



FY16 Acquisition Workforce Competency Survey (AWCS) Report

May 4, 2016

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I. Executive Summary

This report examines the results collected from the fiscal year 2016 (FY16) Acquisition Workforce Competency Survey (AWCS), administered collaboratively by the Office of Federal Procurement Policy (OFPP) and the Federal Acquisition Institute (FAI) from November 2 to December 4, 2015, to civilian agency acquisition workforce members. The design and administration of the FY16 AWCS was guided by the following objectives:

- Identify the strengths and priority training needs of the Federal civilian (i.e., non-Department of Defense, or non-DoD) acquisition workforce;
- Improve acquisition human capital planning; and
- Gauge the developmental progress of the acquisition community in targeted areas.

The analyses conducted in this report will help FAI achieve its mission of serving as the nexus for developing a qualified and capable civilian agency acquisition workforce.

FY16 AWCS Highlights

- Almost 14,000 people participated from all 23 civilian (i.e., non-DoD) Chief Financial Officers (CFO) Act agencies as well as 42 small agencies.
- The response rate across CFO Act agencies remained similar to the FY14 rate, at 15%, including 29% in the contracting community.
- Proficiency across all Federal Acquisition Certification (FAC) functional area technical competencies and all business competencies remained within a 0.1 proficiency rating from FY14 to FY16.
- Proficiency ratings were strongly correlated with certification level and time spent using a given competency.
 - Federal Acquisition Certification in Contracting (FAC-C) competencies had the highest proficiency ratings on average, with FAC-C professionals having a highest average certification level.
 - Conversely, Federal Acquisition Certification for Contracting Officer's Representatives (FAC-COR) competencies had the lowest proficiency ratings on average, with FAC-COR professionals having the lowest average certification level.
- On average, retirement-eligible acquisition professionals report greater proficiency across all FAC technical area competencies, demonstrating a need for future-focused succession planning strategies, especially for the FAC-C workforce.

OFPP and FAI are committed to using FY16 AWCS results to help drive future workforce development decisions. The FY16 AWCS will provide OFPP, FAI, and the broader Federal civilian acquisition community with the data required to make strategic training and development decisions. To help facilitate the use of the FY16 AWCS findings, FAI and OFPP have briefed the FAI Board of Directors and the FAC Functional Advisory Boards (FABs). FAI will also use these results to inform future training offerings and Acquisition Seminar topics.

Additionally, each CFO Act agency was provided with their agency's FY16 AWCS data, including the data related to the agency's subcomponents (e.g., bureaus, offices). The FY16 AWCS data, which was distributed to the Acquisition Career Managers (ACMs), included both preconfigured analyses and agency-specific raw data.



II. Introduction

In partnership with the Office of Federal Procurement Policy (OFPP), the Federal Acquisition Institute (FAI) administered the fiscal year 2016 (FY16) Acquisition Workforce Competency Survey (AWCS) with three primary objectives:

- Identify the strengths and priority training needs of the Federal civilian acquisition workforce;
- Improve the acquisition human capital planning actions and activities to develop an agile and qualified acquisition workforce; and
- Gauge the developmental progress of the acquisition community in targeted areas.

The data collected from the survey will be used at both a government-wide level and at an agency-specific level to inform key strategic workforce planning decisions. The FY16 AWCS is the fifth iteration of the biennial assessment that collects competency proficiency data across the three primary Federal Acquisition Certification (FAC) functional areas for contracting professionals, Contracting Officer's Representatives (CORs), and Project and Program Managers (P/PMs). The AWCS has been administered in its current format since 2008, when the survey was expanded to include CORs and P/PMs in addition to contracting professionals. The FY16 AWCS also collects information related to the perceptions of supervisors who oversee acquisition-related employees.

Additionally, the FY16 AWCS will help government-wide acquisition workforce leaders address the Cross-Agency Priority (CAP) goals, which were established under the Government Performance and Results (GPRA) Modernization Act in 2010, and close skill gaps of mission critical occupations, of which acquisition is one. One of the current CAP goals listed under People and Culture recommends workforce leaders "deploy a world-class workforce and create a culture of excellence," focusing on "unlocking the full potential of the workforce we have today and building the workforce we need for tomorrow."¹ The data collected from this assessment will help the community develop a stronger acquisition workforce through the identification of any skills gaps that exist across the acquisition workforce. The data collected through the AWCS can also help to inform workforce development decisions that will affect the workforce of tomorrow. Lastly, the data collected through the FY16 iteration of the survey can be used to gauge the progress of the acquisition workforce over time.

The AWCS proficiency ratings are just one factor in the equation for determining priority skill gaps. Some competencies are more critical for success than others across the civilian acquisition workforce. Likewise, some competencies are more critical for successful performance within one agency than another. For this reason, the AWCS time spent data is a particularly important factor in determining the criticality of a competency. All data from the AWCS and other available sources are taken into account by government-wide acquisition leaders—including OFPP, FAI, and the FAC Functional Advisory Boards (FABs) as well as agency acquisition executives—when determining priority skill gaps and making workforce development decisions.

¹ [List of Cross-Agency Priority \(CAP\) Goals on Performance.gov](#)

III. Survey Structure and Methodology

The FY16 AWCS was administered to the civilian agency Federal acquisition community from November 2 to December 4, 2015, and was open to all civilian acquisition workforce members and their supervisors. The FY16 AWCS was administered utilizing survey technology hosted directly on FAI.gov. The survey was voluntary and was estimated to take between 45 and 60 minutes to complete, with workforce members receiving one continuous learning point (CLP) for completing the survey.

FAI managed a multi-phased communication plan to promote participation by the acquisition community. The communications included the following:

- Announcements on FAI.gov and through FAI's social media forums (e.g., Twitter, Facebook);
- E-mail notifications to all registered users in the Federal Acquisition Institute Training Application System (FAITAS); and
- Communications from acquisition workforce leaders, such as Chief Acquisition Officers, Senior Procurement Executives, and Acquisition Career Managers, through agency-specific communication channels.

The complete FY16 AWCS is presented in Appendix B. It comprises four primary sections:

1. **Demographics and Program Area Characteristics:** This section consists of questions relating to a participant's employment characteristics (e.g., grade, job series, agency bureau); demographics (e.g., age range, retirement eligibility); and certification status (e.g., FAC functional area and certification level). Additional questions were presented based on a respondent's FAC functional area. Therefore, not all survey participants received the same set of functional area questions. In the FY16 iteration of the survey, respondents were allowed to select "I prefer not to answer" when asked for their gender.
2. **Technical Competencies and Performance Outcomes:** Questions within this section were based on a respondent's identification with one of three FAC functional areas: FAC-C, FAC-COR, or FAC-P/PM. Participants who hold multiple certifications were given the opportunity to self-report their proficiency and their time spent on up to two FAC functional areas. Each functional area maintains a set of technical competencies and associated performance outcomes for which respondents were asked to rate their proficiencies on a five-point scale and their time spent on a three-point scale. Both the proficiency and time spent scales can be seen below.

Proficiency Scale

- **None (0):** I do not possess proficiency in this competency/skill.
- **Basic (1):** I am capable of handling the simplest of assignments related to this competency/skill but need significant assistance beyond the easiest solutions.
- **Foundational (2):** I am capable of handling some assignments involving this competency/skill but need assistance beyond routine situations.
- **Intermediate (3):** I am capable of handling many day-to-day assignments involving this competency/skill but may seek assistance in difficult or new situations.

- **Advanced (4):** I am capable of handling most day-to-day assignments involving this competency/skill though may seek expert assistance with particularly difficult or unique situations.
- **Expert (5):** I am capable of handling all assignments involving this competency/skill and may serve as a role model and/or coach for others.

Time Spent Scale

- **N/A²:** This competency/skill is not relevant for my current position.
- **Minimal (1):** I spend very little time on this competency/skill in my normal work activities.
- **Moderate (2):** I spend a fair amount of time on this competency/skill in my normal work activities.
- **Extensive (3):** I spend a large portion of my time on this competency/skill in my normal work activities.

3. **Business Competencies:** This section of the survey was completed by all respondents who identified as members of the acquisition workforce, but it was not completed by survey participants who indicated that they were supervisors only (i.e., supervisors who do not hold a certification in one of the FAC areas). Participants were asked to rate their level of proficiency across the six business competencies, which are the fundamental skills that help support sound acquisition practices, on the same five-point scale used for technical competencies. Note: the business competencies are the same for all three FAC functional areas. The six business competencies are Ability to Influence, Critical Thinking, Customer Service, Oral Communication, Problem Solving, and Written Communication.
4. **Supervisory Questions:** This section of the survey was only shown to survey participants who self-identified as supervising acquisition-related staff members. The questions within this section focused on a supervisor's perception of their acquisition-related workforce. Within this section, supervisors were asked to indicate the size of their acquisition-related workforce and to rate their workforce, on a five-point scale, across eight different statements. The five-point agreement scale included the following:

Agreement Scale

- **5 – Strongly Agree**
- **4 – Agree**
- **3 – Neither Agree Nor Disagree**
- **2 – Disagree**
- **1 – Strongly Disagree**

² Participants selected "N/A" under time spent if a competency or aligned skill was not relevant to their current position. If "N/A" was selected, the related proficiency value was not included in the analysis of proficiency ratings.

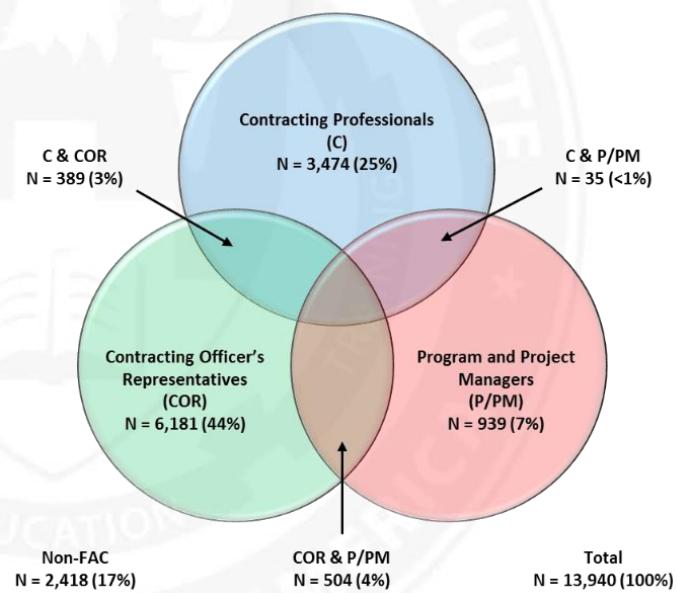
IV. Survey Respondent Demographics

The FY16 AWCS received a total of 13,940 responses. Although this total is a 3% decrease from the FY14 AWCS, it is 43% greater than the number of respondents from the FY12 AWCS. The FY16 AWCS received responses from all 23 civilian CFO Act agencies as well as 42 small agencies. The response rate within the civilian CFO Act agencies remained constant at 15% of the acquisition workforce from FY14 to FY16.³

Similar to the FY12 and FY14 surveys, the FY16 AWCS received a sufficient number of responses in each of the three FAC functional areas (i.e., FAC-C, FAC-COR, and FAC-P/PM) for the results of the survey to be considered statistically representative at the government-wide level. Consistent with the Office of Personnel Management's (OPM) standards for the Employee Viewpoint Survey (EVS), a statistically representative sample was determined using a 95% confidence level and a confidence interval of plus or minus 5%. In gathering a statistically representative sample, the acquisition community can be more confident that the results collected, and the data analyzed in this report, are representative of the entire acquisition workforce.

Figure 1 demonstrates the certification breakdown of all respondents to the FY16 AWCS. In addition to indicating their primary area of certification, defined as the functional area in which respondents spend the majority of their time, acquisition workforce members were given the opportunity to select a secondary functional area as well. Overall, 44% of respondents to the FY16 AWCS identified themselves as CORs only, 25% identified as Contracting Professionals only, and another 7% identified as P/PMs only. An additional 7% of respondents indicated that they held two certifications and completed proficiency ratings in multiple areas. The most prevalent combination of multiple certifications was the sample that identified as both a COR and a P/PM (4%), while an additional 3% of the sample identified as both a Contracting Professional and a COR. All FAC areas and combinations of FAC areas depicted in Figure 1 are inclusive of all certification levels, including those who are "In Progress Level 1." Additionally, roughly 2,400 respondents (17%) held an acquisition certification in a non-FAC program area or participated in the survey only as a supervisor of acquisition professionals.

Figure 1: FY16 AWCS Sample Certification Composition



³ Civilian CFO Act agency FAC-C, FAC-COR, and FAC-P/PM workforce figures for the FY14 AWCS were based on the November 2013 OFPP data call. Civilian CFO Act agency FAC-C, FAC-COR, and FAC-P/PM workforce figures for the FY16 AWCS were based on the agencies' 2015 Acquisition Human Capital Plans (AHCPs).

Table 1 provides a comprehensive list of all agencies with participants in the FY16 AWCS. The list includes all 23 civilian CFO Act agencies, all of which have participated in the competency survey since 2008. Note: the Department of Defense (DoD) was excluded from the FY16 AWCS.

Table 1: FY16 AWCS Participating Agencies

FY16 AWCS Department & Agency Participation		
Agency for International Development	American Battle Monuments Commission (ABMC)	Inter-American Foundation (IAF)
Department of Agriculture	Architect of the Capitol	Library of Congress
Department of Commerce	Armed Services Retirement Home (AFRH)	Merit Systems Protection Board (MSPB)
Department of Education	Broadcast Board of Governors (BBG)	Millennium Challenge Corporation (MCC)
Department of Energy	Commodity Futures Trading Commission (CFTC)	National Archives and Records Administration (NARA)
Department of Health and Human Services	Consumer Financial Protection Bureau (CFPB)	National Labor Relations Board (NLRB)
Department of Homeland Security	Consumer Product Safety Commission (CPSC)	National Transportation Safety Board (NTSB)
Department of Housing and Urban Development	Corporation for National and Community Service (CNS)	Overseas Private Investment Corporation (OPIC)
Department of Justice	Court Services and Offender Supervision Agency (CSOSA)	Peace Corps (PC)
Department of Labor	Equal Employment Opportunity Commission (EEOC)	Pension Benefit Guaranty Corporation (PBGC)
Department of State	Executive Office of the President (EOP)	Railroad Retirement Board (RRB)
Department of the Interior	Farm Credit Administration (FCA)	Securities and Exchange Commission (SEC)
Department of the Treasury	Federal Communications Commission (FCC)	Selective Service System (SSS)
Department of Transportation	Federal Deposit Insurance Corporation (FDIC)	Smithsonian Institution (SI)
Department of Veterans Affairs	Federal Energy Regulatory Commission (FERC)	Tennessee Valley Authority (TVA)
Environmental Protection Agency	Federal Housing Finance Agency (FHFA)	U.S. Courts
General Services Administration	Federal Maritime Commission (FMC)	U.S. Holocaust Memorial Museum
National Aeronautics and Space Administration	Federal Retirement Thrift Investment Board (FRTIB)	U.S. House of Representatives Acquisition Office
National Science Foundation	Federal Trade Commission (FTC)	U.S. International Trade Commission (USITC)
Nuclear Regulatory Commission	Government Accountability Office (GAO)	U.S. Postal Service (USPS)
Office of Personnel Management	Government Publishing Office	U.S. Trade and Development Agency (USTDA)
Small Business Administration	<ul style="list-style-type: none"> - Bolded agencies represent the 23 civilian CFO Act agencies. - Department of Defense (DoD) was excluded from the AWCS. 	
Social Security Administration		

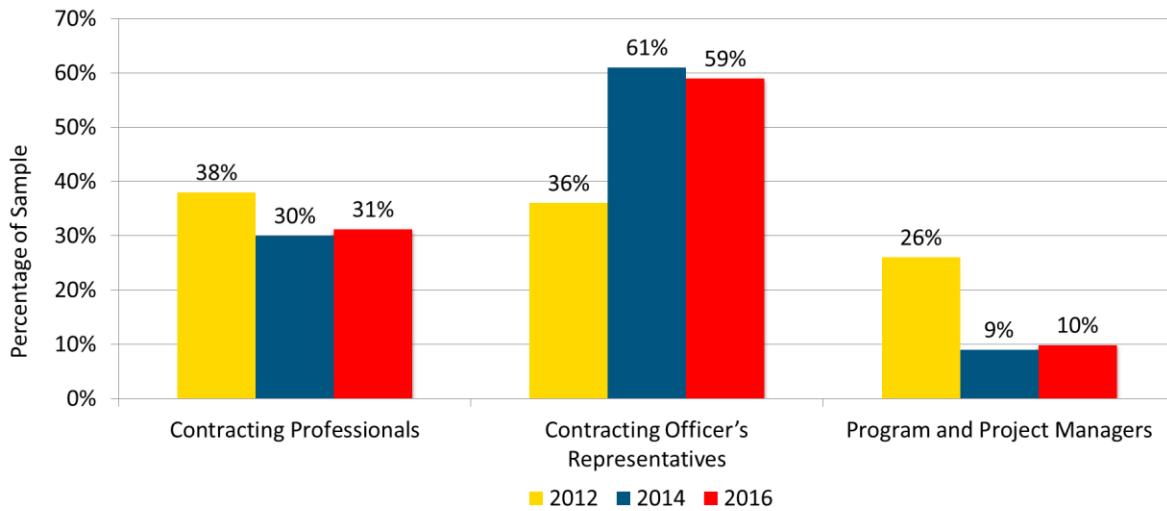
Table 2 provides the respondent profile over the past three iterations of the assessment, from FY12 through FY16, which has remained fairly consistent across all demographics categories.

Table 2: FY16 AWCS Respondent Profile

Respondent Profile:	FY12 AWCS	FY14 AWCS	FY16 AWCS
Age	51 to 55 Years Old	51 to 55 Years Old	51 to 55 Years Old
Percent Female	48%	51%	48%
Grade Level	GS-13 or equivalent	GS-13 or equivalent	GS-13 or equivalent
Percent Supervisors	20%	15%	14%
Education	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree
Retirement Eligibility	11 to 20 Years	11 to 20 Years	10 to 20 Years
Acquisition Role	Contracting	Contracting Officer's Representative	Contracting Officer's Representative
Years of Acquisition Experience	11 to 20 Years	4 to 6 Years	5 to 10 Years

As depicted in Table 2, the FY16 AWCS sample has changed relatively little between survey iterations. The age, grade, education, retirement eligibility, and acquisition role of the FY16 sample are identical to the sample that was collected in FY14. The percent of the sample that identified as female decreased to 48% from 51% in FY14, and the percent of supervisors in the FY16 AWCS decreased slightly to 14% from 15% in FY14. Additionally, the years of acquisition experience increased in FY16 from FY14 but remains below the experience levels of the FY12 AWCS sample population.

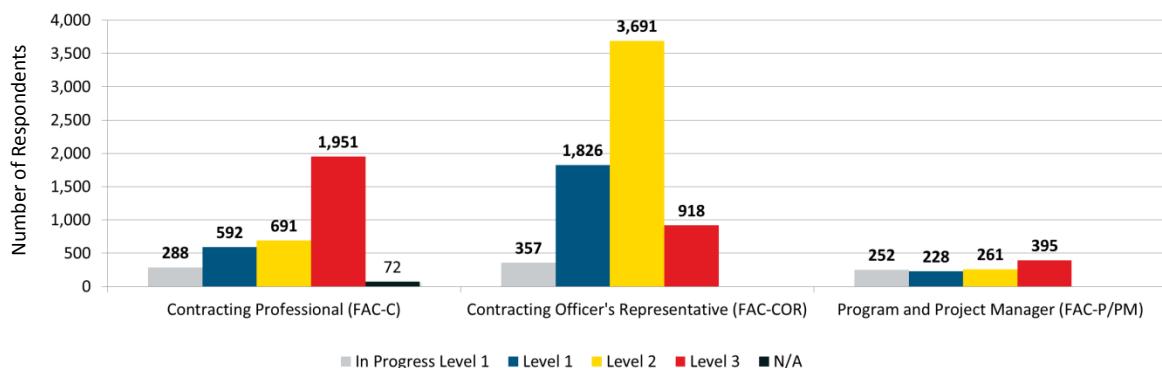
Figure 2: FY16 AWCS Sample Certification Distribution



A more comprehensive view of the functional area distribution of the FY16 sample can be seen in Figures 2 and 3. Figure 2 offers a comparison of the FY16 AWCS sample to the FY14 and FY12 AWCS samples. Compared to the FY14 sample, both FAC-Cs and FAC-P/PMs comprise more of the FY16 sample. Similar to FY14, FAC-CORs accounted for the largest share of respondents in FY16, comprising 59% of the sample, which is down slightly from 61% in FY14.

