execution Complex provisions for executing contract funding Complex provisions that will impact timely and accurate reporting of government funds expenditure Unclear provisions for and the content of possible follow-on contracts as relates to all of the above.	
Contracting	Prepare and Issue Solicitation - ✓ Ability to formulate the key features of a comprehensive program/project specification and statement of work that fully and correctly defines the program/project, addressing roles and missions of the government and contractor ✓ Ability to assist in formulating pre-award policies, FAR (if applicable) Parts 5 Publicizing Contract Actions, 13 Simplified Acquisition Procedures and 14, Sealed Bidding, etc. ✓ Ability to analyze pre-solicitation options to include the use of draft solicitation, industry days and one-on-one sessions.	
Contracting  NOTE: Source selection is the process used in competitive, negotiated contracting to select the proposal expected	Perform Source Selection - ✓ Ability to clarify source selection criteria including risk analysis methods, FAR Part 15/15.3 (if applicable) Contracting By Negotiation/Source Selection, etc. ✓ Ability to assist in the formulation of a source selection plan that allows for best value selection from a competitive solicitation. ✓ Ability to assist in the structuring of a formal source selection process that is commensurate to the level of	

Competencies	Proficiencies	Training Description
to result in the best value to the Government	procurement action to include the Source Selection Evaluation Board, Source Selection Advisory Counsel/Committee, and Source Selection Authority.	
Contracting  NOTE: The process of managing the contract and the relationship between the buyer and seller, reviewing and documenting how a seller is performing or has performed to establish required corrective actions and provide a basis for future relationships with the seller, managing contract related changes, and, when appropriate, managing the contractual relationship with the outside buyer of a program/project.	Administer Contract - ✓ Ability to track contract administrative actions, FAR Part 42 (if applicable) (Contract Administration and Audit Services), while addressing "base-lining" the contract as in Research and Technology Protection (RTP) actions and supporting the outlining of the contracting officer representative (COR) duties, if authorized, for administering contract requirements. Included is comprehension of the contract modification process, receipt of contractor change proposals, risk analysis, and contractor financing requirements.	
Contracting	Performance-Based Service Agreements - ✓ Ability to establish a negotiated baseline of performance with operational users, and the corresponding commercial and/or organic support providers. ✓ Ability to assist in the negotiations for the required level of support at a cost consistent with available support funding. ✓ Inability to apply the management actions required of agency program/project manager when engaged in the acquisition of services. This will include compliance with applicable statutes, Agency directives, FAR Part 37 as appropriate, requirements of Agency Decision Authorities, guide books, and agency instructional pamphlets.	
Business, Cost Estimating and Financial Management	✓ Knowledge of and the ability to apply the forms of cost estimating, cost analysis, reconciliation of cost estimating, financial planning, formulating financial programs/projects and budgets, budget analysis/execution, benefit-cost analysis, Earned Value Management (EVM), and other methods of performance measurement.	
Business, Cost Estimating and Financial Management	Business Financial Planning and Management ✓ Ability to analyze key elements in the application of Total Life Cycle Systems Management (TLCSM), or similar concept, which requires the program/project manager to base major decisions on system-wide analyses and the life cycle consequences of those decisions, and on system performance and affordability.	

Earned Value Management (EVM) and Cost Estimating II Objectives

A minimum of 24 hours of coursework in Earned Value Management and cost estimating is required. Upon completion of this coursework, the individual will be able to:

- ☐ Explain and utilize the information system for financial management reporting
- ☐ Conduct EVM analysis and implementing changes based on analysis
- ☐ Analyze resource needs for management, including planning for an EVM program/project linked to risk
- ☐ Apply business process re-engineering methods for continuous improvement

EARNED VALUE MANAGEMENT (EVM) AND COST ESTIMATING II COMPETENCIES AND PROFICIENCIES

Competencies	Proficiencies	Training Description
Management Process	✓ Knowledge of and ability to apply government-wide and agency-specific acquisition policies that support assigned missions and functions; understanding of how agency acquisition professionals balance risk; understanding of the many factors that influence cost, schedule, and performance; attention to lessons learned; understanding of metrics needed to manage programs/projects that deliver quality, affordable, supportable, and effective systems/products.	
Management Process	Core Management Skills and Processes ✓ Ability to add structure and detail to a management philosophy for all program/project plans and actions, and production in particular that stresses eliminating defects by applying business process re-engineering methods for continuous improvement. ✓ Ability to analyze resource needs for management including application of basic program/project management skills, e.g., organizing/staffing a team, resourcing a program/project, training, planning for an EVM program/project linked to risk, creating a schedule and other basic program/project management practices. ✓ Ability to identify key features of the EVM baseline review process. ✓ Ability to plan financial planning and execution reviews.	
Business, Cost Estimating and Financial Management	✓ Knowledge of and the ability to apply the forms of cost estimating, cost analysis, reconciliation of cost estimating, financial planning, formulating financial programs/projects and budgets, budget analysis/execution, benefit-cost analysis, Earned Value Management (EVM), and other methods of performance measurement.	
Business, Cost Estimating and Financial Management	Cost Estimating - ✓ Ability to formulate a cost estimating processes, methods, techniques, analytical principles, data, confidence bands, specialized costing, application of OMB A-94, and management applications.	
Business, Cost	Earned Value Management (EVM) - ✓ Ability to develop techniques to determine effective	

