



**Federal Working Group  
Program and Project Manager Certification**

**Recommendations  
Original  
September 29, 2006**

**Final**

**January 17, 2007**

## Section I. Executive Summary

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On January 17, 2007, the Federal Acquisition Institute delivered this set of recommendations to the Office of Management and Budget (OMB) Office of Federal Procurement Policy (OFPP). The recommendations are for consideration in development of a Federal acquisition workforce policies and programs for civilian agencies as outlined in OFPP Letter 05-01, Developing and Managing the Acquisition Workforce dated April 15, 2005.

The P/PM Certification Working Group was formed under the authority of OFPP Policy Letter 05-01. The letter directed the Federal Acquisition Institute (FAI) to form a cross-agency, cross-functional working group to develop recommendations for the “establishment of certification programs for program and project managers....”

In developing these recommendations, FAI consulted with the Chief Acquisition Officers (CAO) Council, the Chief Information Officers (CIO) Council, the Chief Financial Officers (CFO) Council, the Chief Human Capital Officers Council (CHCO), the Office of Personnel Management (OPM) and other government and non-government organizations. This collaboration resulted in recommendations reflecting best practices and lessons learned from across the government as well as professional organizations.

FAI formed a cross-government working group in December 2004, co-chaired by FAI and the Department of Homeland Security. These recommendations reflect the activities of Federal partners (Appendix A) who comprised the working group as well as key non-government organizations.

The working group recommends:

- A Federal certification for program and project managers based on achievement of essential competencies,
- Recognition of this unique certification across agencies. This certification program supports (not supplants) the IT project management validation process of OMB.
- A Federal certification program for the contracting officer’s (technical) representative (CO(T)R also referred to as COR).
- Assignment of program and project managers remains an agency responsibility and is not addressed in this recommendation.

The working group provided substantial consideration to the experiences of the Federal CIOC IT Workforce Committee in developing these recommendations and the guidance provided in OMB Office of E-Government and Information Technology Memorandum date July 21, 2004. The recommendations in this document are consistent with the competencies and suggested minimum standards for Federal program and project managers contained in the OMB Office of E-Government memorandum. These recommendations include the basic, core PM elements and mirror the experience

## Federal Program and Project Management Recommendations

standards contained in the July 21, 2004 memorandum and the Office of Personnel Management (OPM) qualification standard for Federal project managers (2210 series).

The minimum standards included in this recommendation are general for all program and project managers and can be used as the foundation against which agencies and functional communities can anchor additional standards and requirements. To ensure maximum flexibility while maintaining integrity of the core skills, the recommendation does not call out specific training courses but rather focuses on competencies and learning objectives that can be used to build programs. This approach also allows agencies with existing programs to meet the Federal standards without significant changes.

Program and project management are disciplines with both basic skill sets and requirements that must be adapted to the varied environments in which one manages. As a result, fully adopting existing standards either from the Department of Defense or other government or non-government organizations does not meet the need of all government program and project managers. The recommendations contained in this document consider the core elements common across all standards while respecting the diverse nature of the environment in which practitioners operate. This allows agencies to specify supplemental requirements for designated managers while being assured managers possess minimum skills.

FAI is mapping the competencies contained in this document to learning objectives that will be used to build “training blueprints” for agencies and vendors to use when building training programs or classes.

The intent of these recommendations is to provide a results-oriented, competency based program to support achievement of an agency’s mission through sound acquisition program and project management. Determination of members eligible for certification under this program is the responsibility of each agency Chief Acquisition Officer in accordance with OFPP Letter 05-01. FAI recommends CAOs continued collaboration with agency CIOs, CHCOs, and CFOs when identifying members of the acquisition workforce eligible for certification under this program. If members of an agency’s information technology workforce are to be included in the acquisition workforce under this guidance, it is highly recommended that CAOs ensure concurrence from the agency CIOs.

## Section II. Recommendation for Federal Acquisition Certification for Program and Project Managers

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SUBJECT: Federal Acquisition Certification for Program and Project Managers (FAC-P/PM)

- 1. Purpose.** This recommendation establishes the Federal Acquisition Certification for Program and Project Managers (FAC-P/PM). Acquisition workforce members seeking certification under this program will be required to achieve competencies and demonstrate experience for each of three levels.
- 2. Authority.** Office of Federal Procurement Policy (OFPP) Policy Letter 05-01 established a requirement for federal acquisition certification programs. The Federal Acquisition Certification for Program and Project Managers (FAC-P/PM) is issued pursuant to 41 U.S.C. 401, et seq and OFPP Policy Letter 05-01, paragraph 8(c).
- 3. Background.** The quality and effectiveness of the federal acquisition process depend on the development of a capable and competent workforce. OFPP Policy Letter 05-01 Section 8(c) charged the Federal Acquisition Institute (FAI) to develop – and the Chief Acquisition Officers Council (CAOC) to approve – a Federal Acquisition Certification for Program and Project Managers (FAC-P/PM).
- 4. Applicability.** The FAC-P/PM program applies to all executive agencies, except those subject to the Defense Acquisition Workforce Improvement Act (DAWIA, 10 U.S.C. §§ 1741-46). Members of the acquisition workforce are defined by agencies in accordance with requirements contained in OFPP Policy Letter 05-01 [Developing and Managing the Acquisition Workforce](#) ([http://www.whitehouse.gov/omb/procurement/policy\\_letters/05-01\\_041505.html](http://www.whitehouse.gov/omb/procurement/policy_letters/05-01_041505.html)) Suggestions for identifying program and project managers to include in an agency's certification program can be found in Appendix B. Acquisition is defined by the Services Acquisition Reform Act of 2003 (SARA, P.L. 108-136) to include defining requirements, measuring contract performance, providing technical and management direction, and contracting.

This certification program will promote development of essential acquisition competencies government-wide and facilitate employee mobility as well as achievement of agency missions. The FAC-P/PM is recognized and accepted by, at a minimum, all civilian executive branch agencies. The FAC-P/PM is built on core competencies shared across the Federal spectrum (including the Department of Defense) and while agencies have additional competencies required for functional areas, agency programs, or assignment as a program or project manager, the FAC-P/PM competencies were developed by an interagency working group and are recognized as essential skills crucial for successful program and project managers in the Federal government.

This certification will be offered to, though not necessarily required of, members of the acquisition workforce as identified by OFPP Policy Letter 05-01 and the agency Chief Acquisition Officers (CAOs). CAOs should continue collaboration with agency CIOs, CHCOs, and CFOs when identifying members of the acquisition workforce eligible for certification under this program. If an agency includes members of functional communities in the acquisition workforce, agency CAOs should ensure concurrence from the Chief of that functional community. For example, if members of an agency's information technology workforce are to be included in this certification program, CAOs should ensure concurrence from the agency Chief Information Officer (CIO). Agencies may specify a particular type or level of certification when establishing quality ranking factors when it is determined certification is job related.