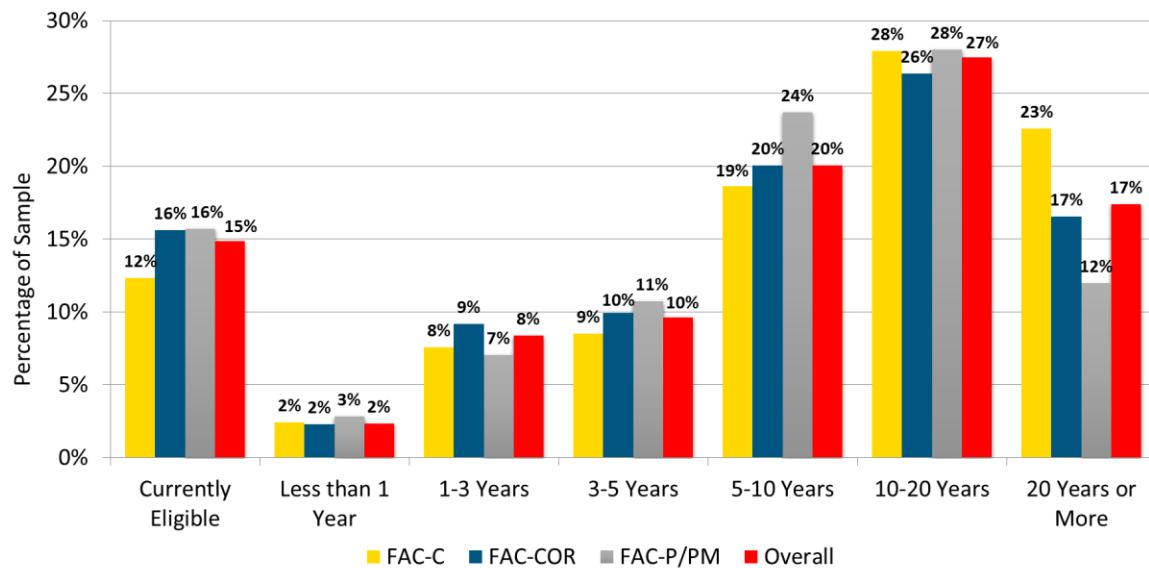
In addition to providing their certification areas, participants in the FY16 AWCS were asked to provide their certification level(s). Figure 3 provides a detailed look at the breakout of certification levels across the three functional areas. Within Figure 3, “In Progress 1” represents those workforce members who are currently pursuing a Level 1 certification within a given functional area.

Figure 3: FY16 AWCS Sample Certification Level Distribution



Within the FAC-C and FAC-P/PM functional areas, those workforce members holding a Level 3 or Senior Level certification comprised the largest segment of each functional area. Alternatively, within the FAC-COR functional area, those workforce members holding a Level 2 certification accounted for the largest number of responses. In total, across the three functional areas, 897 survey respondents were currently in the process of pursuing their Level 1 certification.

Figure 4: FY16 AWCS Sample Retirement Eligibility



To supplement the certification-related data for the acquisition workforce, the FY16 AWCS also collected additional demographic information. As seen in Figure 4, respondents who indicated that they held a FAC-C had the lowest percentage of currently retirement-eligible employees (12%) and the highest percentage of employees who indicated that they were 20 or more years away from retirement.

eligibility. All FAC program areas had the highest percentage of employees fall within the 10–20 years from retirement eligibility range.

Appendix A includes additional data related to the grade ranges and education attainment of the responding acquisition workforce.



V. Technical Competencies and Performance Outcomes⁴

This section of the report is organized into three primary functional areas: Section A - FAC-C, Section B - FAC-COR, and Section C - FAC-P/PM. Each of the three subsections contains the following data:

- A workforce profile, which provides the demographic composition of the FY16 AWCS survey sample;
- An analysis of technical competencies, which examines the strengths and opportunities for improvement across the functional area's competencies;
- A performance outcomes analysis, which examines the proficiency ratings across the functional area (note: the performance outcomes, known as aligned skills in previous iterations of the AWCS, are behavioral or action statements that align to a particular competency within a functional area⁵); and
- An examination of the functional area's retirement eligibility.

⁴ The proficiency and time spent scales for rating technical competencies and performance outcomes can be found on pages 6 and 7 within the Survey Structure and Methodology section of this report.

⁵ [FAC functional area competency models on FAI.gov](#)

A. Federal Acquisition Certification (FAC) – Contracting Professionals (C)

Workforce Profile

Overall, 28% of acquisition workforce members who participated in the FY16 AWCS identified themselves as contracting professionals, and 25% of participants identified FAC-C as their primary certification. Within the FAC-C sample, the majority of respondents hold a Level 3 certification (52%). The Level 1 and Level 2 workforce segments are fairly equal, comprising 17% and 21% of responses respectively.

Additionally, 8% of AWCS respondents are currently working toward obtaining a Level 1 certification, and 2% responded “N/A: I am in a position that does not require me to be FAC certified.”

Additionally, 62% of respondents who identified FAC-C as their primary certification hold a warrant.

As demonstrated in Figure 5, the FAC-C workforce sample consists of more Intermediate (3) and Expert (5) level professionals compared to the overall FY16 AWCS sample. Similar to the overall sample, the majority of contracting workforce members fall into the General Schedule 13-Senior Executive Service (GS 13-SES) grade category.

As expected, the vast majority of FAC-C participants are in the 1102 contracting series (83%), as presented in Figure 6.

Figure 7 illustrates that the FAC-C workforce has higher levels of workforce members holding a bachelor’s or master’s degree than the FY16 AWCS sample as a whole.

Table 3: FAC-C Sample Certification Level

Certification Level	Percentage of FAC-C Sample
In Progress	8%
Level 1	17%
Level 2	21%
Level 3	52%
N/A	2%

Figure 5: FAC-C Sample by Grade Range

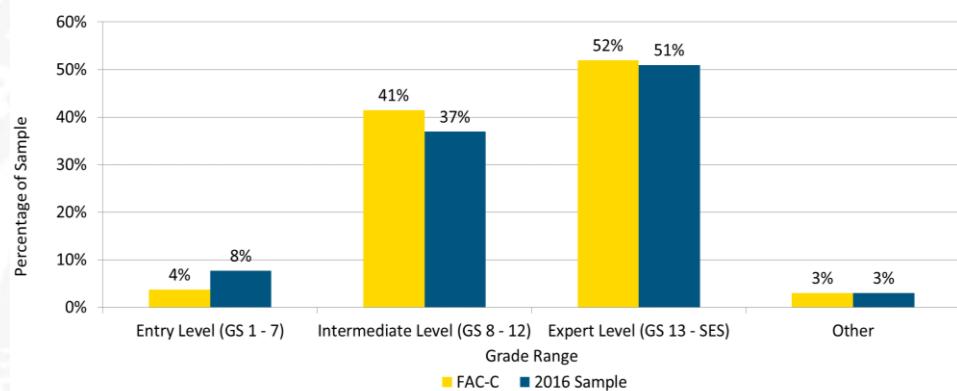


Figure 6: FAC-C Sample by Occupational Series

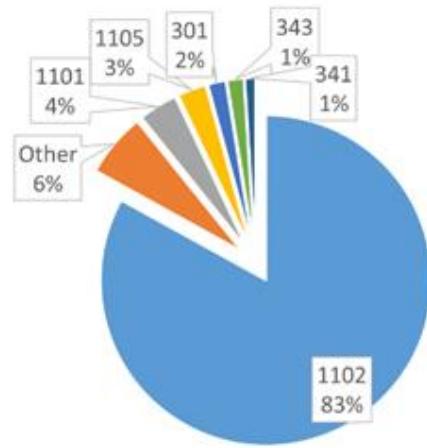
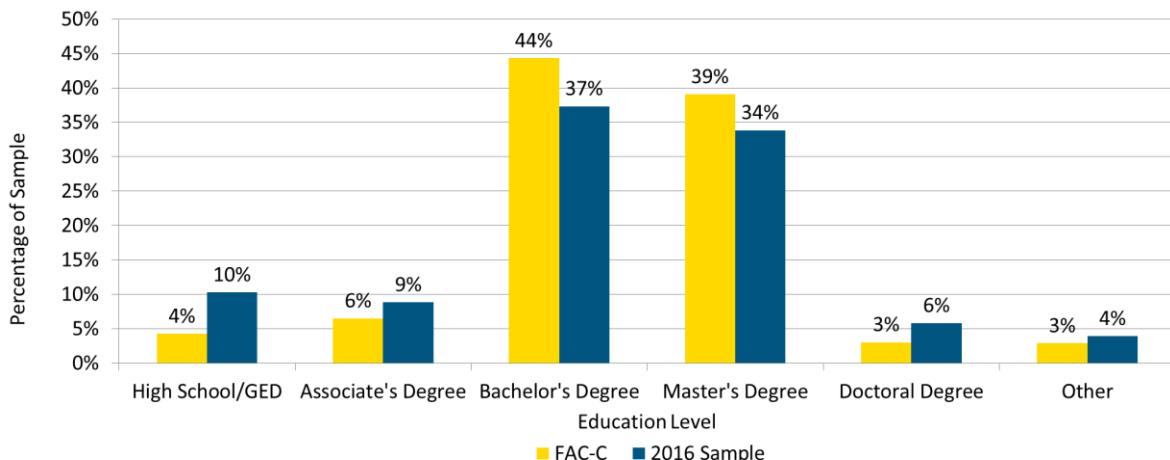


Figure 7: FAC-C Sample by Education



Similar to the FY16 AWCS respondent profile presented in the demographics section of this report, Table 4 shows the general respondent profile of those workforce members who identified their functional area as contracting across the three most recent competency assessments.

Table 4: FAC-C Respondent Profile

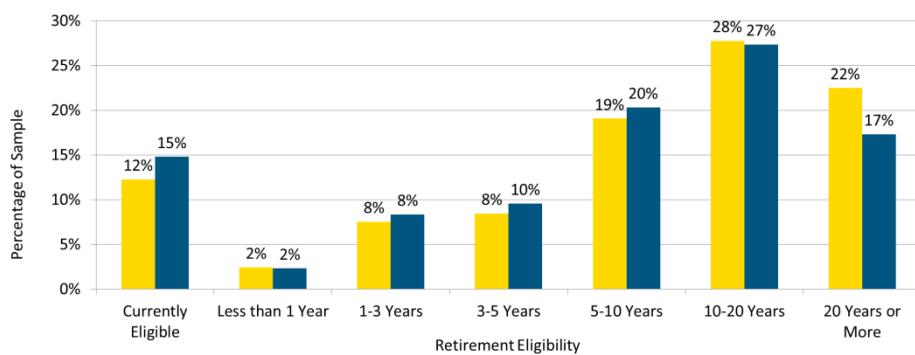
Respondent Profile	FY12 AWCS	FY14 AWCS	FY16 AWCS
Age	51 to 55 Years Old	51 to 55 Years Old	51 to 55 Years Old
Percent Female	57%	59%	55%
Grade Level	GS-13 or equivalent	GS-13 or equivalent	GS-13 or equivalent
Percent Supervisors	17%	20%	20%
Education	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree
Retirement Eligibility	11 to 20 Years	11 to 20 Years	10 to 20 Years
Years of Acquisition Experience	21 + Years	21 + Years	5 to 10 Years

The FY16 AWCS FAC-C profile remains somewhat consistent with the FY12 and FY14 samples, with one significant exception. The number of participants with only 5–10 years of experience have overtaken the number of participants with 21 or more years of experiences as the largest “Years of Experience” subgroup.

As seen in Figure 8, the retirement eligibility of the FAC-C workforce closely resembles that of the FY16 AWCS overall sample. The FAC-C workforce is within 3% of the overall average across all categories except the 20 or more years to

retirement whereas the FAC-C workforce is 5% higher. Additionally, it is worth noting that more than 20% of FAC-C participants will be eligible to retire at some point in the next three years. However, that data suggests that, in general, the FAC-C workforce may be less vulnerable to retirements in the next 10 years when compared to the overall acquisition workforce.

Figure 8: FAC-C Retirement Eligibility

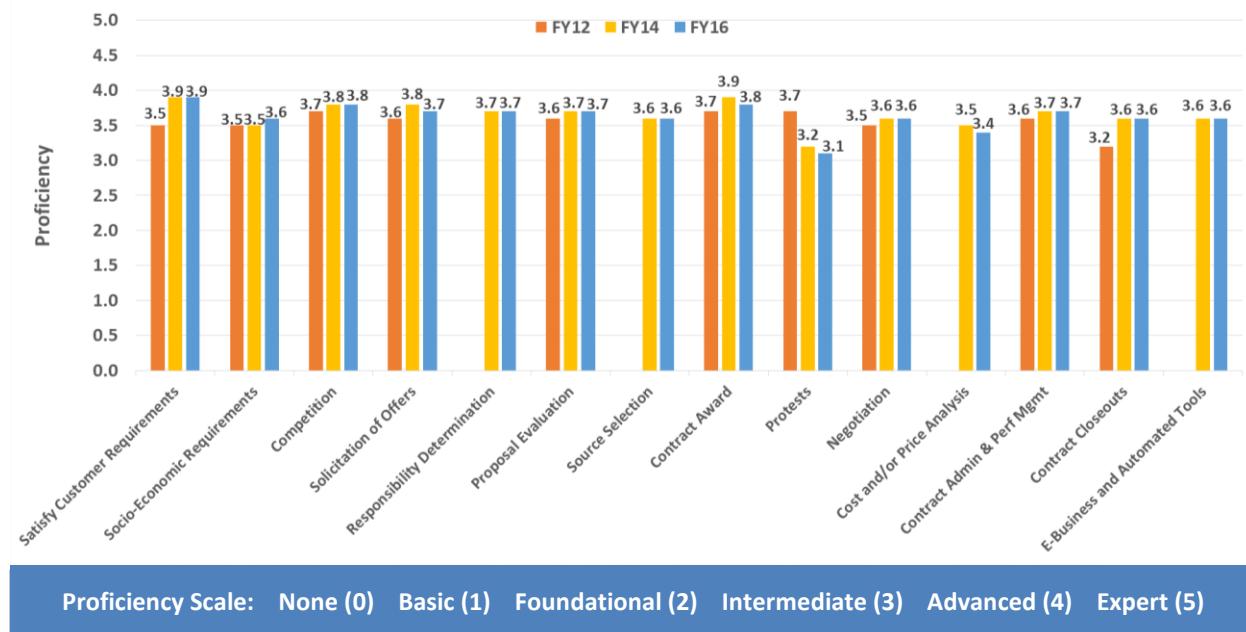


FAC-C Technical Competencies

In FY14, the FAC-C competency model was updated to align with the Department of Defense's Acquisition Workforce Improvement Act (DAWIA) contracting certification. The competencies presented in the FY14 and FY16 competency surveys include 14 of the overall 28 technical contracting competencies in the DAWIA model. Comparisons to the FY12 iteration of the AWCS may be affected by this update.

Presented in Figure 9 are the competency proficiency ratings across the 14 FAC-C technical competencies. Figure 9 presents data from the FY14 and FY16 competency surveys as well as FY12 where applicable. Please note that when only two bars are presented for a given competency within the figure, that competency was not included in the FY12 iteration.

Figure 9: FAC-C Competency Proficiency Ratings



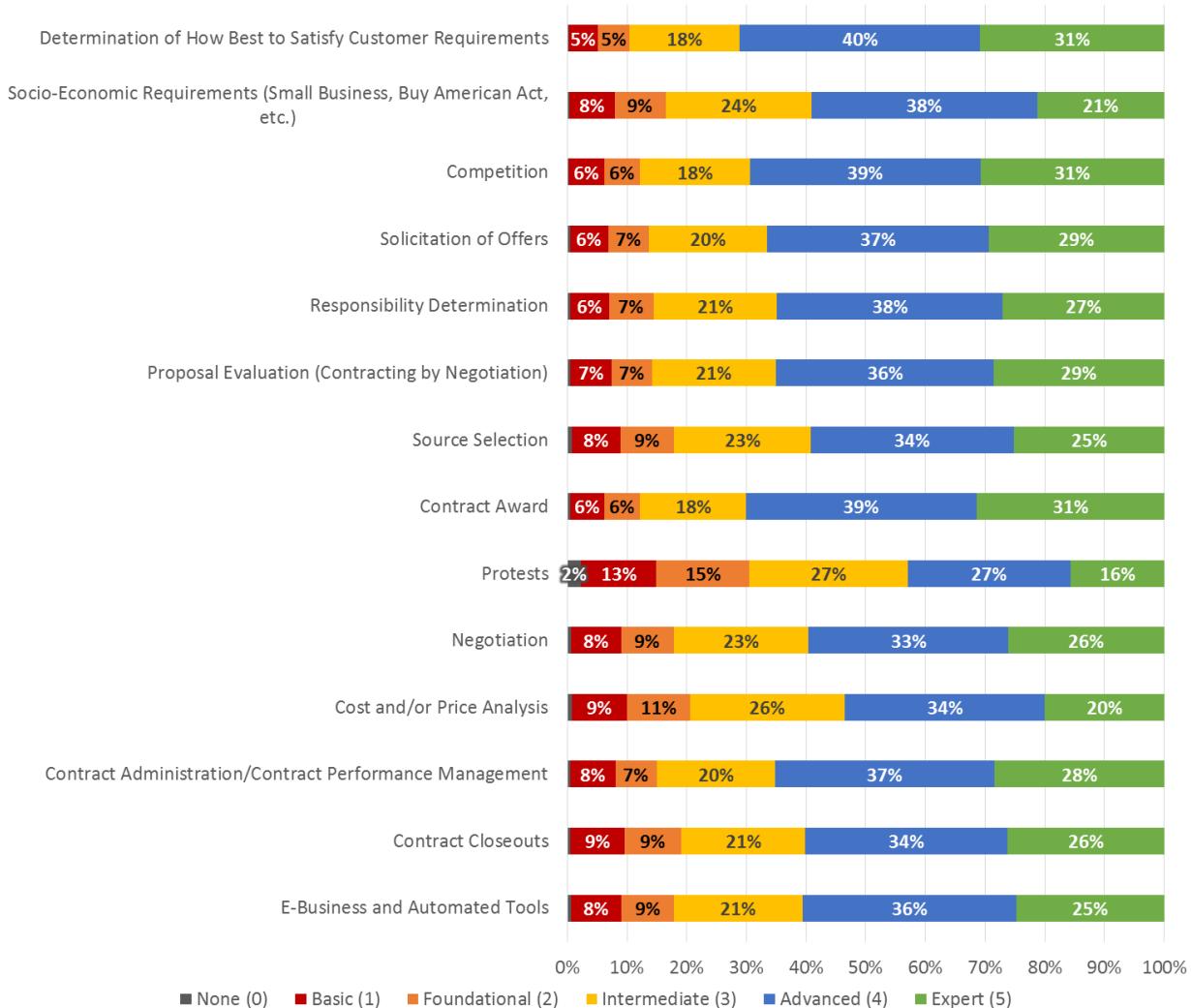
Proficiency Scale: None (0) Basic (1) Foundational (2) Intermediate (3) Advanced (4) Expert (5)

The technical FAC-C competency proficiency ratings were very consistent from FY14 to FY16, and most remained above FY12 levels. The FY16 ratings are all the same or within 0.1 of the FY14 ratings. A slight increase was reported in **Socio-Economic Requirements**. Meanwhile, slight decreases were reported in **Solicitations of Offers**, **Contract Award**, **Protests**, and **Cost and/or Price Analysis**. Despite the slight decreases, the average ratings for **Solicitations of Offers** and **Contract Award** remained above the corresponding FY12 ratings. Reported proficiency with **Protests** declined in each of the last two iterations of the AWCS, but its use may be required significantly less often than the other FAC-C competencies.

The average competency proficiencies for the FAC-C functional area ranged between Intermediate (3) and Advanced (4). The highest rated competency was **Determination of How Best to Satisfy Customer Requirements**, which was rated a 3.86 on a five-point scale. Also highly rated relative to other competencies were the **Contract Award** and **Competition** competencies, which were rated a 3.83 and 3.82 respectively. The competency with the lowest proficiency rating was **Protests**, which declined each of the last two iterations of the AWCS.

In addition to looking at the overall competency proficiency ratings, a deeper analysis of competency ratings offers greater insight into the distribution of the proficiency ratings. Figure 10 presents the distribution of the ratings across the five-point scale with the additional option of None (0) for those workforce members who believe they hold no proficiency in a given area.

Figure 10: FAC-C Competency Proficiency Ratings Distribution



The vertical axis of Figure 10 presents the FAC-C competencies, and the horizontal axis represents the percentage of respondents who indicated proficiency within a given rating. Across the 14 FAC-C competencies, 62% of respondents on average indicated a proficiency rating of Advanced (4) or Expert (5). The **Determination of How Best to Satisfy Customer Requirements, Competition, and Contract Award** competencies had the highest percentage of respondents who rated themselves as Advanced (4) or Expert (5), each exceeding 70%.

