

# Federal Acquisition Institute



## FAC-PPM VENDOR WORKSHEET BY COURSE AREAS – ENTRY/APPRENTICE LEVEL

October 30, 2007



## Project Manager – Entry/Apprentice Level

The Project 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 and 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, which is categorized into the following two distinct groupings.

- ✓ **Coursework area**, e.g., basic acquisition, basic project management, etc.

OR

- ✓ **Process or course of action**, e.g., management process, systems engineering, etc.

Corresponding competencies and proficiencies for these coursework areas and processes 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 Vendor training courses or certification program to FAC-P/PM.

### Objectives and Competencies by Coursework Area

#### ***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**

Process	Competencies and Proficiencies	Vendor Comparison
<p><b>Management Process</b></p>	<ul style="list-style-type: none"> <li>✓ 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; and understanding of metrics needed to manage projects that deliver quality, affordable, supportable and effective systems/products.</li> </ul>	
<p><b>Requirements Process</b></p>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Ability to participate in, under supervision, a study of different non-system specific, or activity specific, material and non-material approaches (concepts) to provide a required capability, assessing in an operational context the performance characteristics of alternatives.</li> </ul>	
<p><b>Concept Selection Process (Pre-project)</b></p>  <p><b>NOTE:</b> Concept Selection is selecting the idea(s) which best satisfy the project design</p>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Knowledge of the Agency process for selection of material/non-material course of action relative to satisfying the capability gap.</li> <li>✓ Ability to establish performance measures and associated metrics to evaluate a possible solution.</li> <li>✓ Ability to define a process that the Agency will use to select a preferred system concept (if the preferred concepts includes a material solution) that may be continued into Technology Development.</li> <li>✓ Knowledge of the key features of a Technology Development Strategy that flows from the completed analysis of alternatives, studies to date, draft plans and selected material concepts.</li> </ul>	
<p><b>Technology Development Process (Pre-project)</b></p>	<ul style="list-style-type: none"> <li>✓ Ability to expand, if applicable, together with the user, "customer needs" into system requirements:               <ul style="list-style-type: none"> <li>▪ Performance parameters, objectives and thresholds (the difference being Trade Space)</li> <li>▪ Affordability constraints</li> <li>▪ Scheduling constraints</li> <li>▪ Technical constraints</li> <li>▪ Environmental issues</li> <li>▪ Joint, combined and inter-Vendor interoperability</li> </ul> </li> <li>✓ Knowledge of a limited number of key performance parameters that are critical to the development of an effective capability.</li> <li>✓ Knowledge of a process to derive, if applicable, an acquisition</li> </ul>	



Process	Competencies and Proficiencies	Vendor Comparison
	<p>project baseline from the user's performance and schedule requirements, and best estimating of total project cost consistent with projected funding.</p> <ul style="list-style-type: none"> <li>✓ Ability to plan technology developments and demonstrations (in coordination with systems engineering and test and evaluation personnel/organizations) needed for the capability under consideration.</li> <li>✓ Knowledge of the Agency policy on interoperability.</li> <li>✓ Knowledge of the issues in performing requirements trade-offs.</li> <li>✓ Knowledge of the role of an Acquisition Strategy.</li> <li>✓ Knowledge of the benefits of project coordination with users, milestone decision authority, industry, other projects (same, other agencies and international), etc.</li> <li>✓ 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).</li> </ul>	
<p><b>Market Research (including Socio-economic Considerations)</b></p>  <p><b>NOTE:</b> Market research is the process of systematic gathering, recording and analyzing of data about <a href="#">customers</a>, <a href="#">competitors</a> and the <a href="#">market</a>. Market research can help create a <a href="#">business plan</a>, launch a new product or service, fine tune existing products and services, expand into new markets, etc.</p>	<ul style="list-style-type: none"> <li>✓ 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).</li> </ul>	
<p><b>Prepare and Issue Solicitation</b></p>	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	
<p><b>Leadership/ Professional Skills</b></p>	<ul style="list-style-type: none"> <li>✓ These competencies provide a foundation for effective entry-level project manager-related responsibilities: <ul style="list-style-type: none"> <li>▪ <u>Problem Solving</u> - Identifies problems; determines accuracy and relevance of information; and uses sound judgment to generate and evaluate alternatives, and make recommendations.</li> <li>▪ <u>Conflict Management</u> - Manages and resolves conflicts, grievances, confrontations and/or disagreements in a constructive manner to minimize negative personal impact.</li> <li>▪ <u>Interpersonal Skills</u> - Shows understanding, courtesy, tact and empathy; develops and maintains relationships; deals with difficult people; relates well to people from varied backgrounds; and is sensitive to individual differences.</li> <li>▪ <u>Resilience</u> - Displays fortitude when making unpopular</li> </ul> </li> </ul>	