Competencies	Proficiencies	Training Description
Estimating and Financial Management) NOTE: A program/project management technique that measures forward progress objectively. EVM has the unique ability to combine measurements of technical performance (i.e., accomplishment of planned work), schedule performance (i.e., behind/ahead of schedule), and cost performance (i.e., under/over budget) within a single integrated methodology. EVM provides an early warning of performance problems while there is time for corrective action. In addition, EVM improves the definition of project scope, prevents scope creep, communicates objective progress to stakeholders, and keeps the project team focused on achieving progress.	program/project strategies when EVM indicators are yellow and/or red or cross a threshold. ✓ Ability to apply the Integrated Baseline Review (IBR) process. ✓ Ability to track and employ Earned Value Management (EVM) policies, methodologies, and software for performance measurement of programs/projects, while: Applying Technical Performance Measurement selection and tracking vs. scheduled data collection events (include balancing of over/under performance with cost and schedule) Applying EVM policies and methodologies to manage program/project executed by contractors and government organizations, Applying EVM software Applying technical performance measurement to EVM	
Business, Cost Estimating and Financial Management	Financial Reporting and Oversight - ✓ Ability to analyze, select and employ an information system, comprised of one or more applications, that is used for any of the following: Collecting, processing, maintaining, transmitting, and reporting data about financial events Supporting financial planning or budgeting activities Accumulating and reporting cost information or Supporting the preparation of financial statements.	
Business, Cost Estimating and Financial Management NOTE: Provide guidance on preparing the FY Budget submission and include instructions on budget execution.	Debt/Agency Programming, Planning and Budgeting Type System (OMB A-11) - ✓ Ability to analyze allocation of funds within appropriation categories and use funds from each appropriation. ✓ Ability to apply the program/project 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.	
Leadership/Professional	✓ Ability to lead/manage a program/project team to satisfactory achievement of program/project goals.	

Competencies	Proficiencies	Training Description
Leadership/Professional	✓ These competencies, in addition to those listed at entry-level, provide a foundation for effective mid-level program/project manager-related responsibilities: Partnering - Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals. Team Building/IPT - Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals. Conflict Management - Manages and resolves conflicts, grievances, confrontations, and/or disagreements in a constructive manner to minimize negative personal impact. Political Savvy - Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly. Strategic Thinking - 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. Decisiveness - Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions. Creativity/Innovation - Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/projects processes. External Awareness - 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. Developing Others - 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. Entrepreneurship - 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. Leveraging Diversity - Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization. Influencing/Negotiating – Persuades others to accept recommendations, cooperate or change their behavior, work with others towards an agreement, negotiates to find mutually acceptable solutions.	

Program Manager -- Senior/Expert Level

The Program Manager – Senior/Expert Level consists of five coursework areas:

- ☐ Advanced Acquisition Management III (minimum of 24 hours)
- ☐ Project Management III (minimum of 24 hours)
- ☐ Leadership and Interpersonal Skills III (minimum of 16 hours)
- ☐ Government Specific III (minimum of 24 hours)
- ☐ Earned Value Management and Cost Estimating III (minimum of 24 hours)

Prerequisites and Requirements

Experience at Senior/Expert Level: It is recommended that the individual have at least four years of program and project management experience on federal projects and/or programs including:

- ☐ Managing and evaluating agency acquisition investment performance
- ☐ Developing and managing a program budget
- ☐ Building and presenting a successful business case
- ☐ Reporting program results
- ☐ Incorporate strategic planning
- ☐ Utilize high-level communication with internal and external stakeholders

Training Objectives/ Competencies

There are performance-based training objectives and competencies for the Program Manager – Senior/Expert Level Certificate Training. Corresponding competencies and proficiencies for these coursework areas and processes have been identified to assist in determining what is needed to meet the requirements of the FAC-P/PM Senior/Expert Level.

Key objectives have been defined that detail the expected performance requirements and areas of responsibilities. Use these objectives and competencies to compare your training courses or certification program.

Objectives and competencies by coursework area.

Advanced Acquisition Management III Objectives

A minimum of 24 hours of coursework in advanced acquisition management is required. Upon completion of this coursework, the individual will be able to:

- ☐ Manage a departmental/agency effort
- ☐ Direct the development of concepts, requirements, and documents related to the program
- ☐ Manage the preparation of a program's acquisition strategy
- ☐ Maximize the use of performance-based acquisition principles
- ☐ Manage team activities in appropriate market research and acquisition of commercial items in accordance with FAR Parts 10 and 12
- ☐ Direct requirements baselining, change processes, and resourcing