In contrast, 30% of respondents indicated that they only possessed a Foundational (2) or lower proficiency with the **Protests** competency, the largest share among all FAC-C competencies.

Table 5 presents the competency proficiency and time spent data for each FAC-C competency (sorted from highest aggregate proficiency rating to lowest) across the three certification levels as well as those working toward obtaining their Level 1 certification. Shaded cells indicate proficiency values that are one standard deviation or more above (green) or below (red) the certification level's average rating across all competencies.

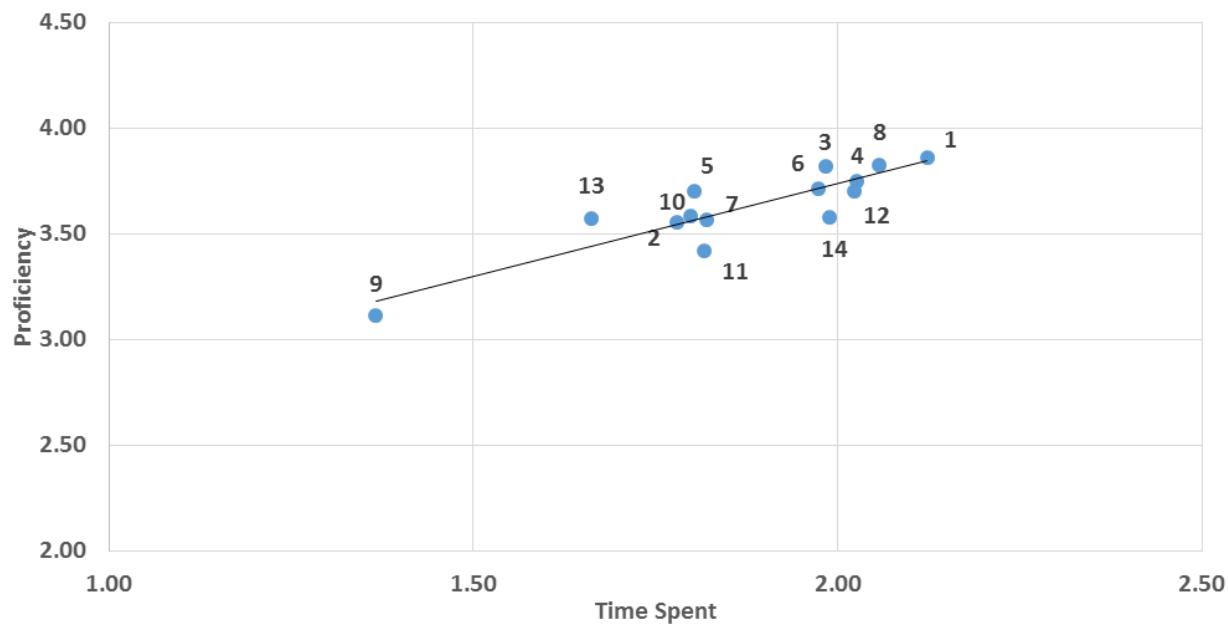
Table 5: FAC-C Technical Competencies and Time Spent by Certification Level

FAC-C Competencies	In Progress		Level 1		Level 2		Level 3		Aggregate	
	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent
Determination of How Best to Satisfy Customer Requirements	2.86	1.99	3.32	2.02	3.73	2.12	4.25	2.18	3.86	2.12
Contract Award	2.70	1.92	3.18	1.95	3.63	2.08	4.28	2.11	3.83	2.06
Competition	2.72	1.84	3.24	1.92	3.64	1.99	4.23	2.02	3.82	1.98
Solicitation of Offers	2.61	1.86	3.05	1.90	3.58	2.07	4.21	2.08	3.75	2.03
Proposal Evaluation	2.59	1.80	2.91	1.73	3.52	1.97	4.20	2.07	3.72	1.97
Responsibility Determination	2.61	1.73	3.08	1.74	3.58	1.85	4.12	1.82	3.70	1.80
Contract Administration/Contract Performance Management	2.52	1.76	2.92	1.81	3.54	2.06	4.17	2.11	3.70	2.02
E-Business and Automated Tools	2.60	1.86	2.90	1.82	3.44	2.00	3.96	2.05	3.58	1.99
Negotiation	2.46	1.69	2.69	1.57	3.27	1.76	4.07	1.89	3.58	1.80
Contract Closeouts	2.61	1.71	3.01	1.66	3.44	1.71	3.94	1.63	3.57	1.66
Source Selection	2.41	1.63	2.76	1.65	3.31	1.77	4.07	1.92	3.57	1.82
Socio-economic Requirements	2.52	1.73	3.03	1.79	3.40	1.76	3.94	1.79	3.56	1.78
Cost and/or Price Analysis	2.45	1.74	2.70	1.63	3.19	1.80	3.87	1.89	3.42	1.82
Protests	2.04	1.33	2.25	1.32	2.79	1.34	3.53	1.39	3.11	1.37
Average	2.55	1.76	2.93	1.75	3.43	1.88	4.06	1.92	3.63	1.87
Proficiency Scale	None (0)		Basic (1)		Foundational (2)		Intermediate (3)		Advanced (4)	
Time Spent Scale	Not Applicable (N/A)			Minimal (1)			Moderate (2)			Extensive (3)

Predictably, reported proficiency ratings increased as certification level increased for each competency. On average, Level 2 certified professionals rated their proficiencies 0.5 points higher than Level 1 certified professionals. Likewise, Level 3 certified professionals rated their proficiencies over 0.6 points higher than Level 3 certified professionals.

Figure 11 illustrates the correlation between proficiency rating and time spent rating across all fourteen FAC-C competencies. Each blue circle represents the intersection of a given competency's (identified by the numbered data labels) proficiency and time spent ratings. Using the linear trend line, Figure 11 demonstrates the positive correlation that exists between a proficiency's rating and the time spent performing a competency.

Figure 11: FAC-C Competency Proficiency and Time Spent Comparison



Legend	
1) Determination of How Best to Satisfy Customer Requirements	8) Contract Award
2) Socio-economic Requirements (Small Business, Buy American Act, etc.)	9) Protests
3) Competition	10) Negotiation
4) Solicitation of Offers	11) Cost and/or Price Analysis
5) Responsibility Determination	12) Contract Administration/Contract Performance Management
6) Proposal Evaluation (Contracting by Negotiation)	13) Contract Closeouts
7) Source Selection	14) E-Business and Automated Tools

FAC-C Performance Outcomes

In addition to rating the proficiency and time spent across each of the FAC-C competencies, respondents also provided the same self-evaluations for the performance outcomes associated with each competency. The performance outcomes align with a specific competency and represent actions or behaviors that are exhibited when performing activities related to the competency.

Shaded cells in Table 6 indicate proficiency values that are one standard deviation or more above (green) or below (red) the average rating across all performance outcomes. This helps identify if there are specific aspects of the competency significantly driving the proficiency scores. The competencies and related performance outcomes in Table 6 are sorted from highest average proficiency to lowest.

Table 6: FAC-C Performance Outcome Proficiency and Time Spent

FAC-C Competency/Performance Outcome	Proficiency	Time Spent
Determination of How Best to Satisfy Customer Requirements	3.86	2.12
Determine when customer-prepared documents are clear and consistently written requirements reflecting the customer's needs.	3.84	2.11
Ensure all documentation follows Federal Acquisition Regulations (FAR) and agency-specific regulations and guidelines.	3.80	2.17
Conduct market research in order to identify potential sources, industry-specific terms and conditions, and other industry unique conditions impacting a solicitation.	3.78	1.93
Determine the appropriate method of procurement that satisfies the customer's requirements while properly allocating risk.	3.77	1.97
Contract Award	3.83	2.06
Prepare the contract document for award, ensuring that all required and appropriate terms and conditions are included.	3.85	1.77
Conducting pre/post-award debriefings for all offerors (successful and unsuccessful) when requested.	3.65	2.07
Competition	3.82	1.98
Determine the competition requirements per FAR and agency-specific regulations.	3.79	1.95
Adequately support the need for other than full and open competition.	3.78	1.90
Solicitation of Offers	3.75	2.03
Determine when a solicitation should be amended or cancelled.	3.75	1.78
Using the acquisition plans, source selection plans and requirements documents, prepare a solicitation document with the appropriate provisions and clauses.	3.71	2.04
Determine the appropriate action or actions based on the FAR and agency supplements.	3.70	1.93

FAC-C Competency/Performance Outcome	Proficiency	Time Spent
Proposal Evaluation (Contracting by Negotiation)	3.72	1.97
Make a determination of reasonableness based on the offered prices.	3.80	2.01
Evaluate proposals and quotes against technical and price evaluation criteria.	3.75	1.99
Responsibility Determination	3.70	1.80
Determine contractor responsibility in preparation for contract award.	3.70	1.81
Contract Administration/Contract Performance Management	3.70	2.02
Determine when contract modifications are required.	3.86	2.01
Appoint and monitor Contracting Officer's Representatives (CORs), ensuring that they perform all delegated duties.	3.75	1.87
Review and approve contract requests for payments, including final vouchers.	3.74	1.84
Resolve contract performance problems, determine remedies, and initiate contract actions.	3.70	1.94
Identify the requirements for contract past performance reporting and systems.	3.59	1.77
Monitor contract performance using a Quality Assurance Surveillance Plan (QASP).	3.38	1.65
E-Business and Automated Tools	3.58	1.99
Use e-business systems and automated tools, such as a contract writing system, FPDS-NG, CPARS, PPRIS, etc.	3.60	2.02
Negotiation	3.58	1.80
Negotiate contracts, including the terms and conditions, price, and other relevant factors.	3.57	1.81
Prepare the government's pre-negotiation position in accordance with the FAR, agency, and local office guidelines.	3.54	1.76
Contract Closeouts	3.57	1.66
Determine when contracts should or are ready to be closed out.	3.66	1.66
Identify the FAR requirements for contract closeout.	3.58	1.63
Source Selection	3.57	1.82
Determine when discussions should be held.	3.55	1.70
Prepare business clearances or other agency-specific documentation to support source selection.	3.52	1.76
Establish the competitive range.	3.51	1.68

FAC-C Competency/Performance Outcome	Proficiency	Time Spent
Socio-economic Requirements (Small Business, Buy American Act, etc.)	3.56	1.78
Apply small business requirements for solicitations in the FAR, such as when set asides are required or are the preferred method.	3.62	1.80
Identify socio-economic requirements (small business, labor, environmental, foreign, and others) that should be used for a procurement action.	3.56	1.76
Cost and/or Price Analysis	3.42	1.82
Make a determination of reasonableness based on the offered prices. [Cost and/or Price Analysis]	3.66	1.91
Establish a competitive range.	3.48	1.66
Determine when to use cost analysis, price analysis, and price realism.	3.38	1.68
Know when the requirements of the Truth in Negotiations Act should be applied to a procurement.	3.22	1.53
Calculate the impact of the types of payments and financing on an offeror's proposed price.	3.12	1.53
Protests	3.11	1.37
Evaluate protests to determine appropriate actions, such as withholding of award, stop work, etc.	3.11	1.37

Table 7, sorted from highest average FAC-C proficiency rating to lowest, presents the impact retirement could have on the FAC-C workforce in the near future. The table compares the average proficiency of the entire FAC-C workforce to the average proficiency of those who are currently retirement eligible and those who will be retirement eligible in the next five years.

Table 7: FAC-C Retirement Eligibility and Proficiency

FAC-C Competency	All FAC-C	FAC-C Retirement Eligible	FAC-C Retirement Eligible < 5 YRS
Determination of How Best to Satisfy Customer Requirements	3.86	4.14	4.04
Contract Award	3.83	4.09	3.97
Competition	3.82	4.09	3.99
Solicitation of Offers	3.75	4.01	3.91
Proposal Evaluation (Contracting by Negotiation)	3.72	4.01	3.90
Responsibility Determination	3.70	4.02	3.87
Contract Administration/Contract Performance Management	3.70	4.01	3.88
Negotiation	3.58	3.92	3.82
E-Business and Automated Tools	3.58	3.70	3.61
Source Selection	3.57	3.88	3.77
Contract Closeouts	3.57	3.83	3.73
Socio-economic Requirements (Small Business, Buy American Act, etc.)	3.56	3.87	3.75
Cost and/or Price Analysis	3.42	3.74	3.59
Protests	3.11	3.50	3.34

Overall, the retirement eligible workforce reports to be 0.29 points more proficient than the entire FAC-C population, down from a gap of 0.31 points in FY14. Additionally, the segment of the FAC-C workforce that will be retirement eligible at some point in the next five years was, on average, 0.17 points more proficient than the entire FAC-C sample, down from a gap of 0.25 in FY14. While gaps also existed between these populations in FY14, the size of the gaps decreased in the FY16 survey.

FAC-C Key Findings

The demographics, employment characteristics, average certification level, and average competency proficiency ratings remained remarkably consistent from FY14 to FY16. The one notable exception is that those with 5–10 years of experience replaced those with 21 or more years of experience. This suggests that as the most experienced population is moving out of the workforce, those at more junior levels are coming in with similar levels of self-reported proficiency. While we didn't see any significant proficiency increases since FY14, it is positive to find that the average FAC-C proficiency hasn't declined due to senior members leaving the workforce. This may be due to strengthening of the certification program.

Since the FY16 proficiency ratings are consistent with the FY14 results, the strengths and areas for development have also remained consistent. **Determination of How Best to Satisfy Customer Requirements, Competition, and Contract Award** were rated at least one standard deviation higher than the other competencies. Conversely, **Protests and Cost and/or Price Analysis** were rated at least one standard deviation lower than other competencies.

A comparison of the competency proficiency data with the time spent data reveals that **Cost and/or Price Analysis** and **E-Business and Automated Tools** have lower ratings relative to competencies with similar time spent. Within the **Cost and/or Price Analysis** competency, the performance outcomes that respondents rated significantly lower than others include the following: (1) Determine when to use cost analysis, price analysis, and price realism; (2) Know when the requirements of the Truth in Negotiations Act should be applied to a procurement; and (3) Calculate the impact of the types of payments and financing on an offeror's proposed price.

Those who are currently retirement eligible as well as those approaching retirement eligibility reported a significantly higher level of proficiency than the FAC-C sample as a whole. Those with less experience will need to continue to develop to account for the potential loss of skill and experience at the Senior Level. The Federal government and individual agencies should implement strategies to capture and retain the knowledge of their most experienced and accomplished acquisition workforce members.

B. Federal Acquisition Certification (FAC) – Contracting Officer's Representatives (CORs)

Workforce Profile

In FY16, 51% of the AWCS respondents identified themselves as FAC-CORs, a decrease from 61% in FY14. Within the FY16 FAC-COR sample, the majority of respondents (54%) identified as being Level 2 certified. The second largest segment of the sample was those who identified as being Level 1 certified. Additionally, 4% of respondents identified as being in progress toward achieving a Level 1 certification. In total, 69% of FY16 AWCS respondents who identified as FAC-COR are currently appointed, a portion that is relatively unchanged from FY14.

Figure 12 illustrates that the grade range distribution of the FAC-COR sample does not deviate drastically from the overall FY16 AWCS sample. Similar to the overall sample, the largest segment of the FAC-COR sample comprised GS 13-SES graded staff (52%).

Additionally, the FAC-COR sample was within 3% of the overall FY16 AWCS sample across all other grade categories.

As demonstrated in Figure 13, the largest occupational series reported by the FAC-COR sample was 343 (Management and Program Analysis), comprising 11% of all FAC-COR respondents. There were also ten additional occupational series that accounted for at least 2% of the sample. However, 47% of all FAC-COR respondents did not fall into one of the 11 identified categories in Figure 13.

Table 8: FAC-COR Sample Certification Level

Certification Level	Percentage of FAC-COR Sample
In Progress	5%
Level 1	26%
Level 2	54%
Level 3	15%

Figure 12: FAC-COR Sample by Grade Range

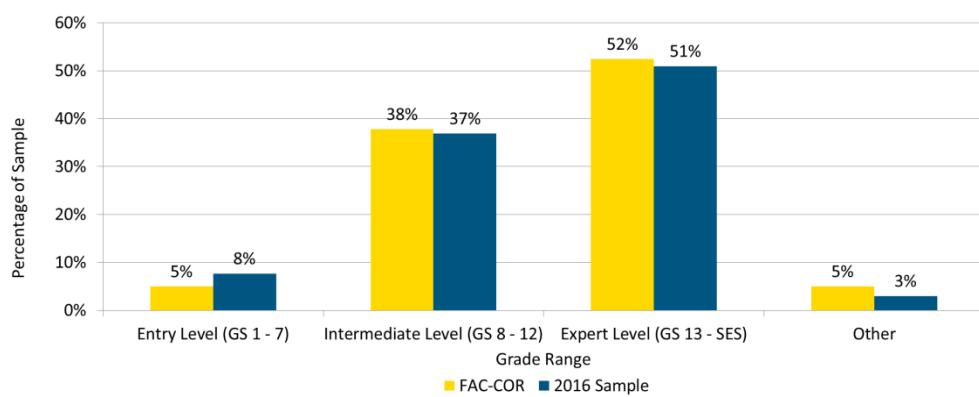


Figure 13: FAC-COR Sample by Occupational Series

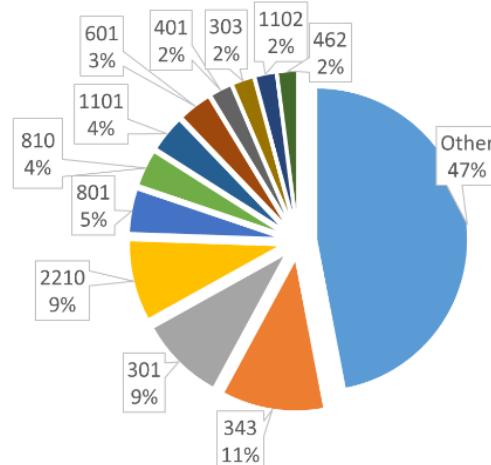


Figure 14 shows the breakdown of education levels identified in the FAC-COR workforce were bachelor's and master's degrees, which is consistent with the FY16 AWCS sample as a whole.

The respondent profile for the FAC-COR workforce is presented in Table 9,

which also presents the respondent profile over the past three iterations of the AWCS. The respondent profile of the FAC-COR workforce has remained relatively unchanged since the FY12 AWCS, with no significant changes across most of the six key demographic categories except for a decrease in the percent of supervisors from FY12 to FY14 and a rise in the number of years of acquisition experience in FY16, increasing to 5–10 years from 1–3 years (in FY12 and FY14). The consistency across the three AWCS iterations provides confidence that any proficiency changes are not overly impacted by changing demographics.

Table 9: FAC-COR Respondent Profile

Respondent Profile	FY12 AWCS	FY14 AWCS	FY16 AWCS
Age	51 to 55 Years Old	51 to 55 Years Old	51 to 55 Years Old
Percent Female	46%	46%	45%
Grade Level	GS-13 or equivalent	GS-13 or equivalent	GS-13 or equivalent
Percent Supervisors	18%	9%	9%
Education	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree
Retirement Eligibility	11 to 20 Years	11 to 20 Years	10 to 20 Years
Years of Acquisition Experience	1 to 3 Years	1 to 3 Years	5 to 10 Years

As seen in Figure 15, the retirement eligibility of the FAC-COR workforce closely mimics the trends of the broader FY16 AWCS sample. The FAC-COR workforce is within 1% of the overall FY16 sample across all categories. However, it is worth noting that more than 25% of the FAC-COR workforce will be eligible for retirement within the next three years.