**5. Certification Program Oversight and Administration.** The FAI Board of Directors, in consultation with FAI, the Interagency Acquisition Career Management Council (IACMC), the CAOC, the CIOC Council IT Workforce Committee, and other organizations as appropriate, shall provide general program oversight and shall recommend program changes to the Administrator for Federal Procurement Policy to ensure the program reflects the needs of all civilian agencies. Changes to the program may be communicated formally through the Chief Acquisition Officers Council or through other means depending on the significance of the change. FAI shall maintain the most current version of the FAC-P/PM on [www.fai.gov](http://www.fai.gov).

FAI will administer the program through issuance of guidance, processes and information dissemination, principally through its website. FAI, as requested by agencies, will review existing agency programs against the requirements contained in this document, for the purposes of identifying those agency certification programs meeting the FAC-P/PM guidelines. In addition, FAI will periodically review agencies' implementation of this guidance to ensure the program remains rigorous and the standards for certification for training, experience and continuous learning are consistently applied by all civilian agencies. FAI will use the AWTF to provide training in the essential competencies for each level.

Essential FAI responsibilities for program administration are included below. Additional details can be found in Appendix C.

- Develop Standards
- Program Review
- Workforce information management

The certification process, including assessment of applications, will be managed by each agency. The agency Acquisition Career Manager (ACM) appointed by the CAO under Policy Letter 05-01, or designee, is responsible for administering the agency certification program, in accordance with this guidance and any subsequent guidance provided by OFPP or FAI. Authority for overseeing the agency FAC-P/PM program, resolving disputes, and granting certifications will be at the Chief Acquisition Officer (CAO) or

designee level. The CAO may delegate, in writing, certain functional responsibilities as needed to ensure effective and efficient management of this program within an agency.

Essential agency responsibilities for this program are included below. Additional details can be found in Appendix C.

- Acquisition Workforce Identification and Assessment
- Acquisition Workforce Development
- Acquisition Workforce Certification

## **6. General Information on Essential Competencies and the FAC-P/PM Requirements for Training, Experience, and Continuous Learning.**

**a. General** – The FAC-P/PM is based on essential competencies established by a cross-government, cross-functional working group. (Details of working group processes and action plan are found in Appendices D, E, and F) Certification is based on attaining competencies and experience associated with each of three levels and ensuring 80 hours of continuous learning is achieved every two years. The competencies and experience are cumulative across levels.

**b. Competencies** – The establishment of core competencies ensures the acquisition community develops common skills across the Federal spectrum (see Appendix G for a full list of competencies and an explanation of the process the competency working group followed). OFPP and DoD retain responsibility for development and management of civilian and defense agency acquisition workforces respectively. The objective of the FAC-P/PM is to align a base of essential competencies across the Federal government’s acquisition workforce. The current base of competencies for acquisition program and project managers will be maintained by FAI at the FAI website, [www.fai.gov](http://www.fai.gov). These essential competencies will be updated periodically, expanded or otherwise modified to meet the current and future acquisition workforce requirements, emerging trends in the government’s acquisition practices. FAI, DoD, and OPM will work collaboratively to establish a competency management process to ensure the base core competencies remain relevant and current and are integrated into the curriculum, as appropriate.

FAI is mapping the competencies contained in this document to learning objectives that will be used to build “training blueprints” for agencies and vendors to use when building training programs or classes. FAI is making plans to offer the basic training covered in these competencies in 2008.

**c. Certification Levels** -- FAC-P/PM will recognize three levels of certification—entry/apprentice, mid level/journeyman and senior/expert. A brief explanation of each level follows. A sample of what a suggested training plan for meeting these competencies would look like is included in Appendix (H).

**Entry Level** – A brief description of the competencies and proficiencies for an entry level candidate is offered below. For detailed descriptions of each competency for this level, see Appendix I.

Competencies at Entry Level:

- 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
- overall understanding of project management practices
- recognition of an agency's requirements processes
- ability to define and construct various project documents, under supervision
- understanding of and involvement in the definition, initiation, conceptualization or design of project requirements

Experience at Entry Level

- 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. (See Appendix J for guidance on the experience requirement).

Training

It is highly recommended that training in program and project management at this level be designed to develop the essential interpersonal and management competencies required of high-performing, successful program and project managers such as effective communication, conflict management, problem solving, and customer service.

**Mid-Level/Journeyman** – A brief description of the competencies and proficiencies for a mid-level/journeyman candidate is offered below. For detailed descriptions of each competency for this level, see Appendix I.

Competencies at Mid-Level/Journeyman: in addition to an advanced level of skills included in entry level:

- knowledge and skills to manage projects or program segments of low to moderate risks with little or no supervision
- ability to apply management processes to support the agency's mission to develop an acquisition program baseline from schedule requirements, plan technology developments and demonstrations and apply agency policy on interoperability
- 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 can assist in development of Total Ownership Cost (TOC) estimates
- ability to manage projects as well as program segments and distinguish between program and project work

Experience at Mid-Level/Journeyman

- 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. (See Appendix J for guidance on the experience requirement).

Training

It is highly recommended that interactive training in these areas be designed 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 diverse workforce.

**Senior/Expert Level** – A brief description of the competencies and proficiencies for a senior/expert level candidate is offered below. For detailed descriptions of each competency at this level, see Appendix I.

Competencies at Senior/Expert Level: In addition to mastery of skills at the entry and mid-level/journeyman levels:

- knowledge and skills to manage moderate to high-risk programs or projects that require significant acquisition investment and agency knowledge and experience
- ability to run a program and create an environment for program success
- ability to manage the requirements process, overseeing junior level team members in creation, development, and implementation
- expert ability to use, manage, and evaluate management processes
- expert ability to manage and evaluate the use of earned value management as it relates to acquisition investments

Experience at Senior/Expert Level

- At least five years of program and project management experience at the federal level, 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. (See Appendix J for guidance on the experience requirement).

Training

It is highly recommended interactive training in these areas be designed 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.

**d. Continuous Learning** – To maintain a FAC-P/PM, certified professionals should be required to earn 80 continuous learning points (CLPs) of skills currency training every two years beginning the first fiscal year following the approval of these recommendations. CLPs begin to accumulate on the date the individual is certified. For further information on CLPs, refer to Appendix K. Individuals should be responsible for maintaining continuous learning records and agency ACMs, or their designees, will monitor the continuous learning requirements to ensure certifications remain active.

Continuous learning activities related to program and project management activities 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.

FAI will provide additional guidance as needed on its website, [www.fai.gov](http://www.fai.gov).

**e. Certification by a recognized organization:** Civilian agencies will follow the determinations made by FAI as to which certifications by organizations outside the federal government are eligible for full or partial consideration under the FAC-P/PM. Information will be available at [www.fai.gov](http://www.fai.gov).

## **7. Certification for Contracting Officer (Technical) Representatives (COTR/CORs)**

The working group concurred with recommendations from the Interagency Acquisition Career Management Committee and the U.S. Merit Systems Protection Board report on Contracting Officer Representatives and recommends a single level, unique Federal certification for COTRs as follows. This recommendation is consistent with the overall focus on the acquisition workforce and merits a separate policy letter and certification program.