ADVANCED ACQUISITION MANAGEMENT III COMPETENCIES AND PROFICIENCIES

Competencies	Proficiencies	Training Description
Management Process	✓ Recognition of government-wide and agency-specific acquisition policies that support assigned missions and functions; understanding of how agency acquisition professionals balance risk; understanding of the many factors that influence cost, schedule, and performance; attention to lessons learned; understanding of metrics needed to manage programs that deliver quality, affordable, supportable, and effective systems/products.	
Management Process	Requirements Process - ✓ Manage a Departmental/Agency effort aimed at identifying, assessing and prioritizing needed mission oriented agency capabilities such as overseeing a regularly scheduled or special functional needs analysis (a study of Agency needs vs. capability gaps). Coordinate with potential users. ✓ Initiate and evaluate, if applicable, studies of different non-system specific, or activity specific, materiel and non-materiel approaches (concepts) to provide a required capability, assessing in an operational context the performance characteristics of alternatives.	
Management Process  NOTE: Concept Selection is selecting the idea(s) which best satisfy the program design.	Concept Selection Process (Pre-program) - ✓ Track and evaluate, if applicable, an analysis of the alternative concepts so as to reduce the number and refine the concept(s) to better meet the mission capability gap. Issues reviewed include new or expanded studies of performance, effectiveness, suitability, critical technologies, estimated costs, sensitivities, risks, competition, innovation and assumptions; apply OMB A-94 as appropriate. ✓ Offer recommendations, as appropriate, in agency selection of materiel/non-materiel course of action relative to satisfying the capability gap. ✓ Oversee the establishment of performance measures and associated metrics required to evaluate a possible solution. ✓ Offer recommendations, as appropriate, on a preferred system concept (if the preferred concepts includes a materiel solution) that should be continued into Technology Development and may correct the deficiency, satisfy a capability gap, or incorporate a new technology that results in the development, acquisition, procurement and/or deployment of a new item. ✓ Evaluate and propose, if applicable, to higher authority, as required, a Technology Development Strategy that flows from the completed analysis of alternatives and selected materiel concepts that may include: ✓ Draft acquisition approach Draft plan for development increments Estimating of the number of prototypes Support of prototypes Performance goals that may justify more prototypes Strategy to manage research and development Draft description of first technology demo Draft test plan with evaluation criteria Risk management Draft cost, schedule and possible source of funding	

Competencies	Proficiencies	Training Description
Management Process	Technology Development Process (Pre-program) 0 ✓ Evaluate, if applicable, together with the user, "customer needs" into the following program system requirements: Performance parameters objectives and thresholds (the difference being Trade Space) Affordability constraints Scheduling constraints Technical constraints Environmental issues Joint, combined and interagency interoperability Devise a method to evaluate and control requested/directed changes in requirements while responding to agency policies on meeting requirements and the documents that identify the capability gap(s) in need of a materiel solution, and employing the user's capabilities development document(s) to support pending program initiation, refine the integrated architecture, and clarify how the program will lead to the needed capability. ✓ Validate a limited number of key performance parameters that are critical to the development of an effective capability. ✓ Derive, if applicable, an acquisition program baseline from the user's performance and schedule requirements, and best estimating of total program cost consistent with projected funding. ✓ Initiate, if applicable, oversee and later evaluate technology developments and demonstrations (in coordination with systems engineering and test and evaluation personnel/organizations) needed for the capability under consideration, concluding with a determination as to the maturity of the technology and preparation of a system performance specification. ✓ Evaluate requirements trade-offs, including: International issues (treaties, laws, agreements) Peer-peer relations with other programs and constraints thereon in family-of-systems Performance issues (organizational/political context) Joint users Post fielding sustainment ✓ Manage the preparation of an Acquisition Strategy (flowing from the Technology Development Strategy) , if applicable, with full stakeholder support, that considers an evolutionary acquisition approach, spiral technology insertion, inter-program dependencies, useful increments or block upgrades, that consider real-world development processes in terms of flexibility for future contract application, and are balanced with the realities of program execution. ✓ Conduct program coordination with users, milestone decision authority, industry, and other programs (same,	

Competencies	Proficiencies	Training Description
	other agencies and international), etc. ✓ Formally initiate, as authorized, an acquisition program or other program as appropriate employing OMB A-94 analysis and the OMB Program Assessment Rating Tool.	
Management Process  NOTE: Market research is the process of systematic gathering, recording and analyzing of data about customers, competitors and the market. Market research can help create a business plan, launch a new product or service, fine tune existing products and services, expand into new markets etc.	Market Research (including Socio-economic Considerations) - ✓ Oversee application of FAR Part 10 and 12 (if applicable), while: Overseeing the application of a business strategy to market research) Overseeing the application of dual-use technologies to market research Validating market research (using socioeconomic considerations throughout) of commercial items, including international sources.	
Management Process	Prepare Requirements and Support Documentation - ✓ 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. This includes the program manager striving to ensure program goals are understood by the PCO, potential competing Contractors/Sub-contractors, and that supporting documentation is likely to produce agreements that will facilitate any future contract. Topic areas requiring strong emphasis in terms of continuity, coordination, and interfaces will include those potential contracts with: A multiple incentive structure A SOW or SOO that may have unintended nuances A complex CLIN structure Complex provisions for technical execution Complex provisions for executing contract funding Complex provisions that will impact timely and accurate reporting of government funds expenditure Unclear provisions for and the content of possible follow-on contracts as relates to all the above	
Contracting	Prepare and Issue Solicitation ✓ Coordinate final preparation of a comprehensive program specification and Statement of Objectives (SOO) or Statement of Work (SOW) that fully and correctly defines the program, addressing roles and missions of the government and contractor. ✓ Participate in pre-award policies, FAR (if applicable) Parts 5 Publicizing Contract Actions, 13 Simplified Acquisition Procedures and 14, Sealed Bidding, etc. ✓ Assess pre-solicitation options to include the use of draft solicitation, industry days and one-on-one sessions.	