Figure 14: FAC-COR Sample by Education

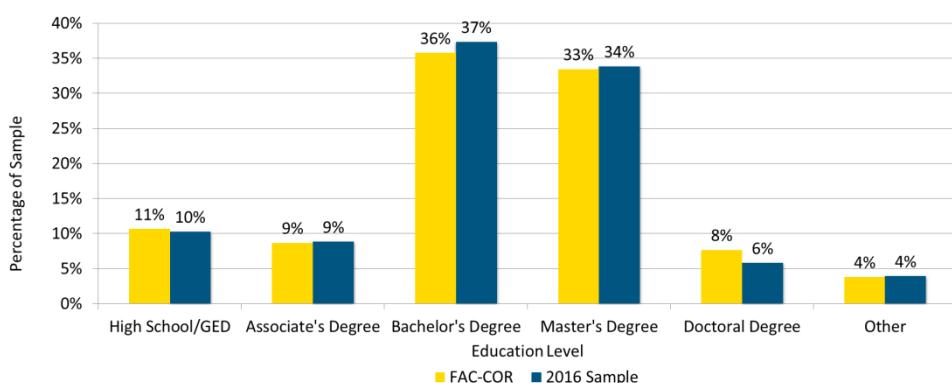
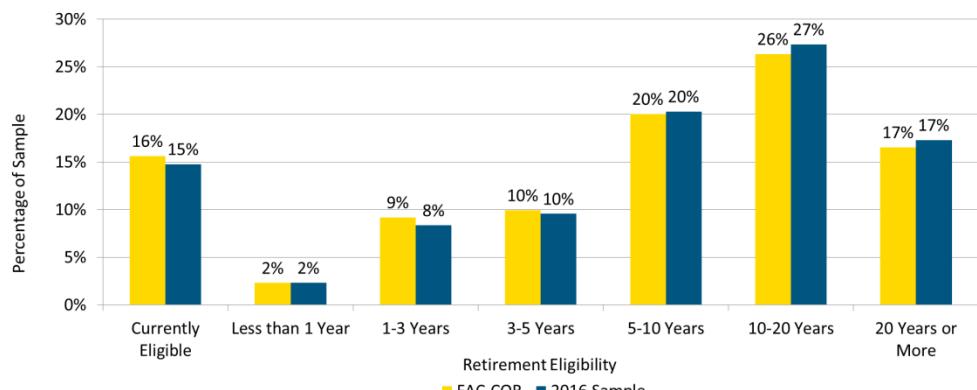


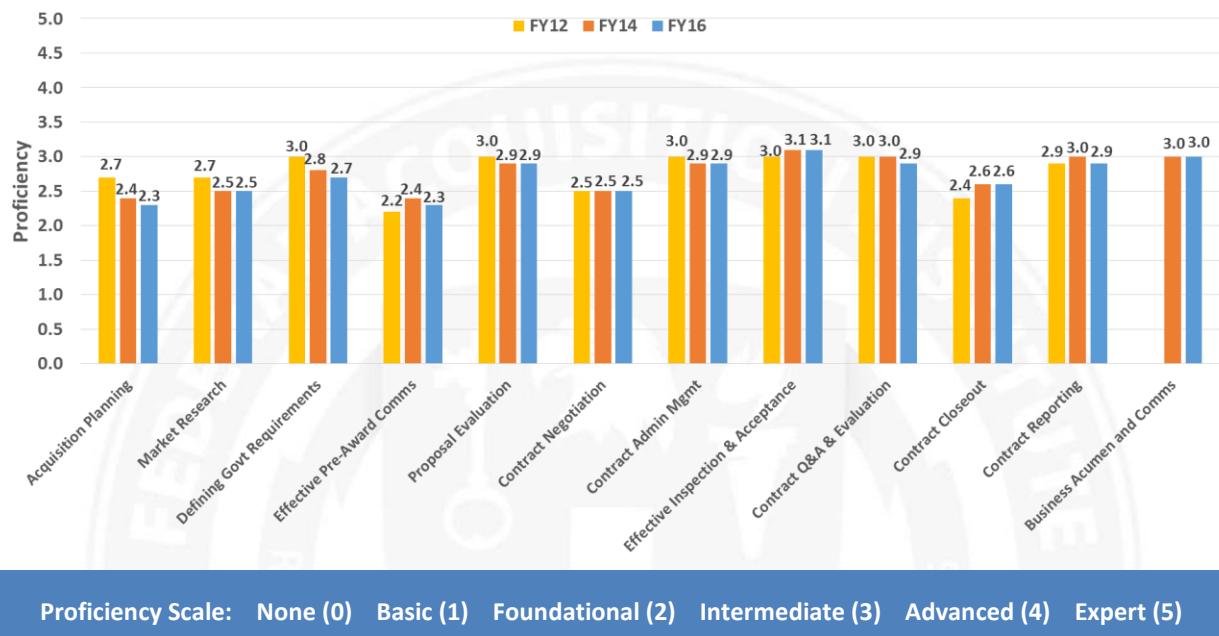
Figure 15: FAC-COR Sample Retirement Eligibility



FAC-COR Technical Competencies

The FY16 AWCS participants who identified themselves as being FAC-COR certified were asked to rate their proficiencies and time spent across the 12 FAC-COR competencies. Figure 16 presents the self-reported proficiency ratings across the entire FAC-COR sample.

Figure 16: FAC-COR Competency Proficiency Ratings

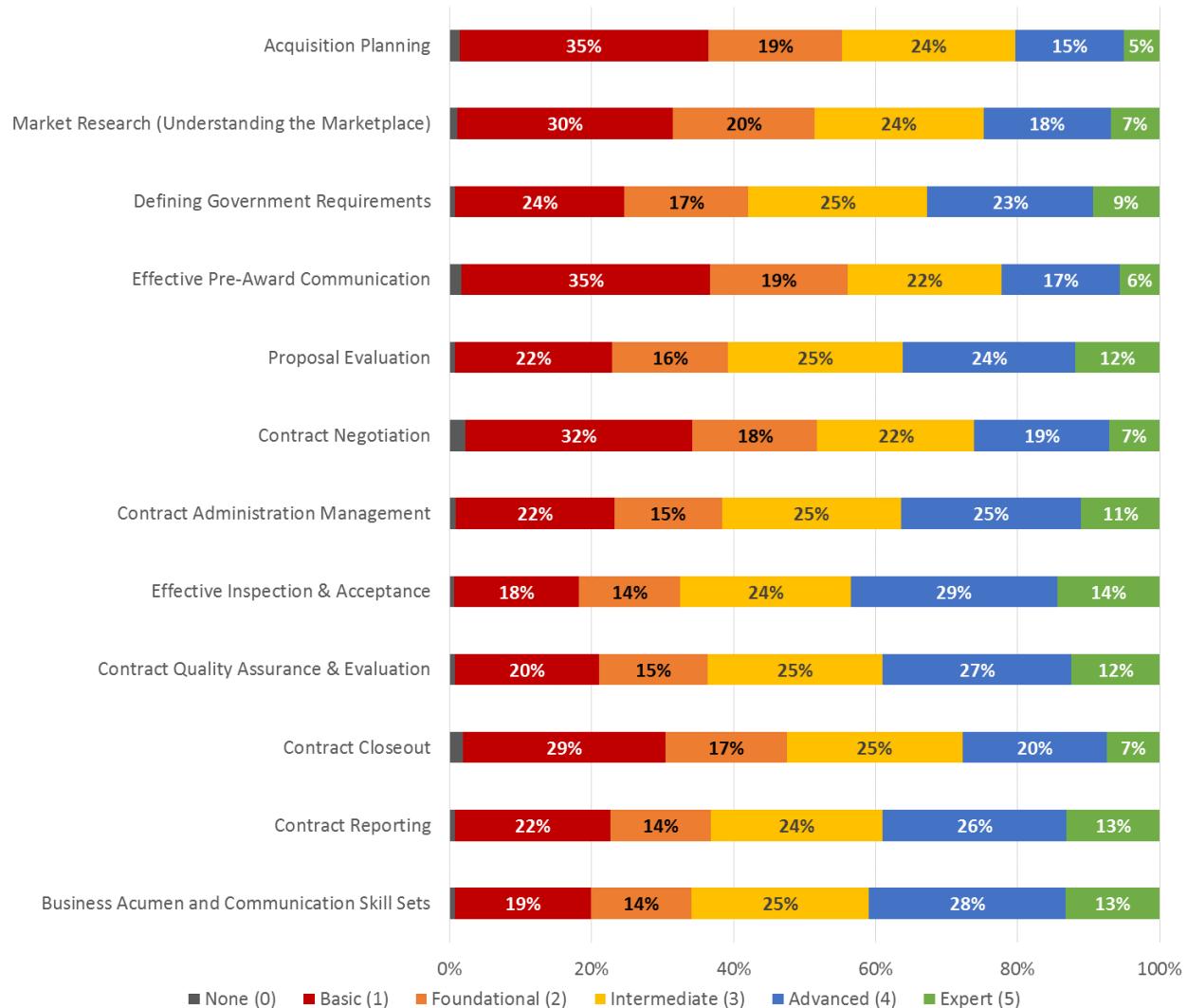


Similar to the FAC-C competencies, the average proficiency ratings for the 12 FAC-COR competencies remained the same or within 0.1 of the FY14 ratings. The highest rated FAC-COR competency for the second straight iteration of the survey was **Effective Inspection and Acceptance**, which had a self-reported proficiency rating of 3.1. Conversely, the lowest rated FAC-COR competencies were **Acquisition Planning** and **Effective Pre-Award Communication**, which had self-reported proficiency ratings of 2.3. **Effective Pre-Award Communication** has consistently been one of the lowest rated technical competencies. **Acquisition Planning**, along with **Defining Government Requirements**, has declined in both FY14 and FY16 iterations of the AWCS.

The **Business Acumen and Communication Skill Sets** competency did not have a comparable data point for FY12 because it was not part of the competency model at that time.

To provide a better understanding of the competency proficiency ratings, Figure 17 details the responses for each FAC-COR competency across the five-point rating scale. The vertical axis of the figure provides the competency, and the horizontal axis identifies the percentage of respondents who self-reported at a given proficiency level.

Figure 17: FAC-COR Competency Proficiency Ratings Distribution



The data within this table can be utilized to help develop more informed approaches to closing critical competency gaps in areas such as **Acquisition Planning**, **Effective Pre-Award Communication**, and **Contract Negotiation**, for which roughly one-third of respondents identified their proficiency as Basic (1) or None (0) in FY14 and FY16.

On average, 32% of respondents indicated that they possess an Advanced (4) or Expert (5) level of proficiency across all 12 FAC-COR competencies; this represents a 2% decrease since the FY14 AWCS. For the second straight iteration of the AWCS, **Effective Inspection and Acceptance** and **Business Acumen and Communication Skill Sets** demonstrated the highest levels of Advanced (4) or Expert (5) proficiency ratings, with 44% and 41% respectively.

Table 10 presents the competency proficiency and time spent data for each of the 12 FAC-COR competencies (sorted from highest aggregate proficiency rating to lowest) across the three certification levels as well as those workforce members working toward obtaining their Level 1 certification. Shaded cells indicate proficiency values that are one standard deviation or more above (green) or below (red) the certification level's average proficiency across all competencies.

Table 10: FAC-COR Technical Competencies and Time Spent by Certification Level

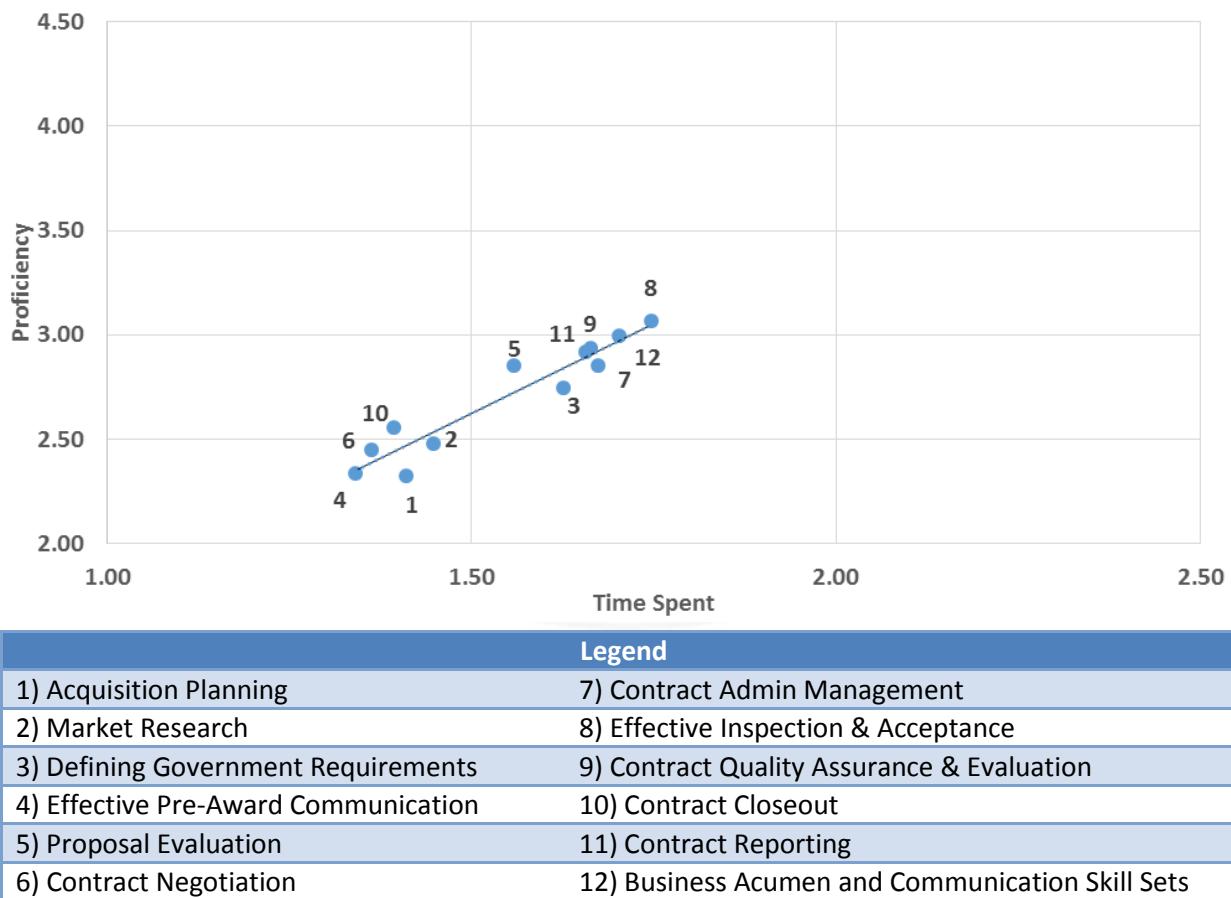
FAC-COR Competencies	In Progress		Level 1		Level 2		Level 3		Aggregate	
	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent
Effective Inspection & Acceptance	2.24	1.53	2.45	1.54	3.17	1.76	3.89	2.07	3.07	1.75
Business Acumen and Communication Skill Sets	2.35	1.61	2.40	1.51	3.08	1.71	3.80	2.01	3.00	1.70
Contract Quality Assurance & Evaluation	2.13	1.49	2.32	1.47	3.01	1.67	3.78	1.97	2.93	1.66
Contract Reporting	2.00	1.40	2.25	1.45	3.01	1.67	3.84	1.99	2.92	1.66
Proposal Evaluation	2.04	1.38	2.24	1.37	2.92	1.56	3.69	1.84	2.85	1.56
Contract Administration Management	2.03	1.45	2.17	1.43	2.92	1.68	3.84	2.06	2.85	1.67
Defining Government Requirements	2.02	1.47	2.16	1.43	2.83	1.65	3.58	1.90	2.75	1.63
Contract Closeout	1.77	1.32	1.97	1.28	2.58	1.39	3.40	1.57	2.55	1.39
Market Research	1.89	1.39	1.97	1.34	2.54	1.45	3.18	1.61	2.48	1.45
Contract Negotiation	1.82	1.31	1.88	1.25	2.45	1.35	3.23	1.54	2.45	1.36
Effective Pre-Award Communication	1.74	1.29	1.80	1.23	2.34	1.33	3.12	1.51	2.33	1.34
Acquisition Planning	1.68	1.30	1.80	1.29	2.37	1.41	3.10	1.63	2.32	1.41
Average	1.98	1.41	2.12	1.38	2.77	1.55	3.54	1.81	2.71	1.55
Proficiency Scale	None (0)		Basic (1)		Foundational (2)		Intermediate (3)		Advanced (4)	
Time Spent Scale	Not Applicable (N/A)			Minimal (1)			Moderate (2)			Extensive (3)

In the FAC-COR competency area, there are competencies that are consistently rated significantly higher or lower than the other competencies, varying slightly from the FAC-C competencies for which the competencies fluctuated more by level. In the FAC-COR functional area, the **Acquisition Planning**, **Contract Negotiation**, and **Effective Pre-Award Communication** competencies are rated at least one standard deviation below the average across at least three of the four certification categories.

Additionally, a similar pattern is demonstrated for those competencies consistently rated at least one standard deviation higher than the average. The **Effective Inspection and Acceptance** and **Business Acumen and Communication Skill Sets** competencies are both rated significantly higher than the average across at least three of the four certification categories.

Figure 18 demonstrates the relationship between time spent on a given competency and the competency's proficiency rating. Similar to results analyzed in FY14 as well as FAC-C results reviewed previously in this report, the FAC-COR data illustrates a strong positive relationship between the time a workforce member spends performing a given competency and the competency's proficiency rating. Additionally, the FAC-COR competencies appear to be even more correlated with the time spent ratings than the FAC-C competencies.

Figure 18: FAC-COR Competency Proficiency and Time Spent Comparison



FAC-COR Performance Outcomes

In addition to rating the proficiency and time spent across each of the FAC-COR related competencies, respondents were asked to provide proficiency and time spent ratings for the performance outcomes associated with each competency. The performance outcomes align with a specific competency and represent actions or behaviors that are exhibited when performing activities related to the competency.

Shaded cells in Table 11 indicate proficiency values that are one standard deviation or more above (green) or below (red) the average rating across all performance outcomes. This helps identify if there are specific aspects of the competency that are significantly driving the proficiency scores. The competencies and related performance outcomes in Table 11 are sorted from highest average proficiency to lowest.

Table 11: FAC-COR Performance Outcome Proficiency and Time Spent

FAC-COR Competency/Performance Outcome	Proficiency	Time Spent
Effective Inspection & Acceptance	3.07	1.75
Inspect and accept deliveries and services by inspecting deliverables and monitoring services for conformance with contract/order/agreement terms and conditions, and accept or reject them.	3.13	1.76
Ensure compliance and completion by the Contractor of all required operations, including the preparation of any forms (e.g., Material Inspection and Receiving Reports) or equivalent, which shall be authenticated and certified by the COR that the services/supplies have been received and are acceptable.	3.10	1.75
Process inspection report as supporting documentation for payment and maintain documentation of all inspections performed, including disposition of the results. Ensure that invoice properly aligns with delivered services and products received and accepted.	3.09	1.72
Business Acumen and Communication Skill Sets	3.00	1.70
Monitor schedule and delivery processes.	3.12	1.73
Manage effective business partnership with the Contracting Officer, agency and other business advisers, and program participants.	3.09	1.73
Manage stakeholder relationships that generate buy-in to the business and technical management approach to the program.	2.99	1.65
Participate and/or contribute to the formulation of objectives and priorities, and where appropriate, implement plans consistent with the long-term interests of the organization in a global environment.	2.96	1.63
Risk Management: identify, mitigate, and advise against potential risks.	2.92	1.60

FAC-COR Competency/Performance Outcome	Proficiency	Time Spent
Contract Quality Assurance & Evaluation	2.93	1.66
Monitor the products or services throughout their life cycle.	3.03	1.70
Ensure consistency of appropriate quality requirements as they relate to the contract and validate/verify adherence specified requirements through test and measurement activities.	2.95	1.65
Influence knowledge management practices (e.g., continuous process improvement).	2.93	1.61
Contract Reporting	2.92	1.66
Monitor Contractor's performance.	3.16	1.80
Accept or reject an invoice for a given task or deliverable in accordance with the Prompt Payment Act.	3.16	1.70
Develop the COR file in accordance with agency requirements.	2.88	1.62
Proposal Evaluation	2.85	1.56
Ethics: Ability to demonstrate ethical conduct during the procurement process.	3.11	1.56
Documentation: -Ability to clearly document reasoning behind proposed evaluation.	2.90	1.55
Evaluating Non-Price Factors: Apply non-price factors in evaluating quotations, proposals, and past performance.	2.85	1.54
Contract Administration Management	2.85	1.67
Contract Administration Planning and Orientations: Define the COR roles and responsibilities by knowing the terms and conditions to which they are assigned, and participate in post-award orientation meetings to review contract milestones and responsibilities.	2.92	1.64
Requests for Contract Modification and Adjustment: Provide appropriate documentation in support of contract modification or adjustments to the CO.	2.89	1.59
Work Order Management: Submit work package to request work under the contract.	2.85	1.59
Financial Analysis and Reporting: Track the indexes as well as the appropriate burn rate for a given contract.	2.81	1.59

FAC-COR Competency/Performance Outcome	Proficiency	Time Spent
Defining Government Requirements	2.75	1.63
Writing Statements of Work: Create statements of work, Statement of Objectives (SOOs), and other related documents.	2.93	1.70
Conducting Needs Analysis and Preparing Requirements Documents: Perform an analysis, based on standard methodology, to identify all requirements and obligations in order to assist in the development of requirements documents.	2.69	1.56
Pricing Information from Offerors: If requested by the CO, assist in determining what pricing information to require from offerors.	2.63	1.45
Assisting in the Development of Acquisition Strategy: Assist the CO with the development of an appropriate acquisition strategy.	2.54	1.44
Contract Closeout	2.55	1.39
Recommend the appropriate rating criteria for the Contractor's performance evaluation within the agency past performance system.	2.72	1.43
Identify condition for final payment to the Contractor.	2.70	1.40
Identify the conditions under which a COR's duties and responsibilities end for a specific contract.	2.69	1.40
Identify the appropriate program file completion requirements.	2.56	1.38
Given a contract type, identify the FAR regulations, agency supplemental requirements as appropriate, and steps associated with closeout. Distinguish between physical contract completion and administrative contract closeout.	2.53	1.37