## **8. Acquisition Career Management Information System (ACMIS).**

ACMIS will be the official system of records for the FAC-P/PM program for all civilian agencies. Agencies and individuals are responsible for maintaining supporting certification documentation for quality assurance purposes. FAI is responsible for managing ACMIS and will issue guidance, as necessary, to support ACMIS implementation. Agencies are encouraged to begin entering or migrating data on designated program and project managers as soon as practicable but no later than July 1, 2007 or as otherwise directed. Please refer to [www.fai.gov](http://www.fai.gov) for the most up-to-date information.

### Section III. Next Steps

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Several items presented during the two-year process were tabled as they were either outside the scope of the objective or were considered as needing more time to complete. The group wanted to record these and provide as consideration for maturing this recommendation.

1. Develop Learning Objectives for each competency level via Federal Interagency Committee, Academia, Industry with the goal of providing training blueprints that agencies and providers can use to provide FAI training.
2. Develop Implementation Plan for FAC-P/PM
  - Follow FAC-C guidance with approval from interagency working group
  - Resources will be posted on [www.FAI.gov](http://www.FAI.gov)

**Appendices**

- A. Acknowledgement of Working Group Participants
- B. Guidance for Identifying Eligible Candidates for FAC-P/PM Certification
- C. Certification Program Oversight and Administration
- D. Process Followed by Working Group
- E. Considerations Influencing Recommendations
- F. Working Group Action Plan
- G. Process Followed by Competencies Work Group & Competencies
- H. Example of Training Plan for Each Certification
- I. Competencies and Proficiency at Each FAC-P/PM Certification level
- J. Guidance on Experience Requirement
- K. Guidance on Meeting the Requirements for Continuous Learning Points

**Appendix A. Acknowledgment of Working Group Participants**

The following individuals participated in compiling and establishing these recommendations, drafting this report, and providing important editorial comments and review of this report. The working group co-chairs were Karen Pica (originally representing DHS, now FAI) and Linda Ott.

CIA: Michael O'Brochta  
DAU: Jesse Stewart  
DHS: Steve Larson  
DOD/OSD: Ray Boyd  
          Joyce France  
          Russell Klosk  
DOE: Wanda Chambers  
          Nestor Folta  
          Walter Howes  
          Rose Jordan  
          Cynthia Yee  
DOI: Will Brimberry  
DOT: Kenneth Kepchar  
          Steven Lott  
          Sylvia Lynch  
          Candis Travers  
          Cassandra Wells  
GSA: Philip Barber  
          Doreatha Bush  
          Monica Fitzgerald (representing OCIO Workforce Committee)  
          Ed Loeb  
HHS: Linda Stivaletti-Petty  
          Andree Trelogan  
NASA: Dr. Ed Hoffman  
          Tony Maturo  
          Bob Menrad  
          Deborah O'Neill  
          Ken Sateriale  
OMB/OFPP: Lesley Field  
OMB/E-gov: Jackie Zeiher  
OPM: Andrea Bright  
          Monica Greene  
          Anna Idleman  
Treasury: Carla Tucker  
USDA: Sandra Ginyard  
VA: Jessie Rai  
          Charles Warner  
Ex Officio Members: Gloria Sochon, FAI; Garry Shafovaloff, DAU; Bill Wilson, FAI

**Appendix B. Guidance for Identifying Eligible Candidates for FAC-P/PM Certification**

The Services Acquisition Reform Act of 2003 and OFPP Policy Letter 05-01 provide guidance on both the definition of acquisition and the acquisition workforce. The working group received comments on the benefit of providing additional guidelines on how an agency may identify program and project managers for certification under this program. Suggested guidelines follow:

When identifying who is eligible for certification under this program, agency CAOs, in collaboration with CIOs, CHCOs, and CFOs, should consider the following:

1. guidance provided in OFPP Policy Letter 05-01,
2. agency professionals with significant involvement in one or more phases of the acquisition investment process (initiation, conceptualization/design, development, implementation, modification, maintenance, evaluation, disposal),
3. managers with authority and responsibility for overseeing multiple phases of the acquisition investment process,
4. agency professionals with responsibility for leading cross-agency or acquisition investment programs for a major portion or all of the investment life-cycle,
5. agency professionals responsible for leading, coordinating, managing integrated project teams for acquisition investments,
6. agency professionals participating on an integrated project team or a phase of the investment lifecycle with aspirations for career development as a program or project manager.

## Appendix C. Certification Program Oversight and Administration

FAI will maintain the most current version of the FAC-P/PM program on its website, [www.fai.gov](http://www.fai.gov). FAI will consult with the IACMC, CAO Council, CIO Council IT Workforce Committee when considering changes to program administration and oversight. FAI concurs with the working group's recommendation that FAC-P/PM implementation be guided by the plan covering the FAC-C. FAC-C implementation plan is scheduled for completion October 2006.

### FAI's Role

FAI will administer the program through issuance of guidance, processes and information dissemination, principally through its website. In addition, FAI will periodically review agencies' implementation of this program to ensure the program remains consistent across all agencies and the standards for certification for training, experience and continuous learning are consistently applied. FAI will use the AWTF to provide training in the basic competencies.

### FAI Responsibilities

- Develop and Review Standards
  - What: Core Competencies and Core Learning Objectives  
Standard Assessment Tool for Competencies/Skill Gap Analysis
  - How: Federal Agency Participation, OPM, Academia, Industry,  
Non-Governmental Organizations (NGOs)
  - When: Reviewed/updated three or as significant changes in the Federal  
environment dictate.
- Collection of learning information for agency transfer
  - What: Workforce Development, Continuous Learning, and certification  
Records
  - How: ACMIS and agency verification
  - When: Annually

### Agency's Role

The certification process, including verification and assessment of applications, will be managed by each agency. The ACM, is responsible for administering the agency certification program, in accordance with this guidance and any subsequent guidance provided by OFPP or FAI.

### Agency Responsibilities

- Workforce Identification and Assessment:
  - What: Develop Workforce Identification and certification Process  
  
Identify workforce training needs
  - How: FAI or agency competency management tool

## Federal Program and Project Management Recommendations

- Workforce Development: Training Program
  - What: Develop Training Program Plan, based on Inventory/Assessment and Competency Learning Objectives, provide needs to FAI for development of Federal training program  
Manage Agency Training Program
  - How: Define Training Program Plan, based on Inventory/Assessment and Competency Learning Objectives
  - When: Once recommendation are accepted and standard learning objectives are established  
Annual
  
- Workforce Development: Continuous Learning Program
  - What: Define currency program, based on minimal standards  
Manage Training Program
  - How: Documentation and information from internal sources as well as FAI automated continuous learning tracking tool and ACMIS
  - When: Once recommendation are accepted and Standard Learning Objectives are established
  
- Workforce Development: Experience, Including Fulfillment
  - What: Define experience/fulfillment requirements for basic competencies  
Manage Program
  - How: Documentation through job position descriptions (PDs), training, education and program or project documentation
  - When: Once recommendation are accepted and standard learning objectives are established

## Certification Application Process

FAI will provide implementation guidance and agencies are responsible for managing the certification process to include reviewing application and granting certification. As with the FAC-C, FAI will develop and provide suggested templates as well as an automated certification application tool and this will be maintained at [www.fai.gov](http://www.fai.gov).

