

NOAA WORKFORCE PLANNING POLICY

SECTION 1. PURPOSE.

This Order establishes the policy and procedures for conducting workforce planning activities in the National Oceanic and Atmospheric Administration (NOAA).

SECTION 2. AUTHORITY.

Authority is provided by the Government Employees Training Act (5 U.S.C. Chapter 41), Executive Order 11348, the Chief Human Capital Officers Act [5 U.S.C. 1103(c)], and 5 CFR 250.203.

SECTION 3. POLICY AND OBJECTIVES.

NOAA senior leadership is committed to building a future workforce that supports its strategic direction. In support of this commitment, all NOAA offices shall undertake competency-based workforce planning activities to systematically identify human capital needs. This planning will ensure that NOAA is able to recruit, develop, and maintain its workforce with the competencies required for mission success. The intent of this policy is to ensure, across the organization, regular, ongoing, and consistent workforce planning efforts that support NOAA's strategic mission.

SECTION 4. DEFINITIONS.

For the purposes of this Order, the following definitions apply.

- a. Workforce planning is the strategic alignment of an organization's human capital with its business direction. This is accomplished by determining future workforce needs, analyzing the current workforce, identifying the gaps between the present workforce and future needs, and implementing solutions to close such gaps, so the organization can accomplish its mission, goals, and objectives.
- b. Workforce Planning Implementation Reports detail the goals, processes, activities, milestones, etc, associated with an office's workforce planning efforts, and are updated to reflect the results of plan implementation.
- c. Human capital is the collective knowledge, experience, and attributes of employees that they choose to invest in their workplace.

- d. Competencies are a measurable pattern of knowledge, skills, behaviors, and other characteristics an individual needs to excel in work roles or occupational functions.
- e. Knowledge identifies the bodies of information applied directly to the performance of a function.
- f. Skills identify the developed capacities needed to perform a set of related tasks or activities.
- g. Foundational competencies are the knowledge and skills important across all occupations in an organization.
- h. Competency gaps are areas in which the knowledge and skills possessed by the workforce do not meet the requirements of an organization.
- i. Mission-critical competencies are the knowledge and skills that will most directly influence the ability of the workforce to meet mission requirements.
- j. Subject Matter Experts (SMEs) are individuals who possess a broad knowledge of, and expertise in, a particular area of work.

SECTION 5. RESPONSIBILITIES.

.01 NOAA Executive Leadership is composed of the NOAA Executive Council (NEC) and the NOAA Executive Panel (NEP). They assist the Under Secretary of Commerce for Oceans and Atmosphere ("the Under Secretary"), the Assistant Secretary of Commerce for Oceans and Atmosphere, and the Deputy Under Secretary for Oceans and Atmosphere in setting NOAA's strategic direction. Executive leadership shall:

- a. set workforce planning priorities that support NOAA's strategic goals; and
- b. provide adequate resources to carry out NOAA's workforce planning priorities and efforts.

.02 The NOAA Workforce Management Office (WFMO) shall:

- a. serve as the main point of contact for workforce planning efforts at NOAA and for coordination with the Department of Commerce;
- b. establish basic requirements for workforce planning across NOAA, provide education and technical assistance, and serve as a repository for NOAA-wide best practices in human capital management;
- c. review and approve the Workforce Planning Implementation Reports and results of NOAA Line/Staff Offices' (LO/SOs) competency modeling efforts for consistency with the basic requirements;

- d. identify and maintain the NOAA Foundational Competency list and NOAA Management and Leadership Model, which are to be used as starting-points for all competency-based workforce planning efforts;
- e. coordinate competency modeling efforts that span boundaries and ensure that the full range of activities required for the position is identified and considered by the model;
- f. review/approve Statements of Work for proposed contracts for workforce planning to ensure consistency with NOAA policy; and
- g. participate as a member on evaluation panels if contractor services are required.

.03 The Human Capital Council shall:

- a. serve as the principal forum through which issues affecting strategic human capital management across NOAA are discussed and addressed; this includes serving as an advisory body to the WFMO for workforce planning efforts.

.04 The Workforce Management Committee shall provide advice and assistance to the WFMO with regard to workforce planning implementation.