FAC-COR Competency/Performance Outcome	Proficiency	Time Spent
Market Research (Understanding the Marketplace)	2.48	1.45
Technology: Understanding available sources of information (e.g., internet, spreadsheets) to efficiently conduct sufficient market research.	2.71	1.46
Conduct, collect, and apply market-based research to understand the marketplace/requirements to identify the sources for a supply or service, the terms and conditions under which those goods/services are sold to the general public, and assist the CO on the best way to meet the need.	2.55	1.46
Conflict of Interest: Identifying potential conflicts of interest.	2.53	1.33
Gather all information related to the potential sources of an acquisition, as well as for commercial items, the terms and conditions under which the sources sell the goods and/or services involved.	2.51	1.44
Industry Trends: Understand the industry environment and determine availability of sources of supply and/or services.	2.49	1.42
Warranties: Support the Contracting Officer in determining whether a warranty is appropriate for a specific acquisition, including nature and use of the supplies or services, the cost of applying a warranty, and any issues with administration and enforcement.	2.34	1.34
Contract Negotiation	2.45	1.36
Determining Capability: Assist in determining and documenting the capability of a firm to effectively perform the terms and conditions of the contract.	2.64	1.42
Negotiation Strategy: Assist CO in preparing a negotiation strategy that will permit negotiators to maximize the Government's ability to obtain best value.	2.50	1.36
Conducting Discussions/Negotiations: Assist CO in preparing for a negotiation session.	2.49	1.36

FAC-COR Competency/Performance Outcome	Proficiency	Time Spent
Effective Pre-Award Communication	2.33	1.34
Pre-Quote/Pre-Bid/Pre-Proposal Conferences: Assist with the pre-quote, pre-bid, or pre-proposal conference when appropriate, and maintain an accurate record of the meeting.	2.44	1.35
Solicitation Preparation: Assist in the preparation of a written solicitation, providing guidance as needed in the selection of the appropriate provisions and clauses for the requirement.	2.42	1.40
Amending/Canceling Solicitations: Provide input into the amendment or cancellation of a solicitation when it is in the best interest of the Government and/or agency.	2.35	1.30
Publicizing Proposed Acquisitions: Recommend to CO additional methods of publicizing the proposed procurement when appropriate.	2.26	1.27
Subcontracting Requirements: Recommend appropriate requirements be put into solicitations for subcontracting or make-or-buy situations.	2.25	1.28

FAC-COR Competency/Performance Outcome	Proficiency	Time Spent
Acquisition Planning	2.32	1.41
Strategic Planning: Advise customers on their acquisition-related roles and acquisition strategies needed to assure that supplies and services are available to meet mission requirements.	2.51	1.48
Task and Delivery Order Contracting: Suggest possible ordering vehicles to the CO in order to assist in determining the appropriate vehicles and submitting work package to request work under the contract.	2.44	1.44
Methods of Payment: Assist in the selection of the most appropriate method of payment that will best minimize the Government's overhead.	2.36	1.34
Recurring Requirements: Assist in determining whether and how to provide for recurring requirements.	2.35	1.40
Documenting the Source: Assist in determining whether a written source selection plan is necessary, and, if so, properly documenting the source selection planning or acquisition strategy.	2.30	1.34
Contract Type: Assist in determining appropriate contract type(s).	2.28	1.32
Compliance to FAR Guidelines: Assist the CO with compliance of applicable FAR guidelines when acquiring products and services.	2.26	1.36
Determining Need for Earned Value Management (EVM): Mitigate potential problems with cost, schedule, and technical risks.	2.24	1.35
Contract Financing: Assist in determining whether to provide for Government financing, and, where necessary, the method of financing to use.	2.23	1.35
Unpriced Contracts: Assist in the preparation of unpriced orders and contracts.	2.15	1.32

Table 12, sorted from highest average FAC-COR proficiency rating to lowest, provides greater detail about the potential loss of competency proficiency over the next five years as a result of personnel retirements. As illustrated in Table 12, the proficiency of the FAC-COR workforce would decline across all 12 competencies if all workforce members who are currently retirement eligible retired immediately. Additionally, the proficiency of the workforce would decline if all those who were retirement eligible in the next five years retired upon their eligibility.

Table 12: FAC-COR Retirement Eligibility and Proficiency

FAC-COR Competency	All FAC-COR	FAC-COR Retirement Eligible	FAC-COR Retirement Eligible < 5 YRS
Effective Inspection & Acceptance	3.07	3.25	3.18
Business Acumen and Communications	3.00	3.13	3.07
Contract QA & Evaluation	2.93	3.12	3.05
Contract Reporting	2.92	3.08	3.03
Proposal Evaluation	2.85	2.99	2.95
Contract Admin Management	2.85	3.05	2.97
Defining Government Requirements	2.75	2.91	2.88
Contract Closeout	2.55	2.73	2.68
Market Research	2.48	2.58	2.54
Contract Negotiation	2.45	2.64	2.59
Effective Pre-Award Communication	2.33	2.49	2.46
Acquisition Planning	2.32	2.50	2.46

The average retirement eligible FAC-COR certified workforce member was 0.16 points more proficient than the entire FAC-COR sample across all competencies. This is not as large of a difference as that found in the FAC-C sample, but it still poses an emerging threat to the future capability of the COR workforce.

FAC-COR Key Findings

Overall, the demographics, employment characteristics, and average certification level for FAC-COR remained mostly unchanged since the FY14 iteration of the AWCS. The only meaningful difference is that the population with 5–10 years of experience replaced those with 1–3 years of experience as the largest subgroup among the FAC-COR respondents. Despite the increase in experience, the average FAC-COR competency proficiency rating remained similar to the rating in FY14.

Similar to FY14, most competencies required during earlier stages of the acquisition process, including **Acquisition Planning, Market Research, Effective Pre-Award Communication, and Contract Negotiations**, were rated lower in terms of proficiency and time spent than competencies used during the administration and evaluation of a contract. Additionally, **Defining Government Requirements**, which also occurs in the earlier stages of the process, was rated lower than other competencies with similar time spent ratings. Those in the FAC-C sample reported higher levels of proficiency with similar competencies required in the earlier stages of the acquisition process, so there may be an opportunity

for CORs to develop knowledge and skills in these areas through cross-functional training with Contracting Officers. The **Effective Inspection and Acceptance** and **Business Acumen and Communication Skill Set** competencies as well as most of the related performance outcomes were rated at least one standard deviation above the average FAC-COR competency rating.

Similar to the FAC-C participants, those who are retirement-eligible or approaching retirement eligibility reported a higher level of proficiency than the sample as a whole. However, the difference is not as significant as it is for FAC-C.



C. Federal Acquisition Certification (FAC) – Program and Project Managers (P/PM)

Workforce Profile

Among all of the FY16 AWCS participants, 11% identified themselves as holding a FAC-P/PM certification, an increase from 8% in FY14 but still significantly less than the 26% of P/PMs in FY12. Of the FY16 AWCS, 7% identified FAC-P/PM as their primary certification. The FAC-P/PM certifications were distributed relatively evenly across the three certification levels as well as those working toward a Level 1 certification. The largest share of the workforce (30%) identified as holding a Senior Level FAC-P/PM certification. Additionally, 22% of FAC-P/PM respondents identified as in progress toward obtaining an Entry Level certification.

As seen in Figure 19, the grade distribution of the FAC-P/PM sample diverges greatly from that of the overall sample in three of the four grade categories. The largest FAC-P/PM workforce segment by grade range is the GS 13-SES grade category, which accounts for 79% of the FAC-P/PM sample.

Figure 20 demonstrates the largest segment of the FAC-P/PM sample by occupational series is 2210 (Information Technology and Management Series), comprising 22% of the sample. An additional seven occupational series each represent at least 2% of the workforce sample with all other occupational series representing 29% of the FAC-P/PM sample.

Table 13: FAC-P/PM Sample Certification

Certification Level	Percentage of FAC-P/PM Sample
In Progress	22%
Entry	20%
Mid	28%
Senior	30%

Figure 19: FAC-P/PM Sample by Grade Range

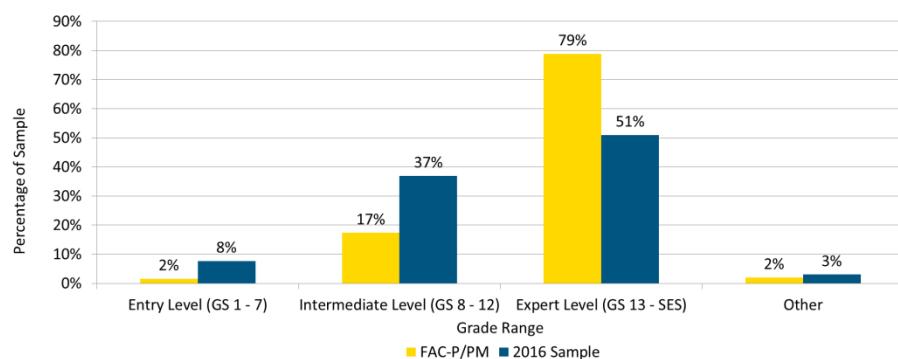


Figure 20: FAC-P/PM Sample by Occupational Series

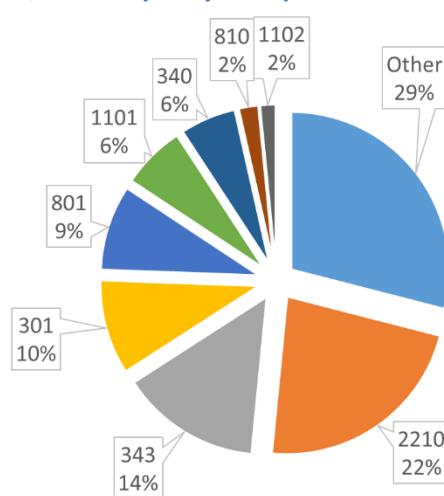


Figure 21 shows the FAC-P/PM FY16 AWCS sample has a higher proportion of workforce members who hold a master's degree (47%) than the AWCS sample as a whole.

The respondent profile in Table 14 details the key demographic variables of the FY16 AWCS FAC-P/PM respondents and compares this year's sample to the same variables across the FY14 and FY12 AWCS assessments.

Figure 21: FAC-P/PM Sample by Education

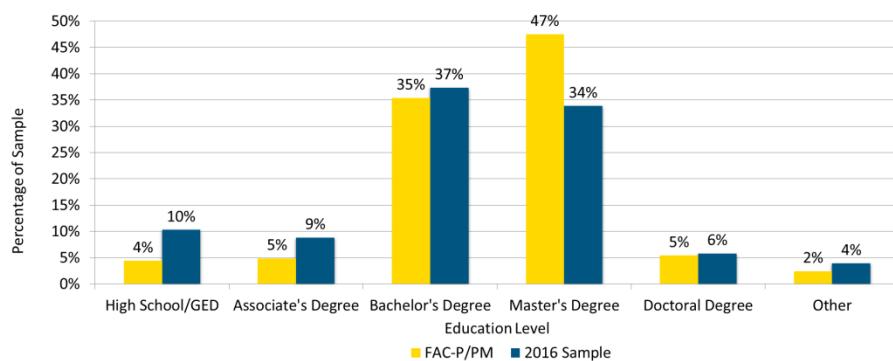


Table 14: FAC-P/PM Respondent Profile

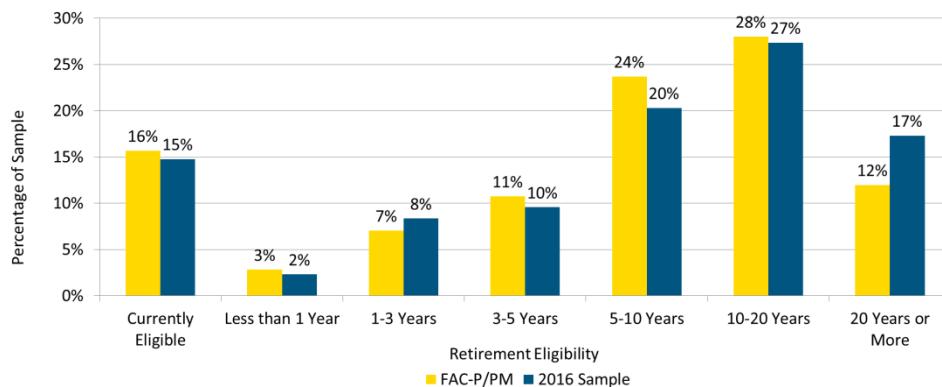
Respondent Profile	FY12 AWCS	FY14 AWCS	FY16 AWCS
Age	51 to 55 Years Old	51 to 55 Years Old	51 to 55 Years Old
Percent Female	40%	37%	37%
Grade Level	GS-14 or equivalent	GS-14 or equivalent	GS-14 or equivalent
Percent Supervisors	27%	24%	20%
Education	Master's Degree	Master's Degree	Master's Degree
Retirement Eligibility	11 to 20 Years	11 to 20 Years	10 to 20 Years
Years of Acquisition Experience	11 to 20 Years	7 to 10 Years	10 to 20 Years

The respondent profile has changed little over the past three iterations of the AWCS except for a slight decline in the percent of supervisors included in the response sample.

As seen in Figure 22, the retirement eligibility of the FAC-P/PM FY16 AWCS sample is comprised of less workforce members who are more than a decade away from retirement than the overall FY16 AWCS sample.

Additionally, very similar to the overall sample population (25%), 26% of the FAC-P/PM sample will be retirement eligible in less than three years.

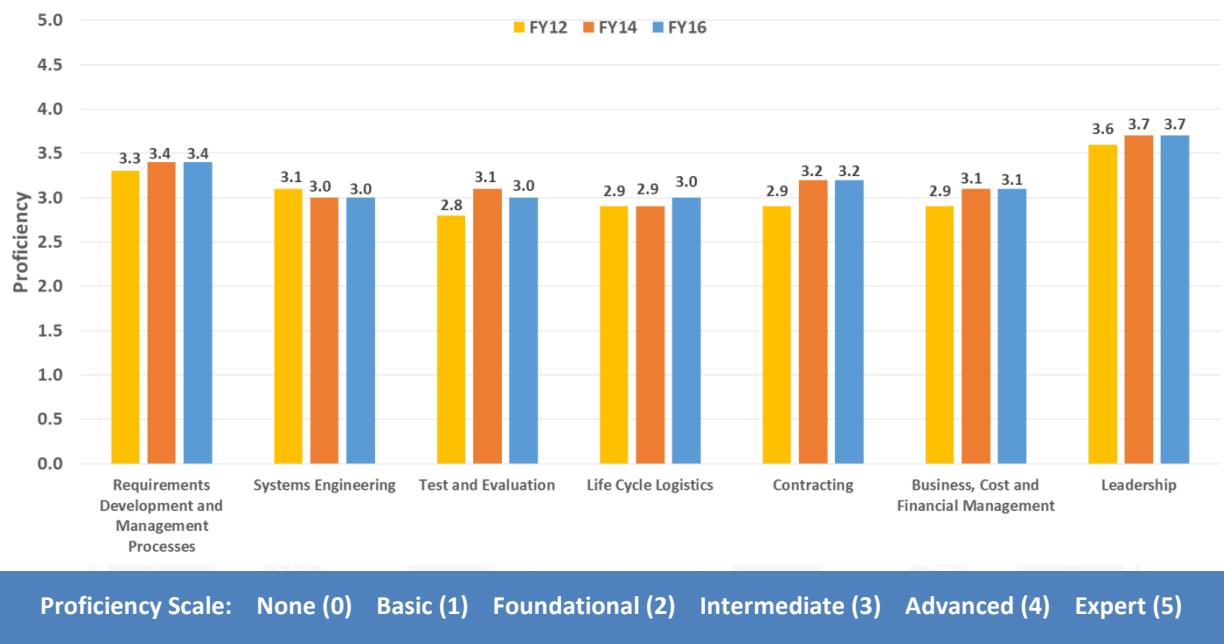
Figure 22: FAC-P/PM Sample Retirement Eligibility



FAC-P/PM Technical Competencies

The seven competencies of the FAC-P/PM competency model remained unchanged from FY12 to FY16, which allows for a historical comparison across all competencies assessed. In FY14, changes were made to the performance outcomes associated with each of the competencies of the FAC-P/PM model. Similar to the FY14 AWCS, the FY16 survey assessed the proficiency across three sets of performance outcomes, one for each certification level.

Figure 23: FAC-P/PM Competency Proficiency Ratings

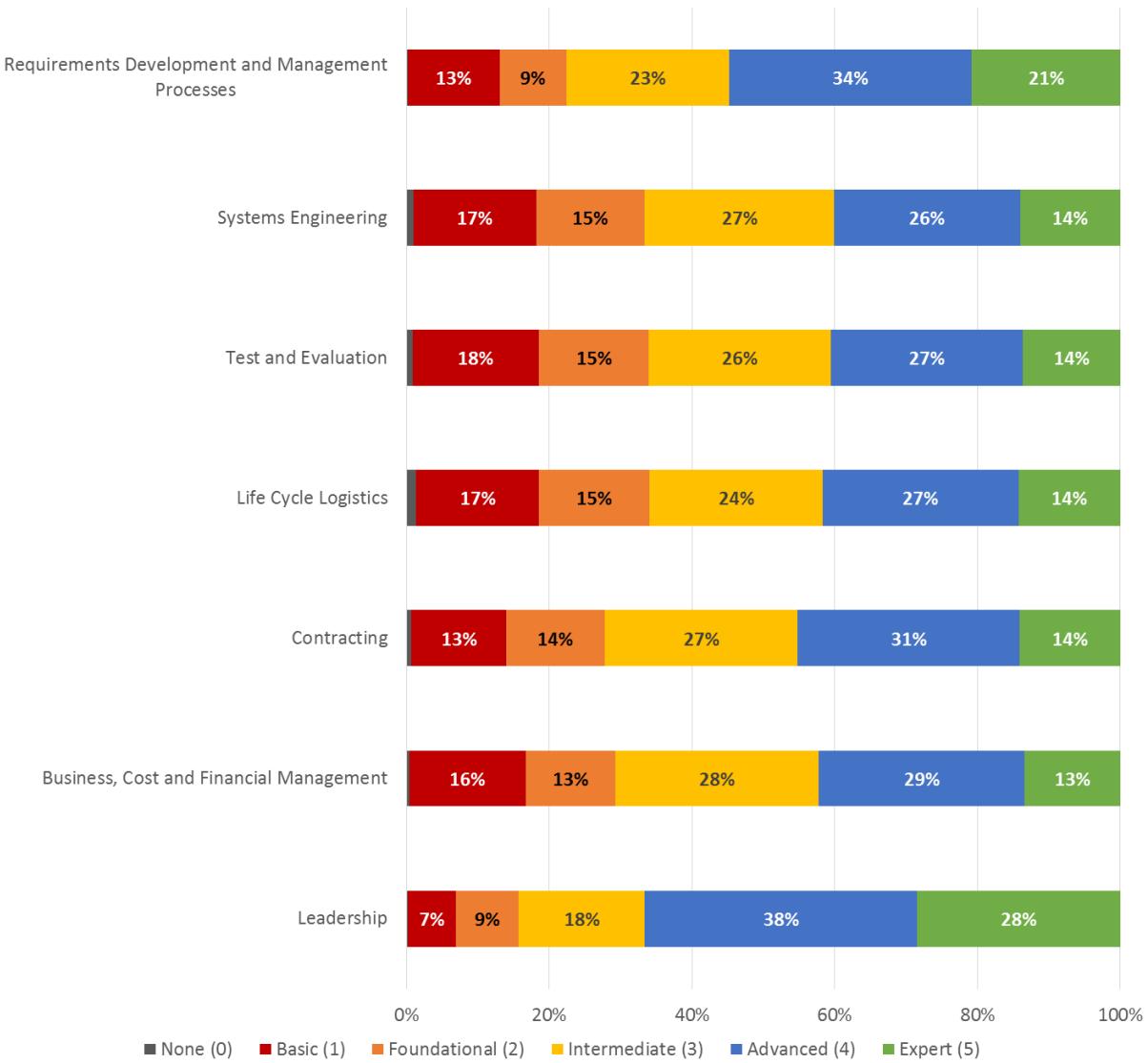


The self-reported proficiencies for each of the seven FAC-P/PM competencies are presented in Figure 23. The figure presents the proficiency ratings for each competency for FY16 as well as FY14 and FY12 to provide a historical comparison of change over time.