An individual meeting the FAC-P/PM requirements will request certification through the immediate supervisor with the agency retaining responsibility for approving certification under these guidelines. The supervisor should take this opportunity to assess the skills and competencies of the applicant and develop a plan for enhancing or adding to the employee's competencies, if appropriate.

The certification will be issued at the employing agency and will represent the achievement of government-wide standards. Authority to grant the FAC-P/PM will be at the CAO level and may be delegated elsewhere in the agency as appropriate and no lower than the agency ACM.

## Appendix D. Process Followed by Working Group

### Background

The PM Certification Working Group was formed under the authority of Office of Management and Budget (OMB), Office of Federal Procurement Policy (OFPP) Policy Letter 05-01.

The working group was formed in December 2004 and was co-chaired by the Federal Acquisition Institute and the Department of Homeland Security. The group began with a brainstorming session to identify what the program might mean and a general discussion regarding the necessity of acquisition skills for program and project managers in government work. The questions also touched on the importance of establishing and promoting program and project management best practices in government. (See Appendix E for considerations influencing recommendations.)

The working group established program and project managers as important professional areas in the Federal government primarily due to the issues of public servant trust and credibility. As trustees of the public resources, program and project management is the discipline that focuses on how to best serve the public in performing work efficiently and effectively. In addition, the President's Management Agenda (PMA) specifically calls for workforce transformation and human capital development in government. The working group saw establishing competencies, training and experience standards for government through a federal certification in acquisition skills for program and project managers as a means to enhance the workforce capabilities and assist agencies in meeting their mission requirements.

The working group cited cases and best practices for the use of program and project management in achieving organizational goals. Sources were from private industry, academic research, and in many parts of government that recognize the benefits of management and project management disciplines. Government agencies, including National Aeronautics and Space Administration (NASA), Department of Energy (DOE), Central Intelligence Agency (CIA), and Department of Defense (DOD), have reports indicating sound acquisition skills training for program and project managers leads to better run, more cost effective programs and projects and a higher percentage of project completion.

The working group also recognized the benefit of establishing a common set of acquisition program and project management principles and best practices to be effected through a common set of competencies. Acquisition workforce development is important to improved organizational performance and mission accomplishment. The goal of a unique Federal-wide certification for program and project managers is recognition of achievement of essential competencies needed to successfully manage acquisition investments across the Federal spectrum.

In addition to the agencies and individuals included in Appendix A, the working group considered input from key non-government organizations such as:

International Council on Systems Engineering (INCOSE)  
Project Management Institute (PMI)

**Method**

The working group began by identifying areas of consideration and components to include in both program and project manager certification. The working group reviewed existing models and programs both within the federal government and across the private sector. The group developed and agreed on essential key components and the matrix included in Appendix F represents the action items of the group. This recommendation is built on the agreed resolution to each action item.

The working group agreed the Federal certification should cover essential skills recognized by managers across the federal government. Agencies would retain complete authority over assignment of program managers and also the discretion to require supplemental training or experience for agency-specific endorsements.

**Appendix E. Considerations Influencing Recommendations**

To meet the PMA objectives, OFPP has recognized that the federal government needs to build a more capable workforce, especially with respect to the performance of acquisition activities. Like industry and academia, the federal government recognizes better management produces better performance results.

The relationship between program and project is interdependent, not discrete, and progressively cumulative. Entry level project managers gain experience leading teams, building technical as well as leadership skills that continue to mature as the nature of assignments becomes more complex. The project manager builds skills and expertise in project management throughout his/her career. Instead of a dividing line between program and project, there is an overlap during mid-level assignments. Senior level practitioners understand the subtle differences between program and project management

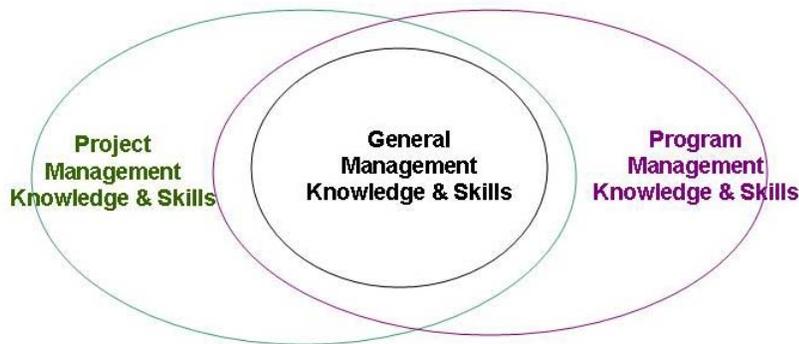
As a result of this analysis, the working group determined federal certification would include both program and project management within a single certification rather than two separate tracks. These program guidelines are built to reflect both the interdependent nature of program and project management as well as the development of a program and project manager.

The working group agreed the nature of the relationship between projects and programs was not linear and not discrete and developed definitions that were helpful in framing discussions about competencies, training and experience. Definitions were developed through a sub-group and reflect best practices and input from across agencies.

## Federal Program and Project Management Recommendations

- Project: a specific investment having defined goals, objectives, requirements, lifecycle cost, a beginning and an end that delivers a specific product, service or result.
- Program: a group of related work efforts, including projects, managed in a coordinated way. Programs usually include elements of ongoing work.
- Program Management and Project Management: as appropriate, these specific definitions are the responsibility of the respective agency.

This is pictorially represented below:



Program management competencies are built into the project management foundation. Some of the core project management competencies are a subset of program management competencies. As project managers develop their project management competencies (i.e., knowledge, skills and abilities), they acquire the important program perspectives. Both project and program management reflect sound management practices.



**Federal Acquisition Institute**

**Appendix F. Working Group Action Plan  
Status as of September 28, 2006**

Item	Action to Date	Remaining Actions	Comments
I. Certification			
A. Terms			
1. define program	sub-group convened, reviewed definitions from NASA, Energy, GSA, Interior, DAU, OPM, HHS, DHS, and PMI. Developed consolidated definitions to present to main working group, decision reached after discussion in May.	complete – May 2005 – definition is used for guiding group efforts, not intended to bind agencies when identifying programs or projects.	Definition: a group of related work efforts, including projects, managed in a coordinated way. Programs usually include elements of ongoing work.
2. define project	sub-group convened, reviewed definitions from NASA, Energy, GSA, Interior, DAU, OPM, HHS, DHS, and PMI. Developed consolidated definitions to present to main working group, decision reached after discussion in May.	complete – May 2005 – definition is used for guiding group efforts, not intended to bind agencies when identifying programs or projects.	Definition: a specific investment having defined goals, objectives, requirements, life-cycle cost, a beginning, and an end that deliver a specific product, service, or result.
3. define program	discussed – May 2005	no further action.	