Process	Competencies and Proficiencies	Vendor Comparison
	<p>decisions.</p> <ul style="list-style-type: none"> <li>▪ <u>Flexibility</u> - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions or unexpected obstacle; and effectively deals with ambiguity.</li> <li>▪ <u>Accountability</u> - 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.</li> <li>▪ <u>Written Communication</u> - Recognizes and uses correct English grammar, punctuation and spelling; communicates information in a succinct and organized manner; and produces written information that is appropriate for the intended audience.</li> <li>▪ <u>Customer Service</u> - Works with customers to assess needs, provide assistance, resolve problems and satisfy expectations; and knows products and services.</li> <li>▪ <u>Oral Communication</u> - 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; and attends to nonverbal cues.</li> </ul>	

### 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

Process	Competencies and Proficiencies	Vendor Comparison
<p><b>Core Management Skills and Processes</b></p>	<ul style="list-style-type: none"> <li>✓ Knowledge of the process for the development of the project and defining project scope, environmental, safety and occupational health (ESOH), and security measures.</li> <li>✓ 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 and deliverables for each phase, and internal and external project technical reviews, Congressional processes, audits, and how various project functions will be performed and managed.</li> <li>✓ Ability to participate, under instruction, in the preparation of an</li> </ul>	



Process	Competencies and Proficiencies	Vendor Comparison
	<p>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:</p> <ul style="list-style-type: none"> <li>▪ Activity duration estimating</li> <li>▪ Work Breakdown Schedule</li> <li>▪ Network diagram</li> <li>▪ Project baseline</li> <li>▪ Resource calendars</li> <li>▪ Resource requirements</li> <li>▪ Activities parameters</li> <li>▪ Project integrated master plan</li> </ul> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Knowledge of the importance of technical reviews.</li> <li>✓ 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.</li> <li>✓ Knowledge of the value of the project management (PM) planning for resource needs.</li> <li>✓ Knowledge of the need for financial planning and execution reviews.</li> </ul>	
<p><b>Life Cycle Cost</b> (<i>Total Ownership Cost</i>) <i>Management (OMB A-94)</i></p>  <p><b>NOTE:</b> A life cycle cost analysis calculates the <u>cost</u> of a <u>system</u> or <u>product</u> 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.</p>	<ul style="list-style-type: none"> <li>✓ 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): <ul style="list-style-type: none"> <li>▪ Recognize estimating techniques/tools for developing rough cost estimating (Engineering, Estimating, Parametric, etc.)</li> <li>▪ Recognize cost estimating techniques/tools to estimate: 1) ECP and modification costs; 2) Project or program cost; and 3) Life Cycle Cost/TOC for project.</li> <li>▪ Recognize an associated risk level for all cost estimating.</li> <li>▪ Recognize impact of various reduced funding profiles.</li> <li>▪ Recognize costs within each applicable appropriation.</li> <li>▪ Recognize the need for assumptions and why they should be valid.</li> <li>▪ Recognize cost policies and practices.</li> <li>▪ Participate, under instruction, in the preparation of a business case analysis, applying cost benefit trade-offs to project.</li> <li>▪ Recognize the need for appropriate indices for then year and constant year estimating</li> </ul> </li> <li>✓ 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.</li> </ul>	
<p><b>Risk and Opportunity</b></p>	<ul style="list-style-type: none"> <li>✓ Knowledge of the risk/opportunity management process which</li> </ul>	