The average self-reported proficiency remained relatively unchanged from FY14 to FY16 with all seven competencies remaining within 0.1 points of the FY14 rating. Additionally, six of the seven competencies have increased from FY12 to FY16, except **Systems Engineering**, which declined 0.1 points over the four year span. Similar to FY14, the **Leadership** competency was the most highly rated, with an average proficiency rating of 3.7. The lowest rated competencies all reported a proficiency score of 3.0, which included the **Systems Engineering**, **Test and Evaluation**, and the **Life Cycle Logistics** competencies.

To better evaluate the overall competency proficiency ratings, a deeper analysis of competency ratings is presented in Figure 24. The figure illustrates the distribution of the ratings across the five-point scale with the additional option of None (0) for those workforce members who believe they hold no proficiency in a given area. The vertical axis of Figure 24 presents the FAC-P/PM competencies, and the horizontal axis represents the percentage of respondents who indicated proficiency within a given rating.

Figure 24: FAC-P/PM Competency Proficiency Ratings Distribution



Similar to the FAC-C and FAC-COR competency proficiency ratings distributions, Figure 24 offers a greater understanding of the strengths and areas for development within the FAC-P/PM area. For example, the **Life Cycle Logistics**, **Test and Evaluation**, and **Systems Engineering** competencies all had at least one third of workforce members rate themselves as having a Foundational (2) proficiency or less. Additionally, the **Leadership** and **Requirements Development and Management Process** competency areas each had at least half of all respondents indicate an Advanced (4) or Expert (5) level of proficiency.

On average, 47% of the FAC-P/PM sample rated themselves at the Advanced (4) or Expert (5) proficiency level across the seven competencies. In the **Leadership** competency area, two-thirds of respondents indicated their proficiency level as Advanced (4) or Expert (5), the highest among the seven competencies. Regarding the **Systems Engineering** competency area, 40% of respondents indicated their proficiency level as Advanced (4) or Expert (5), the lowest among the seven competencies.

Table 15 below presents the competency proficiency and time spent data for each of the seven FAC-P/PM competencies (sorted from highest aggregate proficiency rating to lowest) across the three certification levels as well as those workforce members working toward obtaining their Level 1 certification. Shaded cells indicate proficiency values that are one standard deviation or more above (green) or below (red) the certification level's average proficiency across all competencies.

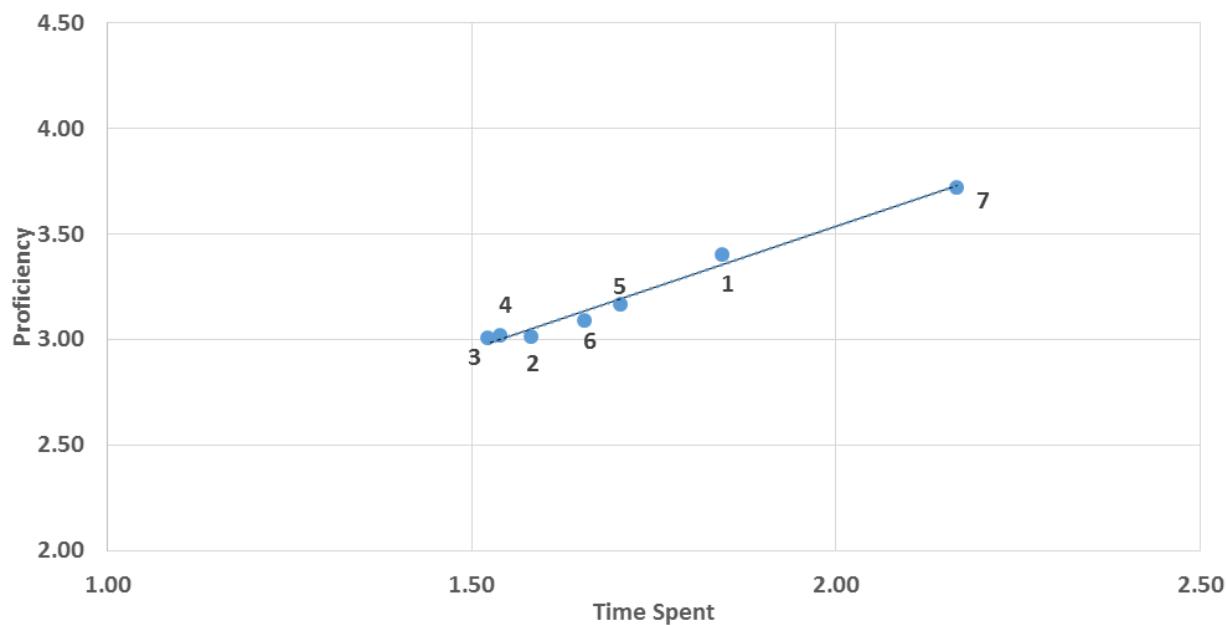
Table 15: FAC-P/PM Technical Competencies and Time Spent by Certification Level

FAC-P/PM Competencies	In Progress		Level 1		Level 2		Level 3		Aggregate	
	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent	Proficiency	Time Spent
Leadership	3.25	2.03	3.29	2.03	3.71	2.11	4.33	2.39	3.72	2.17
Requirements Development and Management Processes	2.79	1.75	2.81	1.67	3.47	1.89	4.11	1.98	3.40	1.84
Contracting	2.68	1.62	2.81	1.61	3.12	1.66	3.76	1.86	3.17	1.70
Business, Cost and Financial Management	2.55	1.52	2.57	1.51	3.09	1.68	3.78	1.82	3.09	1.66
Life Cycle Logistics	2.58	1.48	2.56	1.48	3.02	1.56	3.59	1.60	3.02	1.54
Systems Engineering	2.57	1.55	2.56	1.51	3.07	1.65	3.53	1.59	3.02	1.58
Test and Evaluation	2.58	1.46	2.62	1.47	2.95	1.55	3.58	1.58	3.01	1.52
Average	2.72	1.63	2.75	1.61	3.20	1.73	3.81	1.83	3.20	1.72
Proficiency Scale	None (0)		Basic (1)		Foundational (2)		Intermediate (3)		Advanced (4)	
Time Spent Scale	Not Applicable (N/A)			Minimal (1)			Moderate (2)			Extensive (3)

As shown in Table 15, there are certain competencies that emerged as consistent strengths across multiple certification levels. The **Leadership** competency was at least one standard deviation above the average competency proficiency rating across all four certification level categories as well as the aggregate rating proficiency. The **Requirements Development and Management Processes** competency was rated at least one standard deviation above the average competency proficiency at both Level 2 and Level 3. Additionally, the **Systems Engineering** and **Test and Evaluation** competencies were rated at least one standard deviation below the average competency proficiency in one level (Level 3 and Level 2 respectively). Compared to other FAC functional areas, aside from the **Leadership** competency, the FAC-P/PM competency proficiencies were more consistent across certification levels.

As previously demonstrated in this report, there exists a correlation between the amount of time spent performing a competency and the self-reported proficiency of that competency. Figure 25 below illustrates the correlation between the average time spent (x-axis) and the average competency proficiency rating (y-axis). There is less variance in the time spent across the FAC-P/PM competencies than the other functional areas. As a result, the linear trend line is less dramatic than the trend line for the FAC-C and FAC-COR competencies. The outlier is the **Leadership** competency, which is used most frequently and received the highest rating.

Figure 25: FAC-P/PM Competency Proficiency and Time Spent Comparison



Legend	
1) Requirements Development and Management Processes	5) Contracting
2) Systems Engineering	6) Business, Cost and Financial Management
3) Test and Evaluation	7) Leadership
4) Life Cycle Logistics	

FAC-P/PM Performance Outcomes

Similar to other FAC functional areas, FAC-P/PM respondents rated their proficiency and time spent across each of the performance outcomes associated with each competency. Each performance outcome is associated with a specific competency and represents an action or behavior that is exhibited when performing activities related to the competency. Note: in previous iterations of the AWCS, performances outcomes were identified as aligned skills.

The FAC-P/PM competency model designates a unique set of performance outcomes for each certification level. Therefore, there are three tables (Tables 16, 17, and 18) presenting performance outcome data, one for each certification level, unlike the singular table used in previous sections of this report.

Shaded cells indicate proficiency values that are one standard deviation or more above (green) or below (red) the average rating across all performance outcomes. This helps identify if there are specific aspects of the competency significantly driving the proficiency scores. The competencies and related performance outcomes in Tables 16, 17, and 18 are sorted from highest average proficiency to lowest.

Table 16: FAC-P/PM Entry level Performance Outcome Proficiency and Time Spent

FAC-P/PM Competency/Performance Outcome - Level 1	Proficiency	Time Spent
Requirements Development and Management Processes	2.81	1.67
Identify the functions of membership in a working group or project-oriented team.	3.15	1.80
Comprehend the concept and utility of working groups and project-oriented teams.	3.14	1.81
Recognize the program manager's responsibility for managing program cost, schedule, and performance to achieve program success.	3.09	1.82
Describe the requirements development process and the criticality of meeting user/mission requirements.	2.94	1.71
Generalize the risk/opportunity management process.	2.83	1.67
Comprehend a general life cycle model an agency may use to select concepts to meet user/mission requirements	2.82	1.61
Recognize the role of the Acquisition Strategy and other key planning documentation.	2.77	1.53
Comprehend the interrelationship of the applicable governance, budgeting, and requirements development processes, which embody all Federal acquisitions.	2.63	1.49
Define the utility, basic tenets, and guidelines for preparing an Integrated Master Plan and Integrated Master Schedule.	2.61	1.51
Recognize the applicable laws, statutes, and regulations that control the Federal acquisition process.	2.60	1.49
Identify the major organizations that control and execute the Federal acquisition process.	2.59	1.40
Compare and contrast the major planning attributes of traditional, information technology, services, and facilities construction programs.	2.54	1.49
Recall the concept of Total Ownership Cost (TOC) and other cost descriptions that define cost accounting of the program.	2.48	1.43

FAC-P/PM Competency/Performance Outcome - Level 1	Proficiency	Time Spent
Contracting	2.81	1.61
Illustrate the role of the COR during all phases of the contracting process.	2.97	1.62
Recognize the need for a comprehensive program specification and requirements statement that fully and correctly defines the program.	2.95	1.64
Define the process for developing a comprehensive program specification, Statement of Work (SOW), and/or Statement of Objective (SOO) that fully and correctly defines the project, addressing roles and missions of the government and contractor.	2.94	1.68
Contrast the roles and responsibilities between the Contracting Officer and the Program Manager.	2.93	1.61
Recognize the benefits of performance-based acquisition.	2.79	1.50
Recognize the need to formulate a source selection plan that allows for best value.	2.77	1.49
Identify key activities in contract administration, including contract modifications and terminations.	2.76	1.53
Recall the formal source selection process, including acquisition planning and pre-solicitation processes, market research, the request for proposal (RFP), evaluation of proposals, and contract award.	2.75	1.54
Describe pre-award actions and the associated contracting methods required by the Federal Acquisition Regulation (FAR). Recognize the need for the Program Manager to participate in pre-award actions required by acquisition planning (FAR Part 7.1)	2.67	1.51

FAC-P/PM Competency/Performance Outcome - Level 1	Proficiency	Time Spent
Test and Evaluation	2.62	1.47
Recognize the importance of test and evaluation (T&E) to acquisition decisions.	2.77	1.48
Identify the role that T&E plays in the systems engineering process.	2.64	1.42
Explain efficient and cost-effective methods for planning, monitoring, conducting, and evaluating tests of developmental, commercial, or modified systems.	2.59	1.43
Define and determine the need for a comprehensive test and evaluation approach, including the use of modeling and simulation.	2.58	1.42
Discuss various Federal and agency processes for conducting test and evaluation, including the need to conduct user testing or operational test and evaluation (OT&E).	2.56	1.41
Explain the value of a comprehensive and documented test and evaluation strategy and how this strategy evolves into test and evaluation plans, such as a Test and Evaluation Master Plan (TEMP).	2.54	1.40

FAC-P/PM Competency/Performance Outcome - Level 1	Proficiency	Time Spent
Business, Cost and Financial Management	2.57	1.51
Generalize common uses of cost estimating, cost analysis, financial planning, formulating financial projects and budgets, budget analysis/execution, benefit-cost analysis, Earned Value Management (EVM), and other methods of performance measurement.	2.72	1.52
Recognize cost estimating processes, methods, and techniques.	2.70	1.50
Recognize the basic concepts of EVM, including cost and schedule program status indicators, and how EVM relates to managing program risk.	2.59	1.42
Comprehend how to allocate funds within appropriation categories and how to use the funds from each appropriation.	2.58	1.45
Comprehend the Congressional appropriation process, the various appropriation categories, and the rules for using the funds from each appropriation.	2.57	1.45
Recognize the benefits of using balanced and goal-oriented performance measures in managing a program.	2.53	1.48
Recognize common formats and approaches to building and analyzing a viable and relevant Business Case containing both quantitative and qualitative decision criteria.	2.51	1.42
Generalize the agency's policy for financial planning, programming, budget development, budget execution, and OMB A-11 application.	2.49	1.39
Define the Integrated Baseline Review (IBR) process or similar process that reviews program cost and schedule performance.	2.45	1.39
Recognize the statutory requirements for measuring performance of acquisition programs.	2.35	1.37
Recall the common types of software instruments available for performance measurement of programs.	2.25	1.31

FAC-P/PM Competency/Performance Outcome - Level 1	Proficiency	Time Spent
Systems Engineering	2.56	1.51
Recognize the utility of using work breakdown structures (WBS) as a technical management tool across all functional disciplines in the acquisition process.	2.87	1.55
Recognize the roles and responsibilities of the Government and the contractor in the systems engineering (SE) process.	2.80	1.54
Identify and relate the utility of key technical management processes and tools used in the SE process, including configuration management, technical performance measures, and technical design reviews.	2.72	1.52
Define the key aspects of risk management in the context of systems engineering, and participate in development of a risk/opportunity management plan.	2.71	1.53
Recognize the importance of integrating the SE life cycle and its technical management and review process with the acquisition life cycle.	2.65	1.46
Comprehend the need for design considerations accounting for environmental, safety, and occupational health (ESOH); human factors; and security factors.	2.65	1.48
Define the key aspects of a plan for technical assessment that measures technical progress, and assist in the development of a technical assessment plan.	2.63	1.50
Discuss the concept of systems management and the role of human factor engineering in system engineering.	2.57	1.46
Describe the content for a technical data management plan.	2.52	1.42
Summarize the process for monitoring and selecting a balanced systems design solution.	2.51	1.45

FAC-P/PM Competency/Performance Outcome - Level 1	Proficiency	Time Spent
Life Cycle Logistics	2.56	1.48
Recognize the importance of planning for the deployment of a new system or project.	2.90	1.59
Comprehend the concepts of availability, supportability, and reliability/maintainability while minimizing cost, the logistic footprint, and interoperability.	2.63	1.47
Express understanding of the concept of integrated product support, the product support elements, and purpose of a product support plan.	2.62	1.45
Comprehend performance-based logistic efforts that optimize total life cycle costs while maintaining system readiness.	2.60	1.45
Define interoperability as a key product support factor along with examples of interoperability application.	2.59	1.42
Recognize alternative logistics support practices, including supply chain management, best public sector and commercial practices and technology solutions, and their utility and appropriateness according to the type and scope of the acquisition program.	2.54	1.42
Assist in implementation of alternative logistics support practices.	2.49	1.42

FAC-P/PM Competency/Performance Outcome - Level 1	Proficiency	Time Spent
Leadership	3.29	2.03
Comprehend the tenets of effectively communicating information in a succinct and organized manner, orally and in writing.	3.47	2.14
Recognize the value of a customer-oriented approach when assessing needs, resolving conflict, and satisfying expectations.	3.43	2.05
Recognize the roles organizational culture and leadership play in establishing an ethical work environment.	3.41	1.93
Recall how to identify problems, determining accuracy and relevance of information and using sound judgment when offering solutions.	3.38	2.00
Recall accepted methods of how to lead/manage a project team to satisfactory achievement of project goals.	3.36	1.99
Recognize how interpersonal and organizational conflict impacts the program management office, and select relevant conflict management techniques and methods to address that conflict.	3.35	1.92
Recognize the basic role of the Program Manager, the qualities of leadership and management as they relate to the Program Manager, and the common leadership challenges faced by Program Managers.	3.34	2.00
Describe methods to hold self and others accountable for measurable, high-quality, timely, and cost-effective results.	3.28	1.95
Relate the various techniques to adapt behavior or work methods in response to new information or changing conditions.	3.27	1.96
Define the principles of ethics and values inherent to the systems acquisition process, and identify the core ethical values associated with acquisition decision-making.	3.24	1.84
Recognize how Continuous Process Improvement (CPI) is used to enhance an organization's performance, and identify key CPI methodologies.	3.05	1.77

Table 17: FAC-P/PM Mid level Performance Outcome Proficiency and Time Spent

FAC-P/PM Competency/Performance Outcome - Level 2	Proficiency	Time Spent
Leadership	3.71	2.11
Apply an effective communications approach that builds networks and fosters professional alliances.	3.80	2.14
Construct effective and timely decisions, adjusting for time-sensitive situations or when relevant information is limited.	3.74	2.02
Demonstrate the ability to develop new insights, question conventional approaches, encourage new ideas and innovations, and design and implement new or cutting edge plans and processes.	3.73	1.98
Determine the impact that stakeholder relations have on programmatic success.	3.72	1.96
Foster the talent of others to perform by providing ongoing, effective feedback.	3.71	2.00
Lead and facilitate an integrated project team (IPT) to satisfactory achievement of program/project goals.	3.69	2.05
Resolve interpersonal conflicts, grievances, and confrontations to minimize negative personal and organizational impact.	3.69	1.96
Persuade others to accept recommendations, cooperate or change their behavior, work with others towards an agreement, and negotiate to find mutually acceptable solutions.	3.69	1.97
Identify and effectively leverage the internal and external political environment that impacts the work of the organization.	3.55	1.91

FAC-P/PM Competency/Performance Outcome - Level 2	Proficiency	Time Spent
Requirements Development and Management Processes	3.47	1.89
Apply effective oral and written capabilities to communicate project needs and expectations.	3.71	2.08
Form and lead working groups as Integrated Project/Product Teams.	3.67	2.02
Illustrate the criticality of user/mission requirements in performing project management functions.	3.51	1.84
Apply government and agency acquisition policies to meet user/mission requirements.	3.33	1.79
Determine requirements and assist in the planning for technology and business management throughout the acquisition process.	3.31	1.73
Discover the scope and purpose of systems acquisition management as an integration of the primary functions of: (1) requirements development and management; (2) systems engineering; (3) test and evaluation; (4) life cycle logistics; (5) contracting; (6) business, cost estimating, and financial management; and (7) leadership.	3.28	1.73
Clarify alternative concepts that efficiently meet mission capability gaps.	3.27	1.66
Relate how acquisition programs exist in size and scope along a continuum of increasing complexity, mission criticality, cost, and level of control and oversight.	3.24	1.66
Formulate an Acquisition Strategy that incorporates risk mitigation strategies.	3.23	1.66
Formulate the key features of a risk/opportunity management process.	3.14	1.63
Prepare an Integrated Master Plan that reflects the tenets of total life cycle system management.	3.06	1.58
Assist in the development of an estimate of TOC in agency format.	2.88	1.50

FAC-P/PM Competency/Performance Outcome - Level 2	Proficiency	Time Spent
Contracting	3.12	1.66
Demonstrate and apply the knowledge and skills required to perform the responsibilities of a COR.	3.56	1.96
Formulate the key features of a comprehensive program/project specification and SOW.	3.46	1.78
Apply and track contract administrative actions in collaboration with the program COR.	3.28	1.77
Assist the Contracting Officer in the negotiations with industry for the required level of contract performance.	3.28	1.68
Conduct market research, including considerations for dual-use technologies, use of commercial items, and socioeconomic considerations.	3.20	1.66
Examine the leadership and management processes associated with acquisition planning.	3.19	1.65
Formulate an Acquisition Strategy which includes a comprehensive contracting approach that incorporates risk mitigation strategies.	3.15	1.63
Illustrate the basis for building and maintaining effective contract incentive relationships.	3.14	1.60
Account for the factors that determine how commercial-off-the-shelf (COTS) products may affect a program during acquisition planning.	3.14	1.59
Correlate the relationship between the Acquisition Strategy and the Acquisition Plan.	3.12	1.59
Interpret the differences in business processes between industry and the Federal government as they relate to contracting.	3.11	1.57
Differentiate the key features of pre-award actions, contracting methods, and policy required by FAR.	3.10	1.58
Clarify source selection criteria, including risk analysis methods, FAR Part 15/15.3.	3.09	1.60
Administer a negotiated baseline of performance with operational users and the corresponding commercial and/or organic support providers.	3.07	1.63