Competencies	Proficiencies	Training Description
Contracting	Performance-Based Service Agreement ✓ Oversee the establishment of a negotiated baseline of performance with operational users, and the corresponding commercial and/or organic support providers. ✓ Oversee negotiations for the required level of support at a cost consistent with available support funding.	
Leadership/Professional  NOTE: These are the skills, knowledge, abilities, and traits acquired through experience, training and education within government and the private sector and are cumulative, leading to skilled supervision and seasoned leadership.	✓ These competencies, in addition to those listed at entry-level and mid-level, provide a foundation for effective senior level program manager-related responsibilities: ✓ Vision - 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. ✓ Entrepreneurship - 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. ✓ External Awareness - 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. ✓ Strategic Thinking - 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.	

Project Management III Objectives

A minimum of 24 hours of coursework in advanced project management is required. Upon completion of this coursework, the individual will be able to:

- ☐ Coordinate an integrated master plan for life cycle management and support
- ☐ Assess and oversee the application of department/agency financial policies and directives as they relate to program and resource management
- ☐ Direct and monitor risk management processes and making adjustments as necessary
- ☐ Administer a comprehensive test and evaluation program
- ☐ Examine and implement innovative, alternative logistics support practices
- ☐ Plan for adequate staffing and resources across the program life cycle

PROJECT MANAGEMENT III COMPETENCIES AND PROFICIENCIES

Competencies	Proficiencies	Training Description
Management Process	Core Management Skills and Processes - ✓ Manage the development of the program and define program scope, application of National Environmental Policy Act (NEPA), safety, and occupational health (ESOH), and security measures. ✓ Coordinate a plan for total life cycle system management (Integrated Master Plan) addressing phased inputs, outputs, and deliverables for each phase, and internal and external program technical reviews, Congressional processes, audits and how various program functions will be performed and managed. Employ as needed or consider: A tradeoff of cost, schedule and performance Time-phased hardware and financial requirements A method for managing and planning for modifications Cycle-time reduction techniques WBS, Life Cycle Cost Estimating, configuration management The management of small programs within the larger program The acquisition strategy Applying techniques for breaking program into assigned and prioritized tasks Applying techniques for man loading of contract cost and schedule Program software and IM/IT issues/planning Ensure effective linkage to WBS and EVM ✓ Oversee preparation/documentation of an integrated master schedule, employing schedule network tools and techniques, work loading methods, and using agency program management software to produce a schedule in one or more desired formats. Inputs to this process may include, e.g., Activity duration estimating Work Breakdown Schedule Program baseline Resource calendars Resource requirements Activities parameters Program integrated master plan, etc. ✓ Supervise/prepare program and contract WBSs structuring/tailoring the WBS to the program and applying elements of scheduling, risk management, cost estimating, contracting, EVM, etc. ✓ Oversee technical reviews as a tool for coordination and the identification of risks. Stress event-based and not schedule driven actions. ✓ Coordinate with PCO on contracting processes, strategy, agreements, negotiations, etc. ✓ Conduct financial planning and execution reviews.	
Management Process  NOTE: A life cycle cost analysis	Life Cycle Cost (Total Ownership Cost) (OMB A-94) - ✓ Oversee an estimate of Total Ownership Cost (TOC), in agency format, revisiting and ensuring that it is consistent with prior OMB A-94 and PART analysis as appropriate, considering full program scope in applying cost estimating techniques/tools to cases involving management decisions,	

Competencies	Proficiencies	Training Description
calculates the cost of a system or product over its entire life span; Total cost of ownership (TCO) is a financial estimate designed to help consumers and enterprise managers assess direct and indirect costs related to the purchase of any capital investment, such as (but not limited to) computer software or hardware. A TCO assessment ideally offers a final statement reflecting not only the cost of purchase but all aspects in the further use and maintenance of the equipment, device, or system considered.	e.g., contractor versus government logistics support: Critique estimating techniques/tools for developing rough cost estimating (Engineering, Estimating, Parametric, etc…) Critique cost estimating techniques/tools to 1.) Estimating of ECP and modification costs, 2.) Estimate of program cost, and 3.) Life Cycle Cost/TOC estimation for program. Justify an associated risk level for all cost estimating. Define impact of various reduced funding profiles. Critique costs within each applicable appropriation. Judge all assumptions, ensuring that they are valid. Evaluate cost policies and practices. Construct a business case analysis applying cost benefit trade-offs to program. Select appropriate indices for then year and constant year estimating.	
Management Process  NOTE: Risk management is the process of measuring, or assessing risk, and developing strategies to manage identified risk.	Risk and Opportunity Management - ✓ Establish and manage a risk/opportunity management process which includes planning, assessment (identification and analysis), handling, and monitoring, all to be integrated and continuously applied throughout the program. Other management actions include: Judging risk events Question and report program risk status during various situations Integrate risk management into program manager routine practices Identify and evaluate opportunities for cost reduction/avoidance and manage to fruition. ✓ Apply decision analysis in the selection of risk handling options/opportunities and fold those options into a detailed Integrated Master Plan and Integrated Master Schedule (IMP/IMS). Assesses and prioritizes risk events to be handled. Evaluates mitigation strategies based on risk assessments Evaluates mitigation strategy performance Evaluate application of critical chain management tools and techniques to balance risks with available resources. ✓ Develop an organizational structure/method to track and manage risk/opportunities; using the program WBS, develop a risk management organization for the program including contractor representatives. ✓ Specify how risk/opportunity management program is to be used within the overall management of the program; ensuring staff select/apply risk management software accordingly, including such activities as tracking, rating and handling risk/opportunity events, identifying the program critical path, and determining the probabilities of program completion dates and costs. Choose a risk management software Evaluates schedule, cost and technical data to determine	