Process	Competencies and Proficiencies	Vendor Comparison
<p><b>Management</b></p>  <p><b>NOTE:</b> Risk management is the process of <a href="#">measuring</a> or <a href="#">assessing risk</a>, and developing <a href="#">strategies</a> to manage identified risk.</p>	<p>includes planning, assessment (identification and analysis), handling and monitoring, all to be integrated and continuously applied throughout the project.</p> <ul style="list-style-type: none"> <li>✓ 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).               <ul style="list-style-type: none"> <li>▪ Recognize the need to identify and prioritize risk events.</li> <li>▪ Recognize the need for mitigation strategies based on risk assessments.</li> <li>▪ Recognize the need to evaluate mitigation strategy performance.</li> <li>▪ Apply knowledge of application of critical chain management tools and techniques to balance risks with available resources.</li> </ul> </li> <li>✓ Knowledge of the value of an organizational structure/method to track and manage risk/opportunities.</li> <li>✓ Knowledge of a process to use the project WBS to develop a risk management organization for the project that includes contractor representatives.</li> <li>✓ Knowledge of how a risk/opportunity management project is to be used within the overall management of the project.</li> </ul>	
<p><b>Technical Management Process</b></p>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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 <a href="#">Technical Performance Measurement</a> and the conduct of technical reviews.</li> <li>✓ Knowledge of systems life cycle management concepts used to plan, develop, implement, operate and maintain information systems.</li> <li>✓ 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, <a href="#">environment, safety and occupational health considerations</a>, and support.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Ability to describe the content of a plan for Technical Data Management.</li> </ul>	



Process	Competencies and Proficiencies	Vendor Comparison
<b>Technical Process</b>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Ability to develop a process to monitor/ coordinate/participate in the <a href="#">validation procedures</a> that answers the question of "Did you build the right thing?"</li> <li>✓ Ability to establish a process of obtaining sets of logical solutions to improve knowledge of the defined requirements and the relationships among the requirements.</li> <li>✓ Ability to define a process for monitoring and selecting a Design Solution that translates the outputs of the Requirements Development and Logical Analysis processes into alternative design solutions and selects a final design solution.</li> <li>✓ 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.</li> <li>✓ 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.</li> </ul>	
<b>Test and Evaluation (T&amp;E)</b>	<ul style="list-style-type: none"> <li>✓ Knowledge of efficient and cost effective methods for planning, monitoring, conducting and evaluating tests of prototype, new or modified systems, equipment or material, including the need to develop a thorough T&amp;E strategy to validate system performance through measurable methods that relate directly to requirements and to develop metrics that demonstrate system success or failure.</li> </ul>	
<b>Integration of T&amp;E</b>	<ul style="list-style-type: none"> <li>✓ Ability to determine the need for a comprehensive T&amp;E project including Modeling and Simulation.</li> </ul>	
<b>Test and Evaluation Strategy (TES)</b>	<ul style="list-style-type: none"> <li>✓ Knowledge of the value of a comprehensive Test &amp; Evaluation Strategy (TES) and how this document can evolve into the Test &amp; Evaluation Master Plan (TEMP).</li> </ul>	
<b>Life Cycle Logistics (LCS)</b>	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	
<b>Life Cycle Logistic (LCL) Management, Product Support, and Interoperability</b>	<ul style="list-style-type: none"> <li>✓ Ability to implement alternative logistics support practices, including supply chain functions, best public sector and commercial practices and technology solutions.</li> <li>✓ Ability to determine the need for a modular open systems approach (MOSA) where interoperability is a key LCL facilitator.</li> </ul>	
<b>Leadership/Professional Skills</b>	<ul style="list-style-type: none"> <li>✓ These competencies provide a foundation for effective entry-level project manager-related responsibilities:               <ul style="list-style-type: none"> <li>▪ <b>Problem Solving</b> - Identifies problems; determines accuracy and relevance of information; and uses sound judgment to generate and evaluate alternatives, and make recommendations.</li> </ul> </li> </ul>	