FAC-P/PM Competency/Performance Outcome - Level 2	Proficiency	Time Spent
Business, Cost and Financial Management	3.09	1.68
Construct and present for evaluation a viable business case based on sound cost benefit analysis and containing both qualitative and quantitative decision criteria.	3.22	1.62
Formulate and use cost estimating processes, methods, techniques, and analytical principles.	3.20	1.66
Analyze and allocate funds within the appropriation categories, and correctly commit and obligate funds from each appropriation.	3.17	1.66
Integrate the common forms of cost estimating and cost analysis into the formulation of financial programs and budgets, budget analysis and execution, and cost-benefit analysis.	3.16	1.70
Apply the basic concepts of EVM, including cost and schedule program status indicators, and illustrate how EVM relates to managing program risk.	3.07	1.58
Assist in the preparation for, and participate in an Integrated Baseline Review (IBR) or similar review for performance measurement.	3.05	1.57
Track program compliance with applicable Federal and agency EVM policies and processes.	3.04	1.57
Employ techniques to adjust program strategies when EVM indicators indicate high risk or threaten a breach of a program threshold.	3.03	1.55
Apply and track the program according to applicable agency policy for financial planning, programming, budget development, budget execution, and OMB A-11 application.	3.01	1.63

FAC-P/PM Competency/Performance Outcome - Level 2	Proficiency	Time Spent
Systems Engineering	3.07	1.65
Comprehend the systems life cycle management concepts used for information technology (IT) systems.	3.30	1.68
Apply quantitative and qualitative analytical techniques for decision-making.	3.27	1.72
Structure an effective requirements development and management process that traces engineering and technical specification requirements back to the user's system requirements.	3.23	1.67
Apply key technical management processes and tools used in the SE process, including: configuration management, technical performance measures, and technical design reviews.	3.16	1.66
Explain and justify the benefits of using balanced and goal-oriented performance measures in managing a system design effort.	3.14	1.62
Develop and demonstrate effective technical performance measures to monitor system performance.	3.14	1.60
Administer and assess technical assessment plans and decision analysis methods.	3.08	1.62
Develop and apply a process for monitoring and selecting a balanced systems design solution.	3.04	1.59
Recognize the best practices used in the Federal Government to improve efficiency and effectiveness of software acquisitions.	3.02	1.58
Apply a process for monitoring and selecting a systems design accounting for environmental, safety, and occupational health (ESOH); human factors; and security requirements.	3.00	1.58
Develop and apply a viable risk/opportunity management plan in the context of systems engineering (SE).	2.98	1.52
Compare and contrast the common software acquisition strategies and software development paradigms.	2.98	1.54
Illustrate the main causes of software program problems.	2.97	1.52
Comprehend the major provisions of the Information Technology Management Reform (Clinger-Cohen) Act.	2.91	1.57

FAC-P/PM Competency/Performance Outcome - Level 2	Proficiency	Time Spent
Life Cycle Logistics	3.02	1.56
Analyze a systems design for availability, supportability, and reliability/maintainability, and link this analysis to how the design balances the need to minimize cost, reduce the logistic footprint, provide operational readiness, and account for interoperability requirements.	3.07	1.54
Analyze the product support elements, and apply the concept of integrated product support in the formulation of a product support plan.	3.03	1.57
Administer performance-based logistic efforts that optimize total system life cycle cost while maintaining system readiness.	3.01	1.56
Propose appropriate alternative logistics support strategies and practices.	2.98	1.53
Track and act upon logistic analysis results early in the system development process so that balanced adjustments in the system design can be enacted which reduce the required support resources and overall life cycle costs.	2.98	1.53
Test and Evaluation	2.95	1.55
Comprehend the type and scope of test and evaluation required for different program types, including COTS, non-developmental, and developmental programs.	2.95	1.53
Select and apply efficient and cost-effective methods for planning, monitoring, conducting, and evaluating tests of developmental, non-developmental, commercial, or modified systems.	2.93	1.54
Formulate the test and evaluation strategy for a program, accounting for the differences in hardware-centric and information technology-centric systems that demonstrates system performance requirements and progressively reduces program risk.	2.89	1.53

Table 18: FAC-P/PM Senior Level Performance Outcome Proficiency and Time Spent

FAC-P/PM Competency/Performance Outcome - Level 3	Proficiency	Time Spent
Leadership	4.33	2.39
Demonstrate a high level of responsibility and accountability for effective use of program resources.	4.41	2.40
Identify, assess, and resolve programmatic problems, and use sound judgment to identify corrective courses of action.	4.38	2.34
Model well-developed oral and written communications skills, and foster their development in subordinates.	4.38	2.39
Facilitate an effective business partnership with the Contracting Officer, chief acquisition officer, senior-level agency advisors, other business advisers, and program stakeholders.	4.37	2.34
Foster an inclusive workplace where diversity and individual difference are valued and leveraged to achieve the vision and mission of the organization.	4.37	2.26
Manage effective and timely stakeholder relationships that generate buy-in to the business and technical management approach to the program.	4.31	2.26
Manage to a long-term organizational view that fosters a shared vision and acts as a catalyst for change.	4.30	2.19
Strategically position the organization to take advantage of new opportunities by developing or improving products or services.	4.22	2.11
Oversee the formulation of organizational objectives and priorities, and implement plans consistent with the long-term interests of the organization in a global environment.	4.14	2.03
Evaluate and remain current on local, national, and international policies and trends that affect the organization and shape stakeholders' views.	4.07	1.99

FAC-P/PM Competency/Performance Outcome - Level 3	Proficiency	Time Spent
Requirements Development and Management Processes	4.11	1.98
Manage the analyses of user requirements to optimize system performance relative to cost and schedule.	4.09	1.85
Design the charter and functions, select and assign membership, and lead integrated product/process teams and other program-oriented working groups.	4.07	1.87
Synthesize the efforts and output of functionally oriented product/process teams in preparation for and execution of milestone and stakeholder reviews of the program.	4.04	1.92
Evaluate the preparation and implementation of an Acquisition Strategy with an ongoing risk/opportunity management process.	4.00	1.87
Facilitate the development of the program acquisition approach, define program scope, and coordinate an Integrated Master Plan.	4.00	1.87
Facilitate the application of agency acquisition policies to meet user/mission requirements.	3.97	1.85
Evaluate analysis of alternative concepts that efficiently meet mission capability gaps.	3.95	1.79
Manage the integration of business and technology management strategies, accounting for cost, schedule, and performance risks that delivers best value and meets capability requirements.	3.95	1.91
Identify, interpret, and implement agency financial policies and directives that are applicable to the program.	3.82	1.76
Construct, employ, and then modify based on changes in the acquisition environment—a risk/opportunity management process.	3.82	1.76
Originate and manage an estimate of ownership cost, ensuring consistency with OMB A-94 and PART analysis.	3.36	1.51

FAC-P/PM Competency/Performance Outcome - Level 3	Proficiency	Time Spent
Business, Cost and Financial Management	3.78	1.82
Evaluate relevance and make programmatic decisions based on analysis of business cases containing both qualitative and quantitative decision criteria.	3.80	1.70
Manage the proper use of funds from each appropriation as well as interpret appropriations law and the various appropriations categories.	3.78	1.77
Assess, for merit, a benefit-cost analysis, illustrating the strengths and weaknesses of associated analytical methods, and interpret the analysis results for a stakeholder review.	3.77	1.66
Manage the application of Total Life Cycle Systems Management (TLCMSM) or similar concept, which requires the program manager to base decisions on system-wide analyses and system performance and affordability, and manage the program risk of those decisions.	3.75	1.73
Oversee and facilitate program application of the common cost estimation techniques, applications, and their underlying analytical principles.	3.68	1.69
Identify, apply, and integrate agency financial policies and directives relevant to the program.	3.68	1.72
Forecast the need for and direct financial planning exercises, and understand the risks associated with the formulated financial plans from those exercises.	3.65	1.67
Evaluate program application of EVM, the criticality of the IBR or similar review process, and how to interpret the EVM indicators and resulting analysis.	3.63	1.60

FAC-P/PM Competency/Performance Outcome - Level 3	Proficiency	Time Spent
Contracting	3.76	1.86
Assess the coordination actions for the preparation of a comprehensive program specification and the Statement of Objectives (SOO), SOW, or Performance-Based Statement of Work (PSPW).	4.05	1.90
Manage the leadership and management processes associated with the integration of program planning and acquisition planning.	4.02	1.94
Collaborate with the program Contracting Officer, and orchestrate the source selection process commensurate with the complexity of the procurement.	3.97	1.87
Develop and defend the overall strategy for managing the coordination and development of the acquisition and contracting strategy, including origination of the exit criteria for each acquisition phase as they apply to contracting.	3.91	1.82
Orchestrate the preparation, implementation, and justification of a contracting approach within the Acquisition Strategy along with an ongoing risk management process for that approach.	3.86	1.78
Evaluate compliance with the application of Federal and agency acquisition policies to meet user/mission requirements when engaged in the acquisition of services.	3.78	1.73
Construct and facilitate a negotiated baseline of performance between the operational users and corresponding commercial and/or organic support providers.	3.70	1.72
Adapt pre-award actions required by FAR, considering contract terms and conditions.	3.67	1.72
Facilitate the contractual relationship with domestic and international buyers outside the agency which sponsors the program acquisition.	3.67	1.72

FAC-P/PM Competency/Performance Outcome - Level 3	Proficiency	Time Spent
Life Cycle Logistics	3.59	1.60
Critique a product support strategy where interoperability is required, and evolve the strategy to achieve a balance in system performance, system readiness, and life cycle cost.	3.62	1.60
Formulate and defend a performance-based logistics strategy that optimizes total system life cycle costs.	3.61	1.56
Synthesize logistic analysis results and risk mitigation issues early in the system development process, and implement balanced adjustments in the system design to reduce the required support resources and overall life cycle costs.	3.60	1.57
Evaluate and implement appropriate innovative alternative logistics support practices that evolve to optimize life cycle costs, maintain system readiness, and reduce logistics footprint.	3.58	1.59
Organize and track materiel management actions involving the coordination of production, inventory, location, and transportation of program items of materiel (and associated information and financial transactions) to achieve optimum readiness among organizations employing the system.	3.58	1.54

FAC-P/PM Competency/Performance Outcome - Level 3	Proficiency	Time Spent
Test and Evaluation	3.58	1.58
Justify and communicate to program stakeholders efficient and cost-effective methods for planning, monitoring, conducting, and evaluating tests of developmental, non-developmental, commercial, or modified systems.	3.79	1.65
Facilitate development of a comprehensive test and evaluation strategy designed to reduce program risks as the program progresses through the acquisition life cycle.	3.69	1.59
Manage the programmatic and system impact and risk to program restructuring as a result of analysis and evaluation of developmental and operational test reports.	3.66	1.55
Oversee a comprehensive test and evaluation program, adjusting to changes in program complexity and risk.	3.64	1.58
Manage and critique a strategy for conducting user or operational testing that determines the operational effectiveness and suitability of a system under realistic operational conditions.	3.63	1.53

FAC-P/PM Competency/Performance Outcome - Level 3	Proficiency	Time Spent
Systems Engineering	3.53	1.59
Evaluate and evolve the process of developing technical solutions which link user requirements to technical performance and lead to the selection of a balanced design solution.	3.69	1.66
Assess and evolve products, plans, and other documentation related to technical performance measurement, technical assessment, risk/opportunity management, and technical data management.	3.66	1.67
Manage development and application of effective system performance measures that provide early indication that the selected design solution will meet user requirements.	3.65	1.61
Evaluate technical management processes and tools used in the SE process, including configuration management, technical performance measures, and technical design reviews which ensure consistency of a product's attributes with its requirements and technical design.	3.61	1.61
Generate and appraise common decision analysis methods and tools.	3.56	1.53
Formulate, implement, and evolve a rigorous SE management program that tracks engineering and specification requirements back to user/mission requirements.	3.55	1.57
Interpret and oversee program implementation of the provisions of the Information Technology Management Reform (Clinger-Cohen) Act.	3.45	1.54
Evaluate common SE management strategies for information technology programs.	3.44	1.51
Plan for the key processes employed in interface management, including the ability to trace system requirements through the software architecture.	3.42	1.51

Table 19, sorted from highest average FAC-P/PM proficiency rating to lowest, provides further insight into the potential loss of competency proficiency the FAC-P/PM workforce could undergo due to retirements in the next five years. The table presents the current level of self-reported proficiency as well as the proficiency of those who are currently retirement eligible and those who will be retirement eligible in the next five years.

Table 19: FAC-P/PM Retirement Eligibility and Proficiency

FAC-P/PM Competency	All FAC-P/PM	FAC-P/PM Retirement Eligible	FAC-P/PM Retirement Eligible < 5 YRS
Leadership	3.72	3.80	3.84
Requirements Development and Management Processes	3.40	3.56	3.54
Contracting	3.17	3.33	3.30
Business, Cost and Financial Management	3.09	3.18	3.20
Systems Engineering	3.02	3.20	3.19
Life Cycle Logistics	3.02	3.09	3.18
Test and Evaluation	3.01	3.08	3.15

Overall, all seven competency areas would see an immediate decrease in average proficiency level if all retirement eligible workforce members exited the workforce, and the average decline across all competencies would be 0.12 points, which is nearly identical to FY14. The impact due to retirements is more pronounced in the five-year timeframe with the average decline across all competencies being 0.14 points. The FAC-P/PM Retirement Eligibility and Proficiency analysis is unique when compared to the other FAC program areas because the retirement eligible workforce in the five-year timeframe has a higher average proficiency rating than those currently eligible to retire.

FAC-P/PM Key Findings

The demographics, employment characteristics, and average certification level of the workforce have remained relatively constant over the past three iterations of the AWCS. Similar to the FAC-C and FAC-COR findings, this consistency rules out the possibility that large scale demographic changes to the workforce may have impacted the findings.

For all seven FAC-P/PM competencies, the average self-reported proficiency rating remained within 0.1 point of the FY14 rating. A further analysis of competency proficiency revealed that the **Leadership** competency and almost all of the related performance outcomes were rated at least one standard deviation greater than the other P/PM competencies and performance outcomes at each certification level.

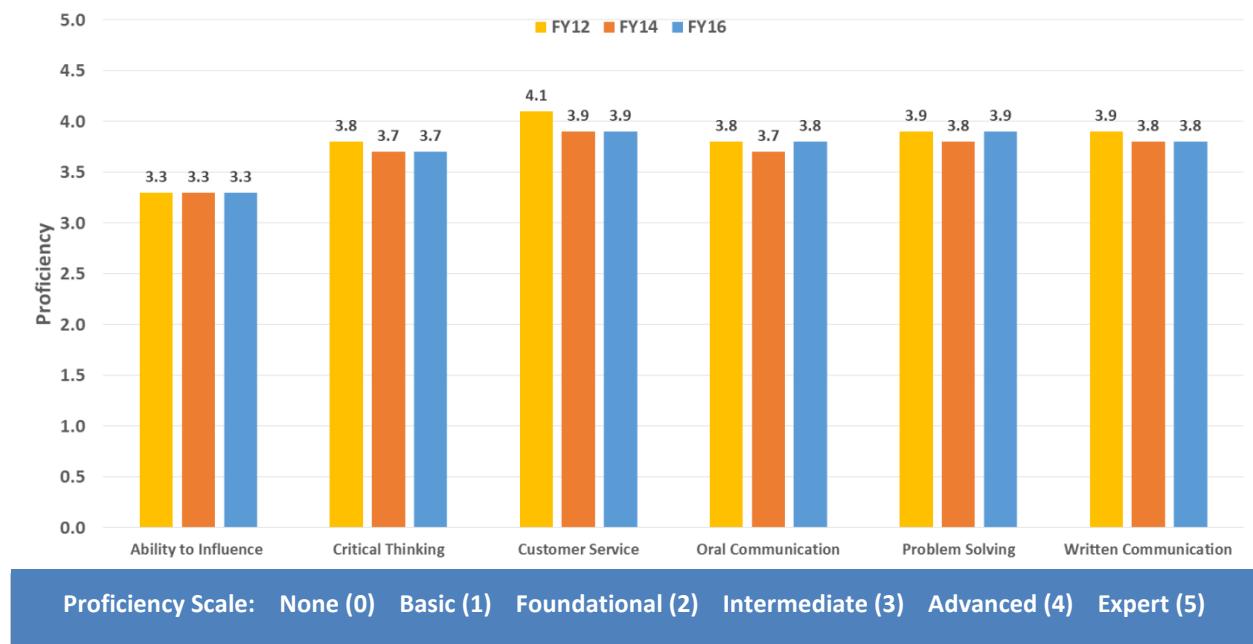
VI. Business Competencies⁶

Similar to previous iterations of the AWCS, the FY16 assessment asked acquisition workforce members to rate their proficiency across the six business competencies, which are the fundamental skills that help support sound acquisition practices. Unlike the technical competencies that are FAC functional area specific, the business competencies span the three FAC functional areas (i.e., FAC-C, FAC-COR, and FAC-P/PM) and are equally important for all members of the acquisition workforce.

The business competency model was reduced from 12 competencies in FY12 to 6 competencies in FY14 to reflect the evolving needs and priorities of the acquisition community. The FY16 model remains unchanged from FY14.

Presented in Figure 26 are the proficiency ratings across the six business competencies. In addition to presenting the FY16 AWCS proficiency ratings, the figure also details the historical comparisons from the FY14 and FY12 AWCS where applicable. The FY16 AWCS proficiency ratings for all of the business competencies either stayed constant or increased slightly from the FY14 ratings, but three of the six proficiencies remain rated below their FY12 values. The **Customer Service** business competency had the highest rated average proficiency across all six competencies (3.9) despite experiencing the greatest decline since FY12. Additionally, the competency that received the lowest self-reported level of proficiency was **Ability to Influence** (3.3).

Figure 26: Business Competency Proficiency Ratings



⁶ The proficiency scale for rating the business competencies can be found on page 7 within the Survey Structure and Methodology section of this report.

Similar to analyses performed for each of the FAC functional areas, Table 20 presents the self-reported business competency proficiency for each of the six competencies (sorted from highest aggregate proficiency rating to lowest) across the four certification level categories.

Table 20: Business Competency Proficiency

Business Competencies	In Progress	Level 1	Level 2	Level 3	Aggregate Proficiency	
Customer Service	3.67	3.59	3.87	4.36	3.93	
Problem Solving	3.57	3.56	3.83	4.24	3.86	
Written Communication	3.54	3.48	3.78	4.16	3.80	
Oral Communication	3.51	3.48	3.71	4.11	3.76	
Critical Thinking	3.38	3.34	3.67	4.17	3.71	
Ability to Influence	2.95	2.85	3.23	3.87	3.31	
Average	3.44	3.38	3.68	4.15	3.73	
Proficiency Scale	None (0)	Basic (1)	Foundational (2)	Intermediate (3)	Advanced (4)	Expert (5)

The **Ability to Influence** competency emerged as a consistent area for development across the four certification categories and the aggregate as well. Perhaps not surprisingly, the certification level with the highest average proficiency rating across all competencies was the Level 3 certification category.

Figure 27: Business Competency Proficiency Ratings by FAC Program Area

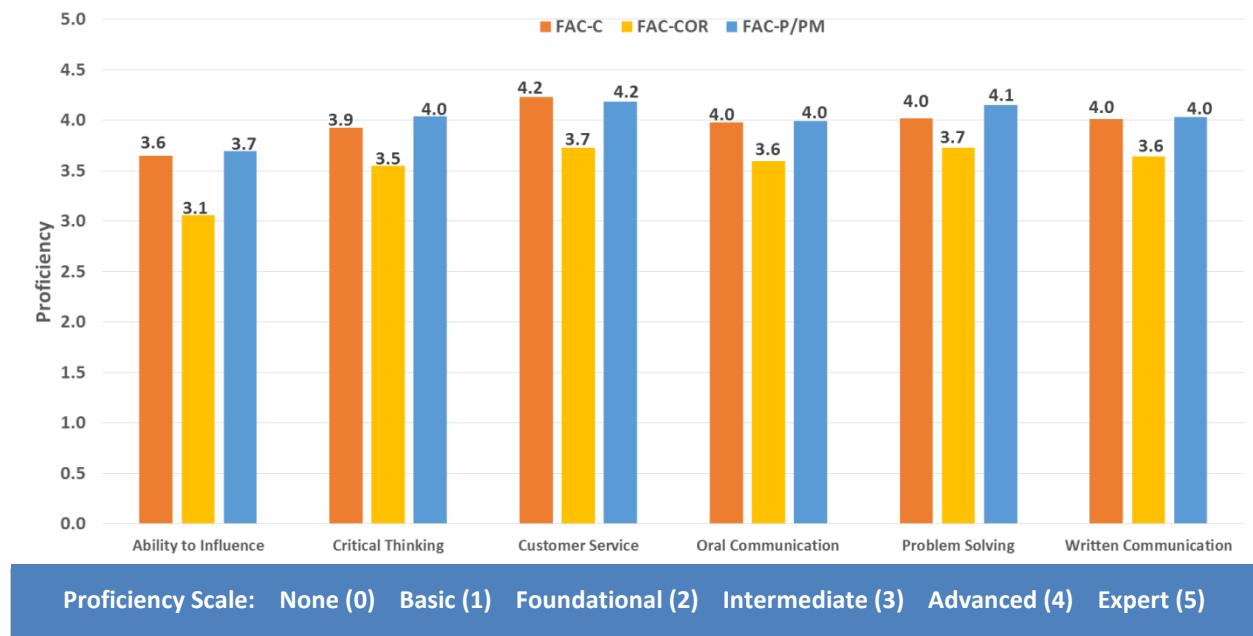


Figure 27 above illustrates the average proficiency rating across each of the six business competencies for the three FAC functional areas (i.e., FAC-C, FAC-COR, and FAC-P/PM).