Federal Program and Project Management Recommendations

Item	Action to Date	Remaining Actions	Comments
manager	– approved suggestion from group that this definition be left to agencies so each agency can define the skills required for agency investments.		
4. define project manager	discussed – May 2005 – approved suggestion from group that manager definition be left to agencies so each agency can define the skills required for agency investments.	no further action	
<b>B. Levels</b>			
1. determine if there different levels of rigor for different communities.	group working under idea of a minimum standard for federal certification of core skills with different communities and agencies requiring additional skills and knowledge for assignment and potentially supplemental agency certification.	Complete – recommendation from Sept 06 meeting, agencies determine rigors for community.	
2. decide if certification levels are linked to	discussion at May 10 05 meeting – group decided certification	Complete – agencies determine links to complexity of	

Federal Program and Project Management Recommendations

Item	Action to Date	Remaining Actions	Comments
complexity/levels of investments	stages are related to graduated levels of program and project complexity and represent progression to more advanced complexity and responsibility but suggested leaving actual investment levels to agencies.	investments, however based on Sept 06 meeting, recommendation should include general rigor for each level based on triangulation of DoD, CIA, and 2210 references for levels.	
<b>C. Criteria</b>			
1. competencies			
1. identification			
a.	Feb 06 – competency subcommittee has reviewed with SMEs twice, in process of incorporating final comments for draft to be sent to agencies. Jan 06 – SMEs gathered again for final review and comment Aug 05 – subcommittee gathered SMEs for two days to review and comment May 05 - competency sub-group using guidance provided at 10 May meeting to analyze competencies	Completed	Competency subcommittee recommends additional work to mature competencies, develop enhanced descriptors for each proficiency level and obtain input from entry level P/PMs to verify entry level skills identified by experienced PMs.

Federal Program and Project Management Recommendations

Item	Action to Date	Remaining Actions	Comments
	from OPM, IT workforce committee, PMI, DAU, DoD, DHS, DOE, NASA as well as various competency structures to identify core federal skills. DAU led competency subgroup.		
b. management		Complete – FAI will partner as appropriate to develop competency management plan.	
2. education	certification will not include a mandatory education component.	none	group decision based from June 2005.
3. core training	May 2006 – agencies provided information on hours associated with levels, developed upper and lower bounds for levels of training.	Partially Complete – recommendation includes competencies for each level.	Recommend continued efforts to associate learning objectives with competencies to build training blueprints that can be used for FAI and agency training programs.
4. functional training		Complete – per Sept 06 confirmation, agencies retain control over functional training.	If multiple agencies have similar functions and request assistance in training, FAI is ready to assist.
5. agency specific		Complete July 06 – agencies retain control of agency specific	

Federal Program and Project Management Recommendations

Item	Action to Date	Remaining Actions	Comments
		training.	
D. Experience			
1. assignments, activities recommended for certification levels and professional development	Based on input from Sept 06 meeting, used experience activities included in existing programs as baseline for recommendation. Reviewed DoD, CIA, OPM, NASA .	Complete	
2. time (years of experience to be novice, journeyman, expert)	Group voted on baselines and comment period in Aug/Sep 06 produced experience requirements included in recommendation.	Complete	Recommend review after a few years of implementation to ensure requirements are meeting agency needs.
E. implementation guidance for agencies	Group voted to use contracting certification guidance as baseline once it is complete.	Partially complete – awaiting finalized implementation guidelines from FAI contracting certification program. Recommendation is written to include reference to guidelines and fai.gov website for latest information.	
II. Certification Management	Discussed parallels with 1102 policy on certification. At Nov 2005 meeting agreed to parallel 1102 process	Complete – included in recommendation	.

Federal Program and Project Management Recommendations

Item	Action to Date	Remaining Actions	Comments
	with addition of a board recommended and CAO having final signature authority.		
A. how to demonstrate competency attainment/mastery for certification	Recommend completion of training and meeting experience as evidenced and endorsed by supervisor and agency ACM.	Complete	Group discussed testing, competency assessment as completion of training does not necessarily translate to ability to implement. FAI should consider this when maturing the program.
B. Fulfillment	Agencies responsible for individual fulfillment, FAI will provide template and guidance. FAI will function as clearinghouse for reviewing existing agency programs that meeting FAC-PPM requirements and also develop training blueprints agencies and FAI can use when building/assessing training programs against these guidelines.	Complete	Recommend FAI be central clearinghouse for information, performing role of recommending recognition of agency programs and/or commercial training meeting Federal recommendations.
1. of criteria (linked	Discussed in April	Complete -	

Federal Program and Project Management Recommendations

Item	Action to Date	Remaining Actions	Comments
to competencies)	meeting. Group consensus was no grandfathering and no fulfillment be in recommendation.	Implementation (once policy is signed) must address recognition of experienced professionals for certification.	
2. grace period for fulfillment, if so, how long	Discussed in April meeting as above.	Complete.	
<b>C. Recertification</b>			
1. process	Agency responsibility with electronic assistance from FAI.	Complete	
2. skills currency requirements	Discussed with group during April/May – recommend 80 hours biannual for skills currency.	Complete	
<b>D. reciprocity</b>			
		Complete	As with OMB memo January 20, 2006 on 1102 certification, agencies will recognize certification across the Federal spectrum.
<b>E. signatory authority</b>			
	Discussed parallels with 1102 certification process. During Nov 05 meeting, group agreed Chief Acquisition officer should be signature on Pm certificates.	None	

Federal Program and Project Management Recommendations

Item	Action to Date	Remaining Actions	Comments
F. agency applicability (endorsements, specialty areas)	Applies to all agencies as a baseline, not intended to supplant any existing agency certification procedures	Complete – FAI will assist agencies desiring a review of their existing programs against standards for certification.	
G. Contractor applicability	Program applies only to Federal employees.	Complete	
H. oversight	Recommend agencies retain oversight of certification management with FAI providing agency assistance through CAO, CIO, CHCO, CFO councils	Complete	
<b>III. Training &amp; Rigor</b>			
A. link competencies to learning objectives		complete	FAI must continue matching competencies to learning objectives to create training blueprints, must be complete by Jan 2007.
B. government process training		Ongoing	Need to review and see what is available or needs to be developed if anything for govt specific information/knowledge needed for training.
C. modes of learning		Ongoing	Once recommendations adopted, FAI will

Federal Program and Project Management Recommendations

Item	Action to Date	Remaining Actions	Comments
			identify resources meeting needs or implement programs meeting baseline needs.
D. sources of training	FAI will take lead on providing and/or reviewing existing opportunities.	Ongoing	
E. expected program costs	Expect funding to be covered as part of acquisition workforce training fund.	Complete	
F. workforce feedback mechanism	Agency ACMs, CAOs, CIOs, Federal workforce performance metrics from July 06 CAO council and collaboration with CIO IT workforce committee.	Ongoing	
IV. Career Management			
A. definition of career management	Need to review OMB/OFPP memo 05-01, discusses acquisition career managers and responsibilities of agency in this respect. Need to revisit, this appears part of a larger workforce management	Complete – outside scope of recommendation.	For continued discussion with ACMs.