Process	Competencies and Proficiencies	Vendor Comparison
	<ul style="list-style-type: none"> <li>▪ <u>Conflict Management</u> - Manages and resolves conflicts, grievances, confrontations and/or disagreements in a constructive manner to minimize negative personal impact.</li> <li>▪ <u>Interpersonal Skills</u> - Shows understanding, courtesy, tact and empathy; develops and maintains relationships; deals with difficult people; relates well to people from varied backgrounds; and is sensitive to individual differences.</li> <li>▪ <u>Resilience</u> - Displays fortitude when making unpopular decisions.</li> <li>▪ <u>Flexibility</u> - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions or unexpected obstacles; and effectively deals with ambiguity.</li> <li>▪ <u>Accountability</u> - 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.</li> <li>▪ <u>Written Communication</u> - Recognizes and uses correct English grammar, punctuation and spelling; communicates information in a succinct and organized manner; and produces written information that is appropriate for the intended audience.</li> <li>▪ <u>Customer Service</u> - Works with customers to assess needs, provide assistance, resolve problems and satisfy expectations; knows products and services.</li> <li>▪ <u>Oral Communication</u> - 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; and attends to nonverbal cues.</li> </ul>	

### 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 | COMPETENCIES AND PROFICIENCIES

Process	Competencies and Proficiencies	Vendor Comparison
<b>Leadership/ Professional</b>	<ul style="list-style-type: none"> <li>✓ Ability to lead/manage a project team to satisfactory achievement of project goals.</li> </ul>	
<b>Leadership/ Professional Skills</b>	<ul style="list-style-type: none"> <li>✓ These competencies provide a foundation for effective entry-level project manager-related responsibilities:               <ul style="list-style-type: none"> <li>▪ <u>Problem Solving</u> - Identifies problems; determines accuracy and relevance of information; and uses sound judgment to generate and evaluate alternatives, and make recommendations.</li> <li>▪ <u>Conflict Management</u> - Manages and resolves conflicts, grievances, confrontations and/or disagreements in a constructive manner to minimize negative personal impact.</li> <li>▪ <u>Interpersonal Skills</u> - Shows understanding, courtesy, tact and empathy; develops and maintains relationships; deals with difficult people; relates well to people from varied backgrounds; and is sensitive to individual differences.</li> <li>▪ <u>Resilience</u> - Displays fortitude when making unpopular decisions.</li> <li>▪ <u>Flexibility</u> - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacle; and effectively deals with ambiguity.</li> <li>▪ <u>Accountability</u> - 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.</li> <li>▪ <u>Written Communication</u> - Recognizes and uses correct English grammar, punctuation and spelling; communicates information in a succinct and organized manner; and produces written information that is appropriate for the intended audience.</li> <li>▪ <u>Customer Service</u> - Works with customers to assess needs, provide assistance, resolve problems and satisfy expectations; and knows products and services.</li> <li>▪ <u>Oral Communication</u> - 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; and attends to nonverbal cues.</li> </ul> </li> </ul>	
<b>Communications Management</b>  <b>NOTE:</b> Communicate needs and expectations for the project; determines how and in what format information will be communicated; determines when and where each	<ul style="list-style-type: none"> <li>✓ Ability to share and communicate lessons learned.</li> <li>✓ Ability to use correct and effective oral and written skills.</li> <li>✓ Knowledge of the importance of the dissemination of information both internally and externally.</li> <li>✓ Ability to demonstrate effective briefing skills.</li> </ul>	