Competencies	Proficiencies	Training Description
	critical risk nodes Evaluate schedule analysis, e.g., critical path/slack time	
Management Process	Technical Management Process - ✓ Manage and appraise 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. ✓ Oversee, prepare and apprise Technical Plans that will ensure the systems engineering processes are applied properly throughout a system's life cycle consistent with the Systems Engineering Plan. ✓ Oversee a plan for Technical Assessment that measure 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. ✓ Supervise a requirements management process that provides traceability back to user-defined capabilities. ✓ Manage Comprehensive Risk/Opportunity Management plan and methods applicable to a systems engineering context that examines the risks of deviating from the program plan. It will examine all aspects of the program 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. ✓ Oversee Configuration Management methods and best practices to establish and maintain consistency of a product's attributes with its requirements and product configuration information. ✓ Oversee and appraise a plan for Technical Data Management consisting of the disciplined processes and systems used to plan for, acquire, access, manage, protect, and use data of a technical nature to support the total life cycle of the system. ✓ Oversee a process for Interface Management, including the ability to trace system requirements through the software allocation architecture that will ensure interface definition and compliance among the elements that compose the system; as well as with other systems with which the system or system elements must interoperate. Interface management control measures, e.g., an interface matrix, may ensure that all internal and external interfaces and requirement changes are properly documented in accordance with the configuration management plan and communicated to all affected configuration items.	
Management Process	Technical Process - ✓ Manage a 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. Together with the user, the program manager should translate "customer needs" into the following program and	

Competencies	Proficiencies	Training Description
	system requirements: Performance parameter objectives and thresholds Affordability constraints Scheduling constraints Technical constraints ✓ Oversee the process of obtaining sets of logical solutions to improve knowledge of the defined requirements and the relationships among the requirements, (e.g., functional, behavioral, temporal). From logical solution sets, oversee the allocation of performance parameters and constraints that then define derived technical requirements to be used for the system design ✓ Oversee and appraise 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. The alternative design solutions include: People, products, and process entities Related internal and external interfaces ✓ Oversee a process for monitoring the Implementation effort that actually yields the lowest level system elements in the system hierarchy. The system element is made, bought, or reused. Making it involves the hardware fabrication processes of forming, removing, joining, and finishing; or the software processes of coding, etc. If implementation involves a production process, a manufacturing system is required to be developed using these same technical and technical management processes. ✓ Oversee a process for monitoring the integration program of 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.	
Test and Evaluation (T&E)	✓ Recognition of efficient and cost effective methods for planning, monitoring, conducting, and evaluating tests of prototype, new, or modified systems equipment or materiel, 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.	
Test and Evaluation (T&E)	Integration of T&E - ✓ Oversee a comprehensive T&E program including Modeling & Simulation.	
Test and Evaluation(T&E)	Test and Evaluation Strategy (TES) - ✓ Oversee a comprehensive Test & Evaluation Strategy (TES) by the completion of a Concept Refinement Phase and prior to initiation of a Technology Development Phase that includes security and describes, in as much detail as possible, the risk reduction efforts across the range of program activities that will ultimately produce a valid evaluation of operational effectiveness, suitability, and survivability before full-rate production and deployment. T he TES should evolve into the Test & Evaluation Master Plan (TEMP).	
Test and Evaluation (T&E)	Realistic or Operational Test and Evaluation (OT&E) - ✓ Critique realistic test or OT&E program that will determine the operational effectiveness and suitability of a system	

Competencies	Proficiencies	Training Description
	under realistic operational conditions. The testers should use production or production representative articles (if applicable) for the dedicated phase of OT&E that supports the full-rate production decision (if applicable). ✓ Recognition of performance-based logistic efforts that optimize total system life cycle availability, supportability, and reliability/maintainability while minimizing cost, the logistic footprint, and interoperability.	
Contracting	Performance-Based Service Agreements - ✓ Oversee application of the management actions required of agency program managers when engaged in the acquisition of services. This will include compliance with applicable statutes, agency directives, FAR Part 37 as appropriate, requirements of Agency Decision Authorities, guide books, and agency instructional pamphlets.	
Leadership/Professional NOTE: These are the skills, knowledge, abilities, and traits acquired through experience, training and education within government and the private sector and are cumulative, leading to skilled supervision and seasoned leadership.	✓ These competencies, in addition to those listed at entry/apprentice level and mid/journeyman level, provide a foundation for effective senior/expert level program manager-related responsibilities: Vision - 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. Entrepreneurship - 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. External Awareness - 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. Strategic Thinking - 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.	