.05 Line Offices/Staff Offices (LO/SOs) shall:

- a. conduct systematic competency-based workforce planning in consultation with NOAA Planning, Programming, Budgeting, and Execution System (PPBES) Program Managers as appropriate, using the NOAA Foundational Competency list and Management and Leadership Competency Model as guides;
- b. submit to the WFMO, within timeframes set in conjunction with the Human Capital Council, a competency-based Workforce Implementation Report for approval prior to implementation;
- c. submit to the WFMO, for review and approval, results of workforce planning efforts, as stated in the Workforce Implementation Report;
- d. conduct routine reviews of, as well as continually reassess, competency models and emerging workforce trends in conjunction with the established cycle for revisions to the NOAA Strategic Plan;
- e. coordinate with the WFMO and other offices to ensure all positions within an occupation are considered in the Workforce Implementation Report;
- f. obtain approval from the WFMO for Statements of Work for contracts related to workforce planning;
- g. include a representative from the WFMO on contractor evaluation panels; and

h. for SOs only, coordinate competency modeling for their function NOAA-wide.

.06 NOAA PPBES Program Managers shall:

a. contribute to LO/SO workforce planning efforts as subject matter experts;

b. identify significant changes in workforce competency requirements arising from future program revisions; and

c. anticipate the application of emerging technologies or impacts due to other external factors on their programs occurring in the out-years.

SECTION 6. COMPETENCY MODEL DEVELOPMENT.

The NOAA workforce planning process is based on the design, validation, and application of competency models. Wherever appropriate, LO/SOs should consider work being done by contractors, Intergovernmental Personnel Agreements (IPAs), and Cooperative Agreement employees when identifying competencies in order to capture the full range of competencies available/required in the workforce.

a. Competency models for positions within NOAA must consist of both knowledges and skills, conform with the format in the NOAA Workforce Planning Design Document (see the Attachment to this Order), and be created using the following general process unless an alternative approach is approved by the WFMO:

1. use SMEs from each occupation/role for which a competency model is being created to identify all competencies (i.e., skills and knowledges) required of the occupation/role, incorporating the NOAA Foundational Competency list;

2. identify the tasks that exemplify each skill in the model (e.g., the Partnering skill includes tasks such as “Incorporate partner feedback into plans and activities” and “Manage partner expectations by providing realistic information and estimates”);

3. develop requirements for each competency (these requirements define the level of proficiency for each competency and make it possible to identify and close the gaps that exist between the workforce’s current and desired competency levels); and

4. empirically validate the model through the collection of job analytic data from a sample of incumbents in the occupation.

b. The workforce planning methodology for the organization ensures consistent planning efforts throughout NOAA. Each LO/SO should consult with WFMO in regard to this design prior to engaging in competency-based workforce planning.

c. The NOAA Foundational Competencies will serve as a starting-point for all NOAA models.

NOAA WORKFORCE PLANNING DESIGN DOCUMENT

The first step in a competency-based approach to workforce planning is the development of validated competency models that reflect the knowledge and skill requirements associated with the work performed by incumbents in a given group or occupation. To ensure consistency in the workforce planning efforts across NOAA, several design issues need to be addressed before the competency modeling efforts can move forward. In particular, we address below the foundational elements for competency modeling, the level of detail that will be captured, and the general structure of the models.

Building Blocks

There is a range of possible building blocks, or foundational elements, which may serve as the basis for competency models. The NOAA building blocks are occupational series and work roles.

Occupational series are the traditional method by which the Federal Government categorizes areas of work. Each occupational series has a general definition of the work, as well as an explanation of the work covered under the series, associated job titles, and the criteria for grade-level classification. The use of occupational series as a building block for competency modeling can be advantageous for several reasons. Each NOAA employee is already assigned to an occupational series; this eliminates the need to assign or map employees to a new group or classification. Using series also would ensure that NOAA's occupations are consistent with other Federal Agencies. However, occupational series sometimes encompass groups of incumbents who perform different kinds of work. To the extent this occurs, and to the extent that various kinds of work require different competencies, models based on series can lack precision. This may ultimately limit the value of workforce planning efforts based on these models.

Work roles may also serve as a viable building block for competency modeling. A work role is a group of assignments that have common duties and responsibilities, with shared competency requirements. For example, work roles related to Meteorology may include such titles as Forecaster, Warning Coordination Meteorologist, and Researcher. Each of these work roles would contain competencies shared with other roles in the series, as well as unique competencies specific to each role. Because work roles are defined in closer relationship to the work, they can enhance the precision of competency modeling efforts. They can also be updated as work requirements change. This may be particularly beneficial in technical areas in which new innovations and/or processes occur with some frequency. However, the development and implementation of work roles require additional time and effort. Before the competency models can be developed, work roles have to be defined and vetted by subject matter experts and organizational stakeholders. In addition, the organization's employees must be mapped to the newly created roles before workforce planning efforts can move forward.