Process	Competencies and Proficiencies	Vendor Comparison
communication will be made and who is responsible for providing each type of communication.		
<p><b>Working Groups and Teams</b></p>  <p><b>NOTE:</b> 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.</p>	<p>✓ 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:</p> <ul style="list-style-type: none"> <li>▪ Open in discussions.</li> <li>▪ Qualified to participate and an empowered team member.</li> <li>▪ Consistent, success-oriented, proactive in participation.</li> <li>▪ Continuous communications (including “up-the-line” communications).</li> <li>▪ Reasoned in disagreement.</li> <li>▪ Active in offering issues and committed to their early resolution.</li> </ul>	

### 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

Process	Competencies and Proficiencies	Vendor Comparison
<b>Realistic or Operational Test and Evaluation (OT&amp;E)</b>	✓ Knowledge of the Agency OT&E process.	
<b>Contracting</b>	✓ 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.	
<b>Contract Approach</b>	✓ Knowledge of the processes by which the efforts of the project manager, PCO and all other personnel responsible for an acquisition are integrated through a comprehensive plan for fulfilling the Agency need in a timely manner and at a reasonable cost.	
<b>Prepare Requirements and Support Documentation</b>	✓ Ability to participate in pre-award actions required by FAR Subpart 7.1 Acquisition Planning, and the remainder of FAR Parts 1-12 etc., considering key and complex contract terms and conditions for the solicitation.	
<b>Prepare and Issue Solicitation</b>	✓ Knowledge of the process for formulating pre-award policies, FAR (if applicable) Parts 5 Publicizing Contract Actions, 13 Simplified Acquisition Procedures and 14, Sealed Bidding, etc.	
 <p><b>Perform Source Solicitation</b></p> <p><b>NOTE:</b> Source selection is the process used in competitive, negotiated contracting to select the proposal expected to result in the best value to the government.</p>	<ul style="list-style-type: none"> <li>✓ Knowledge of the process for formulating a source selection plan that allows for best value selection from a competitive solicitation.</li> <li>✓ 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.</li> </ul>	
 <p><b>Administer Contract</b></p> <p><b>NOTE:</b> 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</p>	✓ Knowledge of how to support contract administrative actions.	



Process	Competencies and Proficiencies	Vendor Comparison
<p>future relationships with the seller, managing contract related changes, and, when appropriate, managing the contractual relationship with the outside buyer of a project.</p>		
<p><b>Performance-Based Service Agreements</b></p>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Ability to establish a negotiated baseline of performance with operational users, and the corresponding commercial and/or organic support providers.</li> </ul>	
<p><b>Business Cost Estimating and Financial Management</b></p>	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	
<p><b>Business Financial Planning and Management</b></p>	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	
<p><b>Cost Estimating</b></p>  <p><b>NOTE:</b> The process of developing an approximation of the cost of the resources needed to complete project activities</p>	<ul style="list-style-type: none"> <li>✓ Knowledge of cost estimating processes, methods, techniques, analytical principles, data, confidence bands, specialized costing, application of OMB A-94, and management applications.</li> </ul>	
<p><b>Earned Value Management (EVM)</b></p>  <p><b>NOTE:</b> A <a href="#">project management</a> 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</p>	<ul style="list-style-type: none"> <li>✓ Knowledge of EVM policies, methodologies and software for performance measurement of projects.</li> <li>✓ Knowledge of the Integrated Baseline Review (IBR) process.</li> <li>✓ Knowledge of techniques used to determine effective project strategies when EVM indicators are yellow and/or red or cross a threshold.</li> </ul>	