Leadership and Interpersonal Skills III Objectives

A minimum of 16 hours of coursework in effective leadership and interpersonal skills is required. Upon completion of this coursework, the individual will be able to:

- ☐ Deliver effective presentations to senior level audiences through practice and instruction
- ☐ Develop and direct high-powered teams
- ☐ Generate a culture of development and accountability
- ☐ Communicate a compelling vision that generates excitement, enthusiasm, and commitment among team members

LEADERSHIP AND INTERPERSONAL SKILLS III COMPETENCIES AND PROFICIENCIES

Competencies	Proficiencies	Training Description
Leadership/Professional	Interpersonal Skills - ✓ Develop a business partnership with the Procuring Contracting Officer (PCO), Administrative Contracting Officer (ACO), and other business advisers with emphasis on building an acquisition strategy that will lead to program success. ✓ Establish a team with the supplier/contractor for organizational mapping, process alignment, joint program review strategies, etc.	
Leadership/Professional NOTE: Communicate needs and expectations for the program; determines how and in what format information will be communicated; determines when and where each communication will be made and who is responsible for providing each type of communication.	Communications Management - ✓ Employ correct and effective oral and written skills. ✓ Plan for dissemination of information both internally and externally with emphasis on ensuring all working groups, program oriented teams, IPPTs, program manager staff and several layers of contractor/sub-contractor employees have comprehensive macro view of the program. ✓ Employ effective briefing skills with Executive Branch, Congress, Industry & Stakeholders. ✓ Share and communicate lessons learned. ✓ Apply the media related policies contained in agency directives/publications in addressing public affairs.	
Management Process NOTE: Persons who report either directly or indirectly to the program manager and who are responsible for performing program work as a regular part of their assigned duties.	Working Groups and Teams ✓ Organize, manage and lead, as appropriate, the functions of and membership in working groups and program oriented teams, including Integrated Product and Process Teams. Coach and evaluate team development and performance while urging members and teams to be: Open in discussions with no secrets Qualified to participate and empowered Consistent, success-oriented, proactive in their participation Continuous communications (including "up-the-line" communications) Reasoned in disagreement Active in offering issues and committed to their early resolution ✓ Within the team environment, develop metrics for teams to detect initial signs of problems that require management and decision maker attention. Apply metrics for small program teams to detect initial signs of problems that require management attention. Apply principles of change management as defined in current policies. ✓ Recognition of the scientific, management, engineering, and technical skills used in the performance of systems planning, research and development, with an emphasis on performing and managing a technical process. ✓ Manage and appraise a process to monitor the verification program which confirms that the system element meets the	

Competencies	Proficiencies	Training Description
	design-to or build-to specifications. It answers the question "Did you build it right?" As such, it tests the system elements against their defined requirements ("build-to" specifications). ✓ Oversee a process to monitor/coordinate/participate in the validation effort that answers the question of "Did you build the right thing?". As such, it tests the performance of systems within their intended operational environment, with anticipated operators and users. In the early stages of the system life cycle, validation may involve prototypes, simulations, or mock-ups of the system and a model or simulation of the system's intended operational environment. ✓ Manage a process to monitor/coordinate/participate in the transition program applied to move the system element to the next level in the physical architecture or, for the end-item system, to the user, i.e., fielding/deployment of a system and transition to an Operations & Support Phase. This process may include installation at the operator or user site.	
Leadership/Professional NOTE: These are the skills, knowledge, abilities, and traits acquired through experience, training and education within government and the private sector and are cumulative, leading to skilled supervision and seasoned leadership.	✓ These competencies, in addition to those listed at entry/apprentice level and mid/journeyman level, provide a foundation for effective senior level program manager-related responsibilities: Vision - 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. Entrepreneurship - 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. External Awareness - 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. Strategic Thinking - 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.	

Government Specific III Objectives

A minimum of 24 hours of coursework that is government-specific is required. Upon completion of this coursework, the individual will be able to:

- ☐ Develop the overall strategy for managing the acquisition work while working with a warranted contracting officer
- ☐ Participate in pre-award actions required by acquisition planning (FAR Part 7.1)
- ☐ Utilize appropriate principles of OMB Circular A-123, *Management's Responsibility for Internal Control*
- ☐ Facilitate completion of a successful Capital Asset Plan (OMB exhibit 300)
- ☐ Incorporate strategic planning and resource management in the federal environment (budget cycle, paperwork, and congressional considerations)
- ☐ Utilize principles of contract and fiscal laws and regulations (anti-deficiency, procurement integrity, and specific purpose statues) as they pertain to development of program funding, contracts, and strategies

- ☐ Manage program in accordance with the agency's and OMB's planning, programming, and budgeting process, as appropriate