A hybrid approach meets NOAA's needs best. In this approach, competency models will be developed at the occupational series level in cases where NOAA incumbents in the series have relatively consistent duties and responsibilities (see example in Appendix A). When NOAA employees within a series perform different kinds of work, then work roles will be defined to reflect each of these functions. The competency models will then be developed at the role level

to reflect the competency requirements associated with each kind of work (see example in Appendix B). For example, if employees in the Cartography occupation perform diverse functions, the series may be broken down into separate work roles that more specifically define the work (e.g., Cartographic Analyst, Photogrammetric Cartographer).

In cases where the same work exists across two or more series, a cross-series work role will be developed. For example, Managers, for the most part, perform similar job duties, and have similar competency requirements regardless of the occupational series to which they are assigned. Consequently, one cross-series Manager work role can be developed rather than multiple within-series managerial work roles.

This hybrid approach has a number of advantages. In particular, it allows NOAA to capitalize on the efficiencies associated with working at the series level when incumbents in the series perform the same kind of work. At the same time, it affords the enhanced precision associated with the use of work roles in cases where the work performed by incumbents is more heterogeneous.

Level of Detail and Structure of Competency Models

NOAA competency models will include both foundational and occupation-specific elements. The foundational model (see Appendix C) includes 13 competencies, while an additional 10 to 20 specific competencies will be identified for each occupation or role. This number of competencies should sufficiently describe the knowledge and skills required of every NOAA employee without over-generalizing or omitting key aspects of the organization's work. This level of detail will also allow NOAA to use the competency models for a range of possible purposes in the future (e.g., recruitment/selection, employee development, retention and succession planning).

The foundational competencies include both knowledge areas and skills, with skills making up the majority of the foundation. Each skill contains a set of tasks which represent the behaviors that demonstrate the skill. These tasks will be used to validate the skill, and serve as the linkage between the skill and the work. The tasks associated with the foundational competencies are written with the intent of being relatively generic and broadly applicable across the organization. The knowledge areas are defined by a short definition of the specific body of information they represent.

Both knowledge and skills will be presented in a standardized competency description consistent with Department of Commerce guidance (see example in Appendix D). The description will include the name, a short definition, and a set of behavioral anchors for each competency. The behavioral anchors will define five scale points (i.e., *Awareness, Basic, Intermediate, Advanced, Expert*) that will be used to evaluate proficiency levels. The descriptions will follow the same format for skills and knowledge areas, except for the behavioral anchors. The anchors will be customized for each skill, whereas a generic set of anchors will be developed and used across knowledge areas.

APPENDIX A

NOAA ACQUISITIONS COMPETENCY MODEL EXAMPLE OF AN OCCUPATIONAL SERIES MODEL

The Acquisitions model below, which is a Department-wide model, was developed by NOAA with assistance from acquisitions subject-matter experts across the Department of Commerce (DOC). The model incorporates both technical acquisitions competencies and the NOAA foundational competencies (see Appendix C) to represent the key competencies that apply to all positions assigned to the 1102 Acquisitions occupational series. The model does not contain the additional competencies that apply to Acquisitions supervisors and managers.

ACQUISITIONS COMPETENCY MODEL

KNOWLEDGE

- *Bureau-specific mission, vision, goals, and values
- *Bureau-specific policies and procedures
- Standards of ethical conduct for U.S. Government employees
- Federal acquisition statutes, regulations, and policy
- Bureau-specific contracting roles and guidelines
- DOC acquisitions policies and procedures
- DOC contracting systems/tools

SKILL

DEFINITION

Acquisition Planning

Identify an overarching acquisition strategy (e.g., schedule, funding source, contract type, contract vehicle) based on requirements and an analysis of the market to acquire needed products and services.

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- 1 Analyze technical requirements of the product or service to be contracted.
 - 2 Verify availability of funding.
 - 3 Develop Acquisition Plan to document the acquisition strategy and approval thereof.
 - 4 Determine how to provide for recurring requirements.
 - 5 Determine what pricing information to require from offerors.
 - 6 Advise on the preparation of requirements documentation (e.g., Statement of Work, Statement of Objectives, Performance Work Statement).
 - 7 Use market research to determine the appropriate acquisition strategy.
 - 8 Select a method for publicizing the proposed procurements (e.g., bidder conferences).
 - 9 Determine the appropriate level of competition (e.g., small business, 8(a), full and open).
 - 10 Coordinate with appropriate internal and external elements (e.g., legal, technical, finance, DCAA) involved in the acquisition.

Award

Select the offer that provides the most benefit to the Government and establish an agreement between the parties.