Process	Competencies and Proficiencies	Vendor Comparison
<p>corrective action. In addition, EVM improves the definition of <a href="#">project scope</a>, prevents <a href="#">scope creep</a>, communicates objective progress to <a href="#">stakeholders</a>, and keeps the <a href="#">project team</a> focused on achieving progress.</p>		
<p><b>Financial Reporting and Oversight</b></p>	<p>✓ n/a</p>	
<p><b>Debt/Vendor Programming, Planning and Budgeting Type System (OMB A-11)</b></p>  <p><b>NOTE:</b> Provide guidance on preparing the FY Budget submission and include instructions on budget execution.</p>	<ul style="list-style-type: none"> <li>✓ Knowledge of how to allocate funds within appropriation categories and how to use the funds from each appropriation.</li> <li>✓ 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.</li> </ul>	
<p><b>Leadership/Professional Skills</b></p>	<ul style="list-style-type: none"> <li>✓ These competencies provide a foundation for effective entry-level project manager-related responsibilities:               <ul style="list-style-type: none"> <li>▪ Problem Solving - Identifies problems; determines accuracy and relevance of information; and uses sound judgment to generate and evaluate alternatives, and make recommendations.</li> <li>▪ Conflict Management - Manages and resolves conflicts, grievances, confrontations and/or disagreements in a constructive manner to minimize negative personal impact.</li> <li>▪ Interpersonal Skills - Shows understanding, courtesy, tact and empathy; develops and maintains relationships; deals with difficult people; relates well to people from varied backgrounds; and is sensitive to individual differences.</li> <li>▪ Resilience - Displays fortitude when making unpopular decisions.</li> <li>▪ Flexibility - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacle; and effectively deals with ambiguity.</li> <li>▪ 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.</li> <li>▪ Written Communication - Recognizes and uses correct English grammar, punctuation and spelling; communicates information in a succinct and organized manner; and produces written information that is appropriate for the intended audience.</li> </ul> </li> </ul>	



Process	Competencies and Proficiencies	Vendor Comparison
	<ul style="list-style-type: none"> <li>▪ <u>Customer Service</u> - Works with customers to assess needs, provide assistance, resolve problems, satisfy expectations; and knows products and services.</li> <li>▪ <u>Oral Communication</u> - 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; and attends to nonverbal cues.</li> </ul>	

### 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

Process	Competencies and Proficiencies	Vendor Comparison
<p><b>Earned Value Management (EVM)</b></p>  <p><b>NOTE:</b> A <a href="#">project management</a> 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</p>	<ul style="list-style-type: none"> <li>✓ Knowledge of earned value management (EVM) policies, methodologies and software for performance measurement of projects.</li> <li>✓ Knowledge of the Integrated Baseline Review (IBR) process.</li> <li>✓ Knowledge of techniques used to determine effective project strategies when EVM indicators are yellow and/or red or cross a threshold.</li> </ul>	



Process	Competencies and Proficiencies	Vendor Comparison
<p>addition, EVM improves the definition of <a href="#">project scope</a>, prevents <a href="#">scope creep</a>, communicates objective progress to <a href="#">stakeholders</a>, and keeps the <a href="#">project team</a> focused on achieving progress.</p>		
<p><u>Leadership/</u> <b><u>Professional Skills</u></b></p>	<p>✓ These competencies provide a foundation for effective entry-level project manager-related responsibilities:</p> <ul style="list-style-type: none"> <li>▪ <u>Problem Solving</u> - Identifies problems; determines accuracy and relevance of information; and uses sound judgment to generate and evaluate alternatives, and make recommendations.</li> <li>▪ <u>Conflict Management</u> - Manages and resolves conflicts, grievances, confrontations and/or disagreements in a constructive manner to minimize negative personal impact.</li> <li>▪ <u>Interpersonal Skills</u> - Shows understanding, courtesy, tact and empathy; develops and maintains relationships; deals with difficult people; relates well to people from varied backgrounds; and is sensitive to individual differences.</li> <li>▪ <u>Resilience</u> - Displays fortitude when making unpopular decisions.</li> <li>▪ <u>Flexibility</u> - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacle; and effectively deals with ambiguity.</li> <li>▪ <u>Accountability</u> - 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.</li> <li>▪ <u>Written Communication</u> - Recognizes and uses correct English grammar, punctuation and spelling; communicates information in a succinct and organized manner; and produces written information that is appropriate for the intended audience.</li> <li>▪ <u>Customer Service</u> - Works with customers to assess needs, provide assistance, resolve problems, satisfy expectations; and knows products and services.</li> <li>▪ <u>Oral Communication</u> - 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; and attends to nonverbal cues.</li> </ul>	