Federal Program and Project Management Recommendations

Item	Action to Date	Remaining Actions	Comments
	effort that is outside the current tasking to deliver certification program recommendations.		
B. Workforce			
1. identification	CAO performs in collaboration with CIO, CHCO, CFO. Per working group suggestion, recommendation includes suggested guidelines for who may be eligible for certification under this program.	complete	
2. certification tracking	ACMIS and electronic tools through FAI	On going	
3. database	Discussed links with ACMIS since ACMIS is the system of choice per the OFPP letter.	No action	
4. recruitment (how does certification relate to recruitment)	Need to revisit, this does not appear to be part of the certification recommendation but perhaps an overall workforce development program that is not currently part of the tasking for this group.	complete.	Outside scope of recommendation – pass to ACMs for further consideration.

Federal Program and Project Management Recommendations

Item	Action to Date	Remaining Actions	Comments
5. professional development (advancement, qualify for certification)	Same as with recruitment and career development	Complete	Outside scope of recommendation, pass to ACMs for further consideration.
<b>C. Roles and Responsibilities</b>			
1. OMB/OFPP	Considered in report	Complete	
2. OPM	Considered in report	Complete	
3. FAI/DAU	Considered in report	Complete	
4. Agency	In report	Complete	
5. Individual	In report	Complete	
V. Framework for Report	Formed working sub group to review current action plan generated from brainstorming to format report and potential recommendations on issues.	Complete	
<b>VI. Communication effort</b>			
1. public speaking opps	Talking points and presentation developed, shared for comment, and posted to shared workspace December 2005 Updated 27 June 2006, kept talking points current	Complete and one more action	Develop final set of talking points based on recommendation

## Appendix G. Process Followed by Competencies Work Group & Competencies

Outline of work performed by the work group tasked to establish basic competencies.

1. Began with the framework from DoD competencies and added those from NASA, DOE, DHS, and other government organizations with certification programs.
2. Normalized these through a series of sessions with senior subject matter experts (SMEs) from across government agencies, targeting especially those agencies that had established certification programs in program and project management.
3. Included representation from OPM in these sessions.
4. Used a modified OPM verification process to run SME sessions.
5. Refined language for presentation and voting by focus groups of SMEs from across the country, representing multiple Federal agencies (more participation from DoD than others).
6. Competencies were reviewed by SME focus groups for applicability to the federal workforce environment and modified to represent current and projected best practices and their associated performance outcomes and levels.

The competency development process with the SME focus groups emphasized current best practices in the federal workplace. The work group, in analyzing the inputs, looked at both current practices and future trends. Differences emerged in the SMEs reporting frequency and importance on a range of topics such as information technology management, systems management, and logistics. Some of the differences could be attributed to the wording of questions and could also reflect the tendency to avoid difficult subjects. Further analysis and additional focus groups, to include focus groups of entry level personnel should be considered for maturation of this program.

After reviewing the data, the work group determined the focus groups emphasized the real need for a high degree of skill in basic program and project management skills. To put together the “whole” program/project manager, there were a variety of integrating/supporting skills requiring a working knowledge and skills to plan and execute a project or program. The following list of competency topics represents the basic skills, integrating/support skills and specialized skills to initially establish the program and project management competencies. Most of the integrating/support skills require the program or project manager to manage or develop practices but not have the depth as a cost estimator or information technology professional would be expected to have for example. The program or project manager must have a working knowledge of these skills and the related terminology.

The competencies in the first column title “Essential Program and Project Management Competencies for Government” are recommended as core across the Federal spectrum. The right-hand column, shaded in gray and titled “Integrating/Supporting Competencies” are outside the current scope of the FAC-P/PM and should be reviewed periodically for updating and also maturation as the Federal acquisition environment may experience changes necessitating movement of some of the skills across columns.

<b>Essential Project and Program Management Competencies for Government</b>	<b>Integrating/Supporting Competencies (Agency/Functional Area Specific – not included in certification recommendation)</b>
<b>1. Management Processes</b>	
1.1 Requirements Process (Pre-program/Pre-project)	1.7 Joint/Cross Agency/International Program Management by a single U.S. Executive Agency
1.2 Concept Selection Process (Pre-program/Pre-project)	
1.3 Technology Development Process (Pre-program/Pre-project)	
1.4 Core Management Skills & Processes	
1.5 Life-cycle Cost Management-Total Ownership Cost(OMB A-94)	
1.6 Risk & Opportunity Management	
1.8 Market Research	
1.9 Communications Management	
1.10 Working Groups and Teams	
<b>2. Information Mgmt/Information Technology</b>	
	2.1 Configuration Management
	2.2 Data Management
	2.3 Information Management
	2.4 Information Resource Strategy and Planning
	2.5 Information Systems/Network Security
	2.6 Information Mgmt/Information Technology Architecture
	2.7 Information Mgmt/Information Technology Performance
	2.8 Infrastructure Design
	2.9. Systems Integration
	2.10 Systems Life-Cycle
	2.11 Management and Technology Awareness
<b>3. Systems Engineering</b>	
3.1 Technical Management Processes	3.3 Systems Engineering Plan (SEP)
3.2 Technical Processes	
<b>4. Software</b>	
	4.1 Software Acquisition Management (SAM) Technical Fundamentals
	4.2 Software Quality
	4.3 Software Measurement
	4.4 Process Maturity
	4.5 Critical Requirements

<b>Essential Project and Program Management Competencies for Government</b>	<b>Integrating/Supporting Competencies (Agency/Functional Area Specific – not included in certification recommendation)</b>
	4.6 Data Management
	4.7 Software Support
	4.8 Software Safety
	4.9 Software Reliability
	4.10 Software Development
	4.11 Software Reuse
	4.12 Software Intensive Systems & Independent Expert Reviews
<b>5. Science &amp; Technology Management</b>	
	5.1 Science & Technology Tracking
	5.2 Domestic & International Program Considerations
	5.3 Technology Engineering
	5.4 Transition Techniques
	5.5 Technology Security
<b>6. Test and Evaluation (T&amp;E)</b>	
6.1 Integration of Test and Evaluation	6.2 Test and Evaluation Issues
6.3 Test and Evaluation Strategy (TES)	6.4 Test and Evaluation Master Plan (TEMP)
6.6 Realistic or Operational Test and Evaluation (OT&E)	6.5 Readiness for Initial Operational Test and Evaluation (IOT&E)
	6.7 Testing Increments of an Evolutionary Acquisition Program
<b>7. Life Cycle Logistics (LCL)</b>	
7.1 Life cycle Logistics Mgmt, Product Support & Interoperability	7.2 LCL Cost Optimization, Data & Integrated Supply Chain Mgmt
	7.3 Logistic Footprint Minimization, Performance Assessment, Disposal
<b>8. Contracting</b>	
8.1 Contract approach	8.5 Award Contract
8.2 Prepare Requirements & Support Documentation	8.7 Contract Closeout
8.3 Prepare & Issue Solicitation	
8.4 Perform Source Selection	
8.6 Administer Contract	
8.8 Performance-based Service Agreements	
<b>9. Business, Cost Estimating &amp; Financial Mgmt</b>	
9.1 Business Financial Planning & Management	9.4 Financial Reporting & Oversight