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- 1 Determine the responsibility of offerors.
 - 2 Select contractor/vendor based on an analysis of offers (e.g., tradeoffs, LPTA).
 - 3 Prepare contractual instrument (e.g., contract, purchase order, modification).
 - 4 Document award decision.
 - 5 Debrief offerors on award decision, if appropriate.
 - 6 Perform contract review for business and legal sufficiency.
 - 7 Designate COR, Alternate/Assistant COR, or point of contact.

Contract Administration***Monitor and manage compliance with the agreed terms and conditions of the contract.***

- 1 Conduct a post-award orientation.
- 2 Assist others in interpreting the technical requirements of the contract.
- 3 Review post award contractual documents for compliance with policies and regulations (e.g., invoices).
- 4 Define government and contractor work assignments and schedules to ensure proper coordination.
- 5 Plan deadlines and standards for acceptable work to be accomplished by contractors.
- 6 Coordinate site entry and access to systems for contractor personnel.
- 7 Review contractor work in accordance with Federal Acquisition Regulations and Acquisition office procedures.
- 8 Submit reports on contractor performance.
- 9 Address technical questions raised by contractor.
- 10 Document all communications with the contractor relating to a contract.
- 11 Make in-scope and out-of-scope determinations on proposed contract changes.
- 12 Administer contract modifications in response to changing requirements.
- 13 Approve work orders and invoices.
- 14 Establish program/process metrics to track resources and accomplishments to ensure goals are achieved.
- 15 Expedite price quote requests, bid requests, and contract orders.
- 16 Enforce Government and contractor compliance with contract terms and conditions.
- 17 Certify accuracy of invoices for payment to contractors for supplies, services, and/or equipment.
- 18 Provide input to the award fee process for contractors.

Contract Closeout***Ensure that all applicable requirements of a contract have been completed by the vendor and settle any outstanding obligations.***

- 1 Ensure the technical requirements of the contract have been fulfilled before contract closeout.
- 2 Determine whether work performed by contractor meets standards of adequacy necessary for authorization of payment.
- 3 Provide CO with a complete evaluation of the contractor's performance.
- 4 Assist CO in outbriefing the contractor.
- 5 Document performance that does not meet contract specifications.
- 6 Report fraud or any other criminal conduct in relationship to an acquisition termination.
- 7 Deobligate any excess funds upon contract conclusion.
- 8 Ensure final invoice submittal upon contract conclusion.
- 9 Settle all interim or disallowed costs upon contract conclusion.

Contract File Management***Create and maintain files and databases in order to properly document and archive records.***

- 1 Complete administrative forms in accordance with internal guidance.
- 2 Archive contract files in accordance with records management rules.
- 3 Create electronic or hardcopy files for pre-award, award, and post-award documentation.
- 4 Create file of complete record of contract history.

Contract Termination***End performance and settle outstanding obligations.***

- 1 Prepare documentation (e.g., show cause notice, cure notice) for contract termination.
- 2 Coordinate with OGC to ensure legal sufficiency for contract termination.
- 3 Review settlement proposal.
- 4 Prepare response to settlement proposal.

***Coordination**

Facilitate effective work processes by ensuring that roles and responsibilities are understood, synchronizing activities with others, and recommending process improvements.

- 1 Participate in setting goals that are consistent with organizational priorities.
- 2 Plan work activities to complete assignments in an effective and efficient manner.
- 3 Manage activities to avoid conflicts, meet established deadlines, and achieve objectives.
- 4 Adjust plans, activities, or priorities to adapt to changing situations.
- 5 Communicate responsibilities and accountabilities to others.
- 6 Synchronize schedules and activities with others.
- 7 Inform supervisor of project status, problems, and significant developments.
- 8 Organize meetings and other activities (e.g., conference calls, visits) for internal and external personnel.

Cost and Price Analysis

Perform an analysis of cost or price information to determine fairness and reasonableness.

- 1 Determine the appropriate application of cost and/or price analysis.
- 2 Perform an analysis of price.
- 3 Analyze each element of cost using appropriate techniques (e.g., parametric, comparison, historical, quantitative analysis).
- 4 Determine reasonable profit or fee using structured technique.

Evaluation

Review and assess responses to solicitations against the criteria established in the solicitation for the purpose of selection.

- 1 Determine the responsiveness of the offerors.
- 2 Seek clarifications to enhance understanding of proposals.
- 3 Assess offers based on evaluation plan.
- 4 Maintain documentation of the evaluation process and outcomes appropriate to the size and scope of the requirement.