GOVERNMENT SPECIFIC III COMPETENCIES AND PROFICIENCIES

Competencies	Proficiencies	Training Description
Management Process	Government Specific - ✓ Follow agency policy on interoperability. ✓ Plan resource needs for management including application of basic program management skills, e.g., organizing/staffing a team, resourcing a program, training, planning for an EVM program linked to risk, creating a schedule and other basic program management practices. ✓ Interpret and oversee application of department/agency financial policies and directives that are applicable to the program, such as developing out-year financial plans, budgets estimated in departmental/agency formats, including impacts of Earned Value Management. ✓ Oversee and appraise 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. The alternative design solutions include: People, products, and process entities Related internal and external interfaces.	
Life Cycle Logistic (LCL)	Management, Product Support and Interoperability - ✓ Examine and implement appropriate, innovative, alternative logistics support practices, including best public sector and commercial practices and technology solutions. Establish logistics support program goals for cost, customer support, performance parameters, spares support and part obsolescence over the program life cycle. Address installation/facility requirements, location, new or existing. Include as part of the Acquisition Strategy a program manager developed fielding/sustainment strategy for life cycle product support in a supply chain context. ✓ Oversee a modular open systems approach (MOSA) where interoperability is a key LCL facilitator, which allows the program manager to take advantage of shared government-wide capabilities in designing and implementing a product support strategy. Thus, explicitly consider the long-term potential of Acquisition and Cross-Servicing Agreements (ACSAs). ✓ Oversee logistic risk mitigation analyses early in the system development process to reduce the required resources and overall life cycle costs. ✓ Oversee, as appropriate, statutory guidance/law and Title 10 direction regarding organic depot support (e.g., 50/50 law, core workload, etc.). Include organic depot planning in budget plans and sustainment acquisition strategies. Address contractor support considerations. ✓ Oversee materiel management actions involving the coordination of production, inventory, location, and transportation of programs items of materiel (and associated information and financial transactions) among the participants in a supply chain to achieve optimum readiness among organizations employing a system.	

Competencies	Proficiencies	Training Description
Contracting	✓ Recognition of the 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; legislation, policies, regulations, and methods used in contracting, and business and industry practices.	
Contracting	Contract Approach - ✓ Working with a warranted contracting officer, oversee a process by which the efforts of the program manager 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. This includes developing the overall strategy for managing the acquisition, coordination and development of the acquisition strategy, including support of the exit criteria for each acquisition phase. A. A business partnership should be developed between the program manager and the PCO with emphasis on building a successful acquisition strategy leading to program success through: Appropriate D&F actions Identifying interagency needs Structuring for competition Structuring socio-economic issues Structuring terms and conditions Formulating the acquisition strategy considering contract types and their applicability as they relate to acquisition strategies, risk and life cycle management of the system Comprehending procurement policies, contracting regulations, options, procedures and contract administration, performance and management issues Comprehending alpha contracting process, as applicable Special considerations outside the FAR Strategic sourcing needs Use of other agency contracts Ethics Cost vs. fixed price contracts Need for performance-based contracting and service agreements Use of a Statement Of Objectives (SOO) B. Oversee efforts to ensure potential and actual contractors, sub-contractors and affiliated government organizations or offices have full comprehension of program definition, and the procuring Agency's organizational culture and organizational structure.	
Contracting  NOTE: Source selection is the process used in competitive,	Perform Source Selection - ✓ Assess application of source selection criteria including risk analysis methods, FAR Part 15/15.3 (if applicable) Contracting By Negotiation/Source Selection, etc. ✓ Participate in the formulation of a source selection plan that allows for best value selection from a competitive solicitation. ✓ Participate in the structuring of a formal source selection	

Competencies	Proficiencies	Training Description
negotiated contracting to select the proposal expected to result in the best value to the Government	process that is commensurate to the level of procurement action to include the Source Selection Evaluation Board, Source Selection Advisory Counsel/Committee, and Source Selection Authority. ✓ Oversee issues of international sourcing vs. domestic preferences, Buy American Act, Berry Amendment, Canadian inclusion, etc. that restrict sources. ✓ Oversee issues of price reasonableness (price analysis, audits, cost analysis).	
Contracting  NOTE: The process of managing the contract and the relationship between the buyer and seller, reviewing and documenting how a seller is performing or has performed to establish required corrective actions and provide a basis for future relationships with the seller, managing contract related changes, and, when appropriate, managing the contractual relationship with the outside buyer of a program.	Administer Contract - ✓ Support contract administrative actions, FAR Part 42 (if applicable) (Contract Administration and Audit Services), while addressing "base-lining" the contract as in Research and Technology Protection (RTP) actions and supporting the outlining of the contracting officer representative (COR) duties, if authorized, for administering contract requirements. Included is comprehension of the contract modification process, receipt of contractor change proposals, risk analysis, and contractor financing requirements. Administer award fee, CPAR and award fee management, and monitoring under performance-based contracting.	
Contracting	Performance-Based Service Agreements - ✓ Recognition of the forms of cost estimating, cost analysis, reconciliation of cost estimating, financial planning, formulating financial programs and budgets, budget analysis/execution, benefit-cost analysis, Earned Value Management (EVM), and other methods of performance measurement.	
Business Financial Planning and Management	✓ Oversee application of Total Life Cycle Systems Management (TLCSM), or similar concept, which requires the program manager to base major decisions on system-wide analyses and the life cycle consequences of those decisions, and on system performance and affordability.	
Leadership/Professional  NOTE: These are the skills, knowledge, abilities, and traits acquired through experience, training and education within government and the private sector and are cumulative, leading to skilled supervision and seasoned leadership.	✓ These competencies, in addition to those listed at entry-level/apprentice and mid/journeyman level, provide a foundation for effective senior/expert level program manager-related responsibilities: Vision - 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. Entrepreneurship - 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. External Awareness - Understands and keeps up-to-date on local, national, and international policies and trends that	

Competencies	Proficiencies	Training Description
	affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment. Strategic Thinking - 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.	