Federal Program and Project Management Recommendations

<b>Essential Project and Program Management Competencies for Government</b>	<b>Integrating/Supporting Competencies (Agency/Functional Area Specific – not included in certification recommendation)</b>
9.2 Cost Estimating	
9.3 Earned Value Management (EVM)	
9.5 Dept/Agency Programming, Planning and Budgeting Type System (OMB A-94)	
<b>10. Production, Quality &amp; Mfg (PQM) and Fielding/Deployment</b>	
	10.1 Industrial Base Assessment
	10.2 Plan/Readiness for Production
	10.3 Produce Product
<b>11. Leadership/Professional</b>	
OPM Executive Core Qualifications (ECQs)	

## Appendix H. Sample Training Plan for Each Certification Level

This is a sample training plan an individual or agency could use to build or compare a training program. FAI is in the process of mapping learning objectives to competencies and is developing a “training blueprint” for use by multiple audiences in developing, evaluating, or building training to meet the parameters of this recommendation.

Training hours are recommended minimum hours and are not required to be stand-alone training courses or modules but rather can be included in an existing class. For example, 8 hours of training in integrated product teams may either be a stand-alone course or be included in a longer training class. However, if included in the longer class, the hours of the class must equate to the minimum recommended. For example, a 24 hour introduction to acquisition cannot include both 24 hours of intro to acquisition and 8 hours of teams; the course would need to be 32 hours.

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### **Entry Level Training** (associated with competencies in Appendix I)

Between 24-40 hours of coursework in basic acquisition that considers learning objectives associated with competencies contained in Appendix I such as:

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

Between 24-40 hours of coursework in basic project management that considers the following:

- Prepare for Work Breakdown Structure (WBS) process;
- Recognize role of an estimate of Total Ownership Cost (TOC)/Life Cycle Cost.
- 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.

Between 16-24 hours of coursework in employing effective leadership and interpersonal skills to include:

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

## Federal Program and Project Management Recommendations

Between 24-40 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 solicitation;
- 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 Plan (OMB 300).

Between 24-40 hours in EVM and cost estimates that will prepare the individual to:

- Recognize Earned Value Management (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 OMB94, and management applications.

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### Mid Level Training (associated with competencies in Appendix I)

Between 24-40 hours of coursework in intermediate project management that considers the following:

- Develop and document an integrated master schedule;
- Assist in the development of an estimate of Total Ownership cost (TOC);
- Formulate the key features of a risk/opportunity management process;
- Clarify a requirements management process that provides traceability back to user-defined capabilities;
- Formulate the key features of the T&E program, including Modeling & Simulation;
- Develop fielding/sustainment strategy for Life-cycle Product Support in a supply chain context.

## Federal Program and Project Management Recommendations

Between 16-24 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.

Between 24-40 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 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 Plan (OMB 300).
- Use strategic sourcing when building and finalizing requirements across the program.

Between 24-40 hours in EVM and cost estimates that will prepare the individual to:

- Information system for financial management reporting;
- Conducting EVM analysis and implementing changes based on analysis;
- Analyze resource needs for management, including planning for an EVM program linked to risk;
- Apply Six Sigma and Lean methods to management philosophy.

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### **Senior Level Training** (associated with competencies in Appendix I)

Between 24-40 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;

## Federal Program and Project Management Recommendations

- Manage the preparation of a program's *Acquisition Strategy*;
- Manage team activities in appropriate market research and acquisition of commercial items in accordance with FAR Parts 10 and 12;
- Direct requirements "base-lining," change process, and resourcing.

Between 24-40 hours of instruction in advanced program management to provide skills in:

- Coordinate a plan for total Life-cycle system management (Integrated Master Plan);
- Interpret and oversee application of Department/Agency financial policies and directives;
- Direct and monitor risk management process and adjustments as necessary.
- Oversee a comprehensive T&E program;
- Examine and implement innovative, alternative logistics support practices;
- Ensure adequate staffing and resourcing across the program lifecycle.

Between 16-24 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.

Between 24-40 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)
- Use one's in depth knowledge of principles and application of Management's Responsibility for Internal Control (OMB Circular A-123);
- Direct completion of successful Capital Asset Plan (OMB 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 statutes) as they pertain to development of program funding, contracts, and strategies;
- Develop program in accordance with the planning, programming, and budgets process.

## **Federal Program and Project Management Recommendations**

Between 24-40 hours in 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 I. Competencies and Proficiency for each Certification Level**

This appendix provides further refinement of the competencies for the FAC-P/PM. Each table below shows expected proficiency for each level.

It is highly recommended that training be consistent with adult learning theory and practice and include opportunity for practical experiences.

<p><b>Essential Project and Program Management Competencies for Government -- Entry Level</b></p>
<p><b>Management Processes</b> – Application of agency acquisition policy in support of assigned missions and functions and how agency acquisition professionals balance risk, the many factors that influence cost, schedule, performance, attention to lessons learned, and metrics to include the tailoring of acquisition policies to ensure quality, affordable, supportable, and effective systems/products are delivered. Specifically includes understanding of:</p> <ul style="list-style-type: none"> <li>- Requirements Process</li> <li>- Concept Selection Process</li> <li>- Technology Development Process</li> <li>- Core Management Skills &amp; Processes</li> <li>- Total Ownership Cost (OMB A-94)</li> <li>- Risk &amp; Opportunity Management</li> <li>- Market Research</li> <li>- Communications Management</li> <li>- Working Groups and Teams</li> </ul>
<p><b>Systems Engineering-</b> An awareness of the scientific, mgmt, engineering &amp; technical skills used in the performance of systems planning, research and development, emphasizing technical management processes and technical processes.</p>
<p><b>Test and Evaluation (T&amp;E)</b> – Knowledge of efficient and cost effective methods for planning, monitoring, conducting, &amp; evaluating tests of prototype, new, or modified systems equipment or materiel, 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.</p>
<p><b>Life Cycle Logistics (LCL)</b> – Knowledge of performance-based logistic efforts that optimize total system lifecycle availability, supportability, and reliability/maintainability while minimizing cost and logistic footprint, and interoperability.</p>

**Contracting** – Knowledge of the supervision, leadership and management processes/procedures involving the acquisition of supplies and services; construction, research and development; acquisition planning; cost and price analysis; solicitation and selection of sources; preparation, negotiation, and award of contracts; all phases of contract administration; and termination or closeout of contracts, including legislation, policies, regulations, and methods used in contracting, and business and industry practices, with particular emphasis on:

- Contract approach
- Prepare Requirements & Support Documentation
- Prepare & Issue Solicitation
- Perform Source Selection
- Administer Contract
- Performance-based Service agreements

**Business, Cost Estimating & Financial Mgmt** – Knowledge of the forms of cost estimating, cost analysis, reconciliation of cost estimates, financial planning, formulating financial programs & budgets, budget analysis/execution, benefit-cost analysis, Earned Value Management (EVM) 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.