Financial Management

Manage the financial aspects of procurements to ensure compliance with terms and conditions.

- 1 Inform contractor of the need to provide a bond or other securities to apply toward the contract.
- 2 Certify that the contractor receives appropriate financing in accordance with requirements.
- 3 Determine allowability, allocability, and reasonableness of contractor cost for cost reimbursable procurements.
- 4 Adjust contract price or fee.
- 5 Determine whether to authorize payment against invoice.
- 6 Refer indications of fraud or other civil or criminal offenses to responsible officials.
- 7 Recover debts from contractors.

***Flexibility**

Adapt behavior or work methods in response to new or unexpected information or changing conditions.

- 1 Adjust to new situations or conditions.
- 2 Maintain an open mind to change and ambiguity.
- 3 Embrace new approaches, technologies, and/or work processes.

***Information Gathering**

Conduct market research to collect information about the nature of the market and existing capabilities to meet organizational needs; gather information to satisfy overall job requirements from all applicable sources such as subject matter experts, organizational representatives, Standard Operating Procedures (SOPs), manuals, other employee guidance, books, and the internet and intranet.

- 1 Select the best collection methods to acquire required information.
- 2 Research various sources for required information.
- 3 Identify information to satisfy requirements.
- 4 Gather information needed for completion of job or tasking.
- 5 Attend briefings and meetings to obtain information.
- 6 Consult with internal and external experts to acquire or clarify information.
- 7 Evaluate the suitability, relevance, and currency of information resources.
- 8 Identify sourcing opportunities to achieve economies of scale.
- 9 Identify potential contractors.
- 10 Research nature of the market for a relevant industry.
- 11 Research terms and conditions specific to the industry.
- 12 Identify the capabilities of small businesses.
- 13 Determine sources capable of satisfying requirements.
- 14 Determine if commercial items will satisfy requirements.

Integrity and Conviction

Display a high-level of initiative, effort, and commitment toward achieving results and standing behind judgments and decisions; deal effectively with stressful situations while maintaining organizational and personal integrity.

- 1 Present ideas, facts, conclusions, and recommendations with certainty, consistency, and courage.
- 2 Maintain honesty and straightforwardness when presenting information.
- 3 Maintain judgments in the face of pressure or adversity.
- 4 Deal effectively with high stress situations.
- 5 Maintain a positive view of self.
- 6 Display a professional image to others within and outside the organization.
- 7 Recall facts and information quickly to support positions.

***Judgment and Decision Making**

Make sound, well-informed, and objective decisions; perceive the impact and implications of decisions; commit to action to accomplish organizational goals.

- 1 Make sound decisions based on an analysis of the available information.
- 2 Consider the relative costs and benefits of potential actions.
- 3 Anticipate obstacles and the likely consequences of actions.
- 4 Raise decisions to the next level when necessary.
- 5 Consider both long- and short-term implications of decisions.
- 6 Monitor progress and outcomes of decisions.

***Leveraging Diversity**

Respect, understand, and value individual differences to achieve the vision and mission of the organization; hold self and others accountable for achieving results that embody the principles of diversity; use the talents of all employees, customers, stakeholders, and other constituents to achieve business results and maximum effectiveness.

- 1 Elicit multiple viewpoints to improve the quality of products and services.
- 2 Consider diverse perspectives in interacting with others.

- 3 Respect the opinions and perspectives of a diverse set of employees, customers, stakeholders, and other constituents when creating products and/or rendering services.
- 4 Maintain accountability for considering individual differences in achieving results.

Negotiation

Engage stakeholders in a constructive process to identify and resolve differences to reach a mutually agreed upon solution.

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- 1 Determine interests of all involved parties based upon available information.
 - 2 Engage parties in a discussion to reach agreement.
 - 3 Prepare the Government's position based on analysis and evaluation.
 - 4 Determine opening position prior to negotiation.
 - 5 Document the outcomes of a negotiation.

***Oral Communication**

Express information to individuals or groups effectively, taking into account the audience and nature of the information; listen to others, attend to nonverbal cues, and respond appropriately.

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- 1 Use oral communication methods (e.g., phone, in person, meetings) appropriate to the situation.
 - 2 Listen to the viewpoints of others.
 - 3 Communicate complex information and data in simple terms.
 - 4 Conduct briefings that are tailored to the intended audience, context, and needs.
 - 5 Facilitate meetings, discussions, and other group exercises.
 - 6 Ask questions as appropriate to understand the points being made by others.
 - 7 Ask questions to assess the audience's level of understanding.
 - 8 Respond to feedback from others to change communication accordingly.