Earned Value Management (EVM) and Cost Estimating III Objectives

A minimum of 24 hours of coursework that is EVM and cost estimating are required. Upon completion of this coursework, the individual will be able to:

- ☐ Direct and manage EVM implementation across the program spectrum
- ☐ Utilize advance program management skills with extensive EVM capabilities

EARNED VALUE MANAGEMENT (EVM) AND COST ESTIMATING III COMPETENCIES AND PROFICIENCIES

Competencies	Proficiencies	Training Description
Management Process	Core Management Skills and Processes - ✓ Conduct financial planning and execution reviews.	
Management Process	Working Groups and Teams - ✓ Plan resource needs for management including application of basic program management skills, e.g., organizing/staffing a team, resourcing a program, training, planning for an EVM program linked to risk, creating a schedule and other basic program management practices.	
Contracting	Performance-Based Service Agreements ✓ Recognition of the forms of cost estimating, cost analysis, reconciliation of cost estimating, financial planning, formulating financial programs and budgets, budget analysis/execution, benefit-cost analysis, Earned Value Management (EVM), and other methods of performance measurement.	
Leadership/Professional  NOTE: These are the skills, knowledge, abilities, and traits acquired through experience, training and education within government and the private sector and are cumulative, leading to skilled supervision and seasoned leadership.	✓ These competencies, in addition to those listed at entry/apprentice level and mid/journeyman level, provide a foundation for effective senior/expert level program manager-related responsibilities: Vision - 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. Entrepreneurship - 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. External Awareness - 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.	

Competencies	Proficiencies	Training Description
	Strategic Thinking - 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.	

APPENDIX I – SAMPLE ASSIGNMENT MEMORANDUM

MEMORANDUM FOR: [Program/Project Manager Name]
[Organization]

FROM:

SUBJECT: Assignment as [Certification Level] [Program/Project] Manager for [Title of Program/Project]

You are hereby assigned as [Program/Project] Manager for the [Title of Program/Project]. The estimated life cycle cost for the program/project is [$0000]. The Department of Commerce has identified the [Title of Project/Program] as a significant effort in the furtherance of its mission. The effective management of this program/project is essential in order to protect the resources and interests of the Department.

This assignment is predicated on your qualifications as a certified program/project manager in the Department of Commerce. You are responsible for maintaining your credential as a [Senior/Expert Program/Project Manager] throughout the performance of your duties under this assignment. You are further responsible for applying best practices in program/project management to all aspects of this effort.

If at any time during the performance of your roles and responsibilities as [program/project] manager you identify potential direct or indirect financial interests which would place you in a position where there is a conflict between your private interests and the public interests, in accordance with Department Administrative Order (DAO 202-735 Employee Responsibilities and Conduct which covers employee responsibilities and conduct for U.S. Department of Commerce personnel, you shall immediately advise your supervisor and the [CIO/SPE] of the potential conflict so that appropriate action can be taken.

Your assignment is effective until the [project/program] end date of [date] unless otherwise rescinded. As [Program/Project] Manager you are responsible for complying with the duties, responsibilities, and limitations described in OMB Circular A-11, Part 7, Exhibit 300, *Planning, Budgeting, Acquisition and Management of Capital Assets* and *Commerce Acquisition Manual (CAM)* 1301.671 *Program and Project Manager Certification Program*.

APPENDIX J – SAMPLE WAIVER REQUEST

Department of Commerce
Waiver Request for FAC-P/PM Certification

Entry/Apprentice ☐ Mid/Journeyman ☐ Senior/Expert ☐

Pursuant to CAM 1301.671

Program/Project Manager Name: **Phone:**

Bureau: **Organization:**

Address:

Project Title:

Estimated life cycle cost:

Checklist for waiver submission:

	Attached
Summary of program or project	☐
Justification of reasons and conditions of waiver	☐
Documentation of background/experience and completion of competencies	☐
Outline of actions to be taken if conditions of waiver are not met	☐
Concurrence and recommendation of Bureau CIO	☐

Supervisor:

Signature: _____ Date: _____

[Name Typed or Printed]

DOC Chief Information Officer (CIO):

☐ Waiver Recommended ☐ Waiver Not Recommended

Signature: _____ Date: _____

[Name Typed or Printed]

Senior Procurement Executive:

☐ Waiver Approved ☐ Waiver Denied

Signature: _____ Date: _____

[Name Typed or Printed]

Attach any supporting documentation
Include evidence completion of other required training