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

<p><b>Essential Project and Program Management Competencies for Government -- Mid-Level</b></p>
<p><b>Management Processes</b> – Application of agency acquisition policy in support of assigned missions and functions and how agency acquisition professionals balance risk, the many factors that influence cost, schedule, performance, attention to lessons learned, and metrics to include the tailoring of acquisition policies to ensure quality, affordable, supportable, and effective systems/products are delivered. Includes emphasis on:</p> <ul style="list-style-type: none"> <li>- Requirements Process</li> <li>- Concept Selection Process</li> <li>- Technology Development Process</li> <li>- Core Management Skills &amp; Processes</li> <li>- Total Ownership Cost(OMB A-94)</li> <li>- Risk &amp; Opportunity Management</li> <li>- Market Research</li> <li>- Communications Management</li> <li>- Working Groups and Teams</li> </ul>
<p><b>Systems Engineering</b> – Application of the scientific, mgmt, engineering &amp; technical skills used in the performance of systems planning, research and development, &amp; other engineering tasks and how they apply to project management, emphasizing technical management process and technical processes.</p>
<p><b>Test and Evaluation (T&amp;E) --</b> Application of efficient and cost effective methods for planning, monitoring, conducting, &amp; evaluating tests of prototype, new, or modified systems equipment or materiel, 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.</p>
<p><b>Life Cycle Logistics (LCL)</b> – Application of performance-based logistic efforts that optimize total system lifecycle availability, supportability, and reliability/maintainability while minimizing cost and logistic footprint, and interoperability.</p>
<p><b>Contracting</b> – Application of the supervision, leadership and management processes/procedures involving the acquisition of supplies and services; construction, research and development; acquisition planning; cost and price analysis; solicitation and selection of sources; preparation, negotiation, and award of contracts; all phases of contract administration; and termination or closeout of contracts, including legislation, policies, regulations, and methods used in contracting, and business and industry practices, with particular emphasis on:</p> <ul style="list-style-type: none"> <li>- Contract approach</li> <li>- Prepare Requirements &amp; Support Documentation</li> <li>- Prepare &amp; Issue Solicitation</li> <li>- Perform Source Selection</li> <li>- Administer Contract</li> <li>- Performance-based Service Agreements</li> </ul>
<p><b>Business, Cost Estimating &amp; Financial Mgmt</b> – Application of the forms of cost estimating, cost analysis, reconciliation of cost estimates, financial planning,</p>

formulating financial programs & budgets, budget analysis/execution, EVM 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. The competencies listed are in addition to those identified at entry level.

- Influencing/Negotiating
- Partnering
- Team Building/IPT
- Conflict Management
- Political Savvy
- Strategic Thinking
- Decisiveness
- Creativity/Innovation
- External Awareness
- Developing Others
- Entrepreneurship
- Leveraging Diversity

<p><b>Essential Project and Program Management Competencies for Government Senior Level</b></p>
<p><b>Management Processes</b> – Manage and evaluate the application of agency acquisition policy in support of assigned missions and functions and how agency acquisition professionals balance risk, the many factors that influence cost, schedule, performance, attention to lessons learned, and metrics to include the tailoring of acquisition policies to ensure quality, affordable, supportable, and effective systems/products are delivered, emphasizing:</p> <ul style="list-style-type: none"> <li>- Requirements Process</li> <li>- Concept Selection Process</li> <li>- Technology Development Process</li> <li>- Core Management Skills &amp; Processes</li> <li>- Total Ownership Cost(OMB A-94)</li> <li>- Risk &amp; Opportunity Management</li> <li>- Market Research</li> <li>- Communications Management</li> <li>- Working Groups and Teams</li> </ul>
<p><b>Systems Engineering</b> – Manage and evaluate the application of the scientific, mgmt, engineering &amp; technical skills used in the performance of systems planning, research and development.</p>
<p><b>Test and Evaluation (T&amp;E)</b> – Manage and evaluate the application of efficient and cost effective methods for planning, monitoring, conducting, &amp; evaluating tests of prototype, new, or modified systems equipment or materiel, 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.</p>
<p><b>Life Cycle Logistics (LCL)</b> – Manage and evaluate the application of performance-based logistic efforts that optimize total system lifecycle availability, supportability, and reliability/maintainability while minimizing cost and logistic footprint, and interoperability.</p>
<p><b>Contracting</b> – Manage and evaluate the application of the supervision, leadership and management processes/procedures involving the acquisition of supplies and services; construction, research and development; acquisition planning; cost and price analysis; solicitation and selection of sources; preparation, negotiation, and award of contracts; all phases of contract administration; and termination or closeout of contracts, including legislation, policies, regulations, and methods used in contracting, and business and industry practices.</p> <ul style="list-style-type: none"> <li>- Contract approach</li> <li>- Prepare Requirements &amp; Support Documentation</li> <li>- Prepare &amp; Issue Solicitation</li> <li>- Perform Source Selection</li> <li>- Administer Contract</li> <li>- Performance-based Service Agreements</li> </ul>
<p><b>Business, Cost Estimating &amp; Financial Mgmt</b> – Manage and evaluate the</p>

application of the forms of cost estimating, cost analysis, reconciliation of cost estimates, financial planning, formulating financial programs & budgets, budget analysis/execution, Earned Value Management (EVM) 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. The competencies listed are in addition to those identified at entry and mid-level.

- Strategic Thinking
- External Awareness
- Vision
- Entrepreneurship

**Appendix J. Guidance on Experience Requirement**

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 workforce member. 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 non-assessed 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.

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

## Appendix K. 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) *Completing 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) *Completing 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) *Performing 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.

**Federal Program and Project Management Recommendations**

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.

<b>SAMPLE ACTIVITIES</b>	<b>RECOMMENDED NUMBER OF HOURS</b>
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 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

**Federal Program and Project Management Recommendations**

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

**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 workforce member. 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 non-assessed 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.

<b>CREDITABLE ACTIVITIES</b>	<b>POINT CREDIT</b>
<b>Experience:</b>	
On-the-Job Experiential Assignments	Maximum of 20 points per year
Integrated Product Team (IPT)/ Special Project Leader	Maximum of 15 points per year

**Federal Program and Project Management Recommendations**

IPT/Special Project Member	Maximum of 10 points per years
Mentor	Maximum of 5 points per year
<b>Assignment Length (Rotational Assignments or Training with Industry):</b>	<b>Recommended Points:</b>
12 Months	80
9 Months	60
6 Months	40
3 Months	15
2 Months	10
1 Month	5

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