***Partnering**

Develop networks and build alliances with customers, vendors, and other partners to meet mission requirements and provide services and products by collaborating across boundaries.

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- 1 Communicate with partners to build working relationships.
 - 2 Exchange current information with partners to ensure a common understanding.
 - 3 Incorporate partner feedback into plans and activities.
 - 4 Manage partner expectations by providing realistic information and estimates.
 - 5 Tailor products and services to meet unique or specific partner requirements (e.g., format, classification, medium, timeliness, distribution).
 - 6 Coordinate with partners in preparation for joint activities or events.
 - 7 Resolve complaints with partners.
 - 8 Solicit partner feedback to ensure needs are being satisfied and to improve products and services.
 - 9 Tailor feedback to partner needs and constraints.
 - 10 Advise partners on acquisition strategy.

***Problem Solving**

Identify problems; determine the relevance and usefulness of information for addressing problems; use sound judgment to generate and evaluate alternatives to make recommendations and take necessary action.

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- 1 Analyze information and trends to anticipate or identify problems.
 - 2 Examine multiple data sources to determine root cause(s) of a problem.
 - 3 Analyze complex problems, breaking them into manageable parts.
 - 4 Generate alternative solutions and methods when solving problems.
 - 5 Solicit input from others when solving problems.
 - 6 Evaluate alternative solutions to determine the best option.

- 7 Produce solutions in a timely manner to support mission-related priorities and objectives.
- 8 Defend problem resolution strategy.

Professional Development *Increase knowledge or skill of professional techniques and information through study, research, training, or working with others; identify and develop career goals and plans.*

- 1 Acquire professional certification.
- 2 Participate in on-the-job training (OJT) and/or developmental assignments.
- 3 Read newspapers and professional publications to keep informed.
- 4 Read reports, specifications, instructions, and other materials to enhance own knowledge.
- 5 Solicit advice from peers on how best to accomplish tasks.
- 6 Solicit feedback from supervisors and other employees to identify own strengths and areas in need of improvement.

Quality Focus *Conduct timely reviews of products, services, or processes to evaluate quality or performance.*

- 1 Consider standards of quality for a given product or service.
- 2 Analyze services and products for completeness, validity, reliability, and other qualifiers.
- 3 Compare information with previous work for consistency and quality control.
- 4 Compare quality of product and/or service to requirement.
- 5 Evaluate products and services for continual improvement, quality, and/or timeliness.
- 6 Examine product specifications for compatibility with customer needs.
- 7 Review products for completeness within established deadlines and other constraints.
- 8 Review instructions/procedures (e.g., SOPs, manuals) to ensure compliance with requirements.
- 9 Recommend process improvements to decision makers (e.g., management, project leads, technical experts).
- 10 Certify accuracy and completeness of information entered into acquisition systems (e.g., FPDS-NG, Bureau-specific databases).

Solicitation *Communicate procurement requirements and request responses from interested vendors through an appropriate means that includes applicable terms and conditions.*

- 1 Establish the elements of the solicitation appropriate to the strategy (e.g., IFB, RFP, RFQ, contract type, provisions and clauses).
- 2 Coordinate the review of the solicitation with appropriate constituencies.
- 3 Facilitate public outreach and communications with industry and other stakeholders with regard to solicitations (e.g., pre-proposal conference, industry days, draft RFQ Q & A sessions, site visits).
- 4 Issue solicitation through appropriate method.
- 5 Amend solicitation based on feedback or change of circumstances.
- 6 Establish method of evaluation (source selection plan).

***Teamwork** *Work with others to achieve goals; facilitate cooperation, trust, and group identity; foster commitment and team spirit; manage and resolve conflicts.*

- 1 Cooperate with team members to achieve goals.
- 2 Contribute input to ongoing group activities and processes.
- 3 Demonstrate respect and courtesy for other team members.
- 4 Foster an organizational environment where team members support one another.
- 5 Manage conflicts in a constructive manner to achieve productive resolutions.
- 6 Facilitate cooperation, trust, and group identity among team members.

***Written Communication**

Compose written materials in a succinct and organized manner; use correct English grammar, punctuation, and spelling; produce written information, which may include technical material, that is appropriate for the intended audience.

- 1 Compose written materials (e.g., emails, memoranda, documents) in a succinct and organized manner.
- 2 Edit documents for grammar, punctuation, spelling, format, style, organization, and flow.
- 3 Tailor writing style to the intended audience.
- 4 Review correspondence (e.g., fax, messages, reports) to ensure information is accurate.
- 5 Write reports to communicate findings, results, or accomplishments.
- 6 Document job-related and administrative procedures to ensure consistent application in performance of tasks.
- 7 Document results and outcomes of meetings and discussions.
- 8 Refine requirements specification documents to minimize ambiguity and clarify content.
- 9 Prepare internal contractual documents (e.g., DNF, Acquisition Plan, Source Selection Plan).
- 10 Prepare external contractual documents (e.g., solicitations, contracts).

***NOAA Foundational Competency**

APPENDIX B

SAMPLE COMPETENCY MODEL BASED ON WORK ROLES

Sample Cartography Occupational Series

Work Role: Cartographic Analyst

Cartographic Analysts provide a foundation in support of NOAA goals, concerns, and strategies. They research, position, exploit, extract, attribute, symbolize, manipulate, and format imagery and information. They execute in-house production and oversee technical aspects of contract production activities. They ensure the quality, accuracy, and currency of information produced.

KNOWLEDGES

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| <ul style="list-style-type: none"> * NOAA mission, vision, goals, and values * NOAA policies and procedures * Standards of ethical conduct for U.S. Government employees Cartographic principles Compilation techniques Database principles Feature extraction techniques GIS concepts and operations Grids, projections, datum, coordinates, etc. Image collection and tasking processes Image interpretation principles Image processing procedures Imagery sensors and products NOAA product specifications Terrain extraction techniques | <p>Knowledge of the mission, vision, goals, and values that drive the organization and influence all organizational decision making processes.</p> <p>Knowledge of the policies and procedures for conducting business and developing products and services.</p> <p>Knowledge of the standards for ethical conduct for Federal employees.</p> |
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SKILLS

DEFINITION

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| <ul style="list-style-type: none"> * Coordination * Partnering * Judgment and Decision Making | <p><i>Facilitate effective work processes by ensuring that roles and responsibilities are understood, synchronizing activities with others and recommending process improvements.</i></p> <p><i>Develop networks and build alliances with customers, vendors, and other partners to meet mission requirements and provide services and products by collaborating across boundaries.</i></p> <p><i>Make sound, well-informed, and objective decisions; perceive the impact and implications of decisions; commit to action to accomplish organizational goals.</i></p> |
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* NOAA Foundational Competency

Sample Cartography Occupational Series

Work Role: Nautical Cartographic Analyst

Nautical Cartographic Analysts acquire, analyze, evaluate, and compile nautical products and mission-specific data in support of mission requirements and navigation safety. They evaluate information from a variety of sources to include foreign nautical charts, foreign notice to mariners, imagery, bathymetry, publications, ship reports, and other forms of information against current NOAA hydrographic data holdings. They execute in-house nautical, geospatial production and oversee contract production activities. They ensure the quality, accuracy, and currency of nautical information produced either in-house or in cooperation with contractors and national and international co-producers for national, military, and civil customers.

KNOWLEDGE

<ul style="list-style-type: none"> * NOAA mission, vision, goals, and values * NOAA policies and procedures * Standards of ethical conduct for U.S. Government employees <p> Bathymetric survey Compilation techniques Coordinate systems Customer requirements Feature extraction techniques GIS concepts and operations Hydrographic/Nautical charting Imagery analysis techniques Marine navigation principles and practices Nautical cartographic principles and practices Source analysis techniques </p>	<p>Knowledge of the mission, vision, goals, and values that drive the organization and influence all organizational decision making processes.</p> <p>Knowledge of the policies and procedures for conducting business and developing products and services.</p> <p>Knowledge of the standards for ethical conduct for Federal employees.</p>
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SKILL

DEFINITION

<ul style="list-style-type: none"> * Coordination * Partnering * Judgment and Decision Making 	<p><i>Facilitate effective work processes by ensuring that roles and responsibilities are understood, synchronizing activities with others, and recommending process improvements.</i></p> <p><i>Develop networks and build alliances with customers, vendors, and other partners to meet mission requirements and provide services and products by collaborating across boundaries.</i></p> <p><i>Make sound, well-informed, and objective decisions; perceive the impact and implications of decisions; commit to action to accomplish organizational goals.</i></p>
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* NOAA Foundational Competency

APPENDIX C

NOAA FOUNDATIONAL COMPETENCIES

The NOAA foundational competencies were developed with assistance from employees and managers across NOAA and were confirmed as the competencies that apply to all NOAA positions by NOAA senior executives and program managers.

Knowledge:

Bureau-specific mission, vision, goals and values – Knowledge of the mission, vision, goals, and values that drive the organization and influence all organizational decision-making processes.

Bureau-specific policies and procedures – Knowledge of the policies and procedures for conducting business, and developing products and services, considering stewardship of public resources.

Standards of ethical conduct for U.S. Government employees – Knowledge of the standards for ethical conduct for Federal employees.

Skill:

Coordination – Facilitate effective work processes by ensuring that roles and responsibilities are understood, synchronizing activities with others, and recommending process improvements.

Partnering – Develop networks and build alliances with customers, vendors, and other partners to meet mission requirements and provide services and products by collaborating across boundaries.

Teamwork – Work with others to achieve goals; facilitate cooperation, trust, and group identity; foster commitment and team spirit; manage and resolve conflicts.

Leveraging Diversity – Respect, understand, and value individual differences to achieve the vision and mission of the organization; hold self and others accountable for achieving results that embody the principles of diversity; leverage the talents of all employees, customers, stakeholders, and other constituents to achieve business and maximum effectiveness.

Information Gathering – Gather information from all applicable sources, such as subject matter experts, organizational representatives, Standard Operating Procedures (SOPs), manuals, other employee guidance, books, and the Internet and intranet.

Problem Solving – Identify problems; determine the relevance and usefulness of information for addressing problems; use sound judgment to generate and evaluate alternatives to make recommendations and take necessary action.

Judgment and Decision-Making – Make sound, well-informed, and objective decisions; perceive the impact and implications of decisions; commit to action to accomplish organizational goals.

Written Communication – Compose written materials in a succinct and organized manner; use correct English grammar, punctuation, and spelling; produce written information, which may include technical materials, that is appropriate for the intended audience.

Oral Communication – Express information to individuals or groups effectively, taking into account the audience and nature of the information; listen to others, attend to nonverbal cues, and respond appropriately.

Quality Focus – Conduct timely reviews of products, services, or processes to evaluate quality or performance.

APPENDIX D

COMPETENCY PROFICIENCY SCALE AND DEFINITIONS

Proficiency Scales are used to set competency proficiency requirements for positions and work roles so that competency assessment results can be generated that identify knowledge and skills gaps and surpluses in the workforce.

Proficiency Scale and Definitions				
1 = AWARENESS	2 = BASIC	3 = INTERMEDIATE	4 = ADVANCED	5 = EXPERT
<ul style="list-style-type: none"> • Applies the knowledge area or skill in the simplest situations 	<ul style="list-style-type: none"> • Applies the knowledge area or skill in somewhat complex situations 	<ul style="list-style-type: none"> • Applies the knowledge area or skill in complex situations 	<ul style="list-style-type: none"> • Applies the knowledge area or skill in considerably complex situations 	<ul style="list-style-type: none"> • Applies the knowledge area in exceptionally complex situations
<ul style="list-style-type: none"> • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Requires frequent guidance 	<ul style="list-style-type: none"> • Requires occasional guidance 	<ul style="list-style-type: none"> • Generally requires little or no guidance 	<ul style="list-style-type: none"> • Serves as key resource and advises others
<ul style="list-style-type: none"> • Demonstrates an awareness of concepts and processes 	<ul style="list-style-type: none"> • Demonstrates familiarity with concepts and processes 	<ul style="list-style-type: none"> • Demonstrates understanding of concepts and processes 	<ul style="list-style-type: none"> • Demonstrates a broad understanding of concepts and processes 	<ul style="list-style-type: none"> • Demonstrates comprehensive, expert understanding of concepts and processes

EXAMPLE OF PROFICIENCY REQUIREMENTS
CONTRACT SPECIALIST, GS-1102-13

COMPETENCY	PROFICIENCY LEVEL
NOAA-specific mission, vision, goals, and values	4
NOAA-specific policies and procedures	4
Standards of ethical conduct for U.S. Government employees	4
Federal acquisition statutes, regulations, and policy	4
NOAA-specific contracting roles and guidelines	4
DOC acquisitions policies and procedures	4
DOC contracting systems/tools	4
Coordination	4
Partnering (Customer Service)	4
Teamwork	4
Leveraging Diversity	4
Information Gathering	5
Problem Solving	5
Judgment and Decision Making	4
Written Communication	5
Oral Communication	4
Quality Focus	4
Acquisition Planning	4
Solicitation	4
Evaluation	4
Cost and Price Analysis	4
Negotiation	4
Award	4
Contract Administration	4
Financial Management	4
Contract Termination	4
Contract Closeout	4
Contract File Management	4
Professional Development	4
Flexibility	4
Integrity and Conviction	5