Overall, the FAC-C and FAC-P/PM functional areas are relatively consistent across each of the business competencies, while the FAC-COR functional area had the lowest proficiency rating across all business competencies.

Within the FAC-C functional area, the **Customer Service** business competency was the highest rated, and the lowest rated business competency was **Ability to Influence**.

On average, those in the FAC-COR functional area rated **Customer Service** and **Problem Solving** as the most proficient business competencies. Similar to FAC-C, FAC-COR workforce members rated themselves lowest on the **Ability to Influence** competency.

Lastly, the FAC-P/PM workforce rated **Customer Service** highest among business competencies and rated the **Ability to Influence** competency the lowest. Additionally, the FAC-P/PM functional area had the smallest range between its highest and lowest business competency proficiency rating among the three functional areas (0.5).

VII. Acquisition Workforce Supervisors⁷

In the FY16 AWCS, individuals who supervise members of the acquisition workforce were asked to rate their agreement with a series of eight statements related to their acquisition staff. Respondents were only shown these questions once they identified themselves as a supervisor; therefore, the majority of AWCS participants did not respond to the supervisory-related questions.

In total, 1,939 supervisors rated their agreement with the eight statements. Of these supervisors, 65% indicated that they supervise 1–5 acquisition staff, and only 13% indicated that they supervisor more than 10 acquisition workforce members.

Figure 28: Acquisition Workforce Supervisors Agreement Distribution

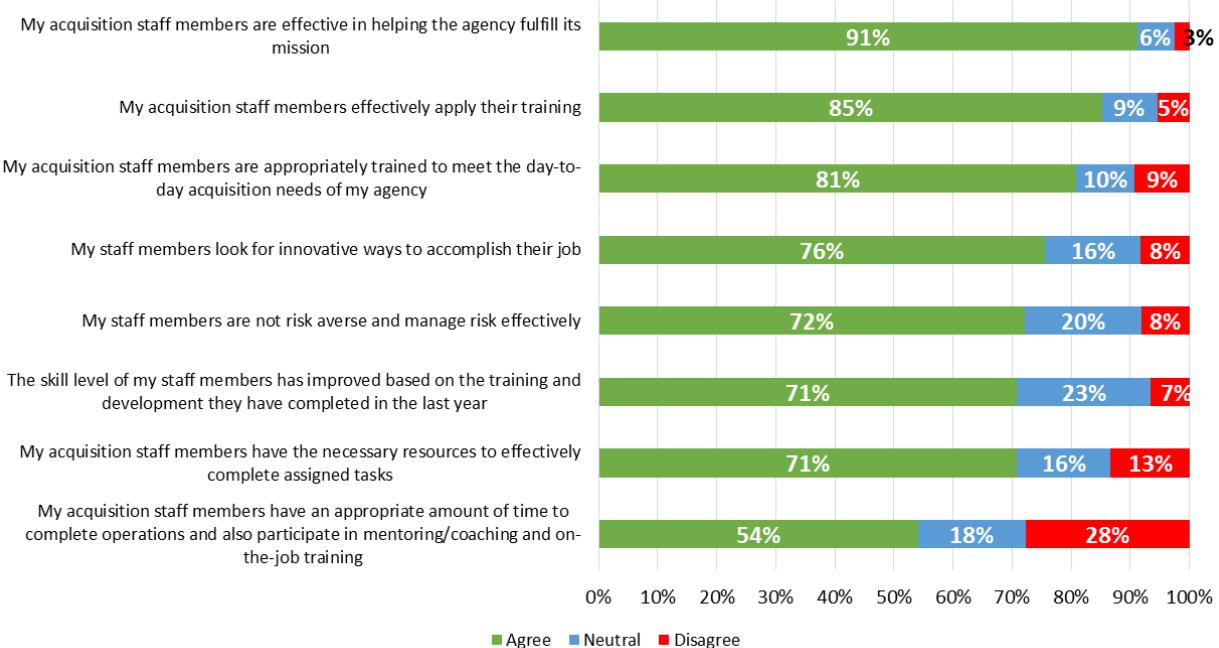


Figure 28 presents the level of agreement across the eight supervisory-related statements. For the purposes of this report, responses were aggregated into three categories with the agree category representing those who strongly agree or agree with each statement, the neutral category representing those who neither agree nor disagree with each statement, and the disagree category representing those who disagree or strongly disagree with each statement.

Overall, the acquisition supervisors rated the statements with an average agreement rate of 75%, which indicates that, on average, roughly three out of four supervisors agreed with the statements presented in this section. This represents an increase from the average agreement rate of 68% among supervisors responding to the AWCS in FY14.

⁷ The agreement scale for rating the supervisory-related statements can be found on page 7 within the Survey Structure and Methodology section of this report.

The statement with the highest level of agreement was “My acquisition staff members are effective in helping the agency fulfill its mission,” which 91% of supervisors agreed with. Conversely, the statement with the lowest level of agreement among supervisors was “My acquisition staff members have an appropriate amount of time to complete operations and also participate in mentoring/coaching and on-the-job training,” with which 54% of supervisors agreed.

In addition to analyzing the highest level of agreement, evaluating which areas received the highest levels of disagreement can help in better understanding any challenges presented. In addition to “My acquisition staff members have an appropriate amount of time to complete operations and also participate in mentoring/coaching and on-the-job training,” which had the highest level of disagreement (28%), “My acquisition staff members have the necessary resources to effectively complete assigned tasks” also received a large rate of disagreement from supervisors (13%). Further efforts may focus on better explaining the response to “My acquisition staff members have an appropriate amount of time to complete operations and also participate in mentoring/coaching and on-the-job training” as it was an outlier with more than a quarter of supervisors voicing disagreement with the statement.

VIII. Conclusion

Across all three functional areas, the average self-reported proficiency remained within 0.1 point from FY14 to FY16. The sample was similar to the FY14 sample across most demographic and employment dimensions. As a result, the strength areas and areas for development, determined by those competencies rated at least one standard deviation above or below the average rating, remained identical to the FY14 AWCS.

Within the FAC-C functional area, **Determination of How Best to Satisfy Customer Requirements**, **Competition**, and **Contract Award** were rated higher than the other FAC-C technical competencies. Conversely, **Protests** and **Cost and/or Price Analysis** were rated lower. Within the FAC-COR functional area, the **Effective Inspection and Acceptance** and **Business Acumen and Communication Skill Set** competencies were both rated higher than the other FAC-COR competencies. Additionally, the **Acquisition Planning**, **Effective Pre-Award Communication**, and **Contract Negotiation** were consistently rated lower. Within the FAC-P/PM functional area, the **Leadership** competency received the highest proficiency ratings and was the only competency at least one standard deviation from the average.

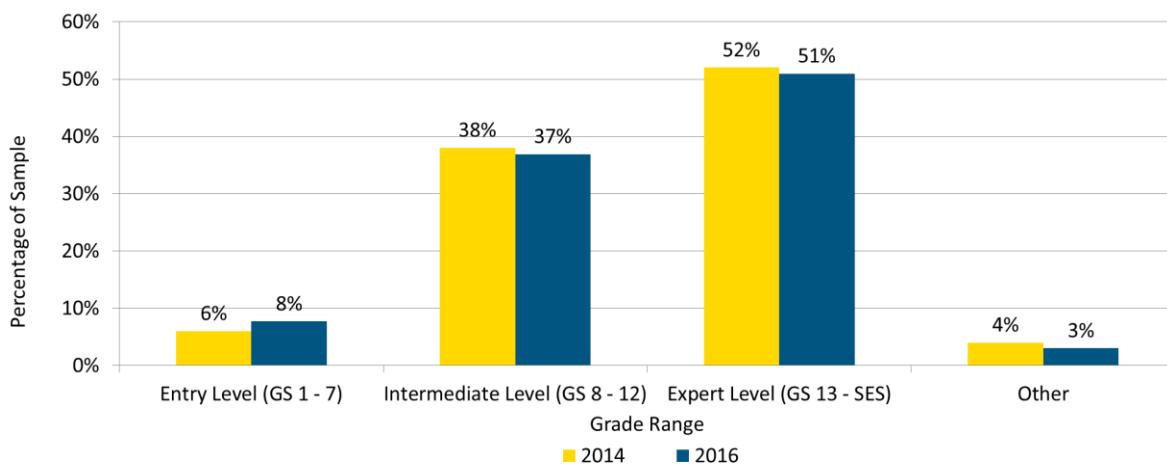
In the FY12 and FY14 iterations of the AWCS, the largest segment of FAC-C respondents identified as having more than 20 years of acquisition experience. In FY16, however, the largest segment of FAC-C respondents identified as having between 5 and 10 years of acquisition experience. Despite the shift, the FAC-C competency proficiency ratings stayed level with the FY14 ratings. Those in the mid-experience levels for FAC-C will need to continue to develop to backfill those who retire over the next decade. Those who are currently retirement eligible and those approaching retirement eligibility reported higher levels of proficiency than the FAC-C sample as a whole. To help mitigate the impact, senior members of the FAC-C workforce should support succession planning and undertake knowledge sharing activities, such as a mentoring junior level employees.

Across all functional areas and levels, there are strong correlations between the amount of time workforce members use a competency and their reported proficiency with that competency. This finding suggests that experiential activities, including stretch assignments and on-the-job training, may be the most effective at developing the capability of the acquisition workforce.

IX. Appendix A – FY16 Acquisition Workforce Competency Survey (AWCS) Additional Demographics Data

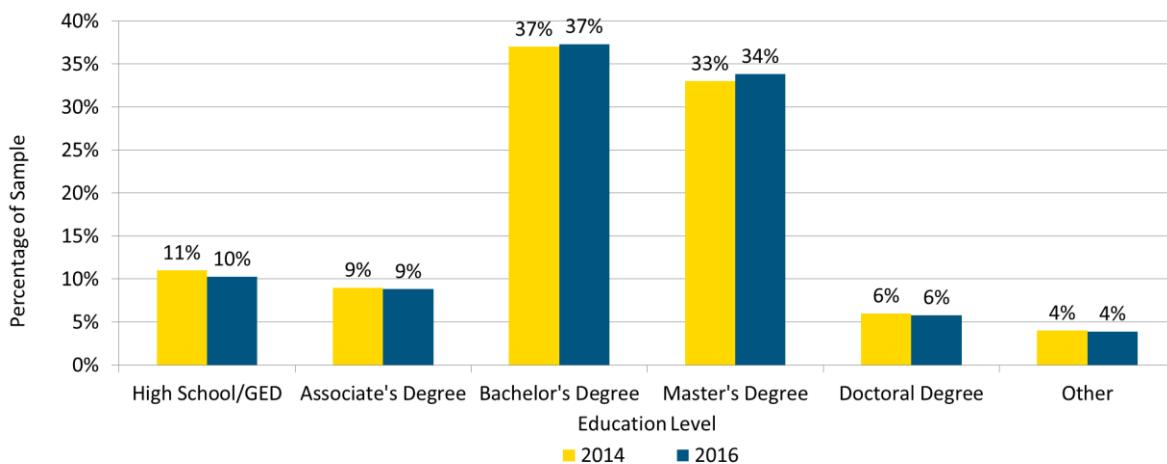
In addition to the certification and retirement eligibility information collected in the upfront sections of the FY16 AWCS, respondents were asked to provide their grade level and educational attainment. This data was also collected in FY14, and the charts below provide a comparison across the two survey administration periods.

Figure 29: FY16 AWCS Sample Grade Distribution



As seen in Figure 29, 51% of the FY16 government-wide AWCS sample indicated that they fall in the Expert Level (GS 13-SES) grade range. An additional 37% and 8% indicated that they were Intermediate (GS 8–12) or Entry Level (GS 1–7) respectively. The remaining 4% selected that they either did not fall in any of the aforementioned grade categories or that they had a foreign service (FS) grade (<1%).

Figure 30: FY16 AWCS Sample Education Distribution



As seen in Figure 30, the majority of respondents indicated that they had either a bachelor's or master's degree (37% and 34% respectively). Of the three FAC program areas, respondents who selected FAC-

P/PM had the highest number of advanced degrees with over 50% selecting that they had achieved a master's or doctoral degree.



X. Appendix B – FY16 Acquisition Workforce Competency Survey (AWCS)

Homepage

Welcome to the FY 2016 Acquisition Workforce Competency Survey (AWCS)! The AWCS is sponsored by the Office of Federal Procurement Policy (OFPP), the Federal Acquisition Institute (FAI), and the Office of Personnel Management (OPM). The purpose of this survey is to identify and prioritize the developmental needs of the Federal civilian (i.e., non-DoD) acquisition workforce so that resources can be dedicated to enhancing learning and development opportunities.

Participation in this survey is completely confidential, and survey results will only be reported in aggregate. This survey is estimated to take between 30 and 60 minutes to complete depending on the number of acquisition program areas in which you work. All participants who complete the survey are eligible to receive 1 CLP. Participants must have a FAITAS account to receive 1 CLP.

Upon completion of the survey you will be asked to print or take a screenshot of the final page for your records and to use in submitting your CLP request. Please use the grey “Next” and “Previous” buttons below to navigate through the survey. Do not hit the back button on your internet browser as doing so will delete all unsaved survey responses. Thank you for your participation in this important initiative. Your input is greatly appreciated, and will help to continue to improve acquisition-related developmental opportunities.

Demographic Questions

- 1) Are you currently a Federal Government employee (i.e., not a contractor)? Choose one of the following answers:
 1. Yes
 2. No

- 2) Please select your Agency/Department. Choose one of the following answers:
 1. Executive Office of the President (EOP)
 2. Agency for International Development (USAID)
 3. Department of Agriculture (USDA)
 4. Department of Commerce (DOC)
 5. Department of Defense (DOD)
 6. Department of Education (Education)
 7. Department of Energy (DOE)
 8. Department of Health and Human Services (HHS)
 9. Department of Homeland Security (DHS)
 10. Department of Housing and Urban Development (HUD)
 11. Department of Justice (DOJ)
 12. Department of Labor (DOL)
 13. Department of State (State)
 14. Department of the Interior (DOI)
 15. Department of the Treasury (Treasury)
 16. Department of Transportation (DOT)
 17. Department of Veterans Affairs (VA)
 18. Environmental Protection Agency (EPA)
 19. General Services Administration (GSA)
 20. National Aeronautics and Space Administration (NASA)
 21. National Science Foundation (NSF)
 22. Nuclear Regulatory Commission (NRC)
 23. Office of Personnel Management (OPM)
 24. Small Business Administration (SBA)
 25. Social Security Administration (SSA)
 26. Other

- 3) Please select your Agency. Choose one of the following answers:
1. Advisory Commission on Intergovernmental Relations (ACIR)
 2. Advisory Council on Historic Preservation (AHP)
 3. African Development Foundation (ADF)
 4. American Battle Monuments Commission (ABMC)
 5. Antitrust Modernization Commission (AMC)
 6. Appalachian Regional Commission (ARC)
 7. Appraisal Subcommittee of the Federal Financial Institutions Examination Council (FFIEC)
 8. Architectural and Transportation Barrier Compliance Board (ATBCB)
 9. Armed Services Retirement Home (AFRH)
 10. Barry Goldwater Scholarship and Excellence in Education Foundation (GSF)
 11. Broadcast Board of Governors (BBG)
 12. Chemical Safety/Hazard Investigation Board
 13. Christopher Columbus Fellowship Foundation
 14. Commission for Civil Rights (CCR)
 15. Commission of Fine Arts (CFA)
 16. Committee for Purchase From Who are Blind or Severely Disabled (JWOD)
 17. Commodity Futures Trading Commission (CFTC)
 18. Consumer Financial Protection Bureau (CFPB)
 19. Consumer Product Safety Commission (CPSC)
 20. Corporation for National and Community Service (CNS)
 21. Court Services and Offender Supervision Agency (CSOSA)
 22. Defense Nuclear Facilities Safety Board (DNFSB)
 23. Delaware River Basin Commission (DRBC)
 24. Denali Commission
 25. District of Columbia Pretrial Services Agency (PSA)
 26. Dwight D. Eisenhower Memorial Commission
 27. Equal Employment Opportunity Commission (EEOC)
 28. Export-Import Bank of the United States (EXIM)
 29. Farm Credit Administration (FCA)
 30. Farm Credit System Insurance Corporation (FCSIC)
 31. Federal Communications Commission (FCC)
 32. Federal Deposit Insurance Corporation (FDIC)
 33. Federal Election Commission (FEC)
 34. Federal Energy Regulatory Commission (FERC)
 35. Federal Housing Finance Agency (FHFA)
 36. Federal Labor Relations Authority (FLRA)
 37. Federal Maritime Commission (FMC)
 38. Federal Mediation and Conciliation Service (FMCS)
 39. Federal Mine Safety and Health Review Commission (FMSHRC)
 40. Federal Retirement Thrift Investment Board (FRTIB)
 41. Federal Trade Commission (FTC)
 42. Government Accountability Office (GAO)
 43. Harry S. Truman Scholarship Foundation (HTSF)
 44. Institute of Museum and Library Services (IMLS)
 45. Inter-American Foundation (IAF)
 46. International Boundary and Water Commission: U.S. & Mexico
 47. James Madison Memorial Fellowship Foundation (JMMFF)
 48. Japan-U.S. Friendship Commission (JUSFC)
 49. John F. Kennedy Center for the Performing Arts (JFKCPA)
 50. Legal Services Corporation (LSC)

51. Marine Mammal Commission (MMC)
52. Medicare Payment Advisory Commission (MPAC)
53. Merit Systems Protection Board (MSPB)
54. Millennium Challenge Corporation (MCC)
55. National Archives and Records Administration (NARA)
56. National Archives on Libraries and Information Science (NALIS)
57. National Capitol Planning Commission
58. National Council on Disability (NCD)
59. National Credit Union Administration (NCUA)
60. National Endowment for the Arts (NEA)
61. National Endowment for the Humanities (NEH)
62. National Gallery of Art (NGA)
63. National Indian Gaming Commission (NIGC)
64. National Labor Relations Board (NLRB)
65. National Mediation Board (NMB)
66. National Science Foundation (NSF)
67. National Technical Information Service (NTIS)
68. National Transportation Safety Board (NTSB)
69. Nuclear Waste Technical Review Boards (NWTRB)
70. Occupational Safety and Health Review Commission (OSHRC)
71. Office of Navajo and Hopi Indian Relocation (ONHIR)
72. Office of Personnel Management
73. Office of the Federal Coordinator for Alaska Natural Gas Transportation Projects (OFC-ANGTP)
74. Overseas Private Investment Corporation (OPIC)
75. Peace Corps (PC)
76. Pension Benefit Guaranty Corporation (PBGC)
77. Postal Regulatory Commission (PRC)
78. President's Crime Prevention Council (PCPC)
79. Railroad Retirement Board (RRB)
80. Securities and Exchange Commission (SEC)
81. Selective Service System (SSS)
82. Smithsonian Institution (SI)
83. Surface Transportation Board (STB)
84. Tennessee Valley Authority (TVA)
85. The Presidio Trust (TPT)
86. The Udall Foundation
87. U.S. Access Board (USAB)
88. U.S. Arctic Research Commission (USARC)
89. U.S. Chemical Safety and Hazard Investigation Board (USCSHIB)
90. U.S. Commission for the Preservation of America's Heritage Abroad
91. U.S. Election Assistance Commission (EAC)
92. U.S. Holocaust Memorial Museum
93. U.S. House of Representatives Acquisition Office
94. U.S. Institute of Peace (USIP)
95. U.S. Interagency Council on Homelessness (USICH)
96. U.S. International Trade Commission (USITC)
97. U.S. Office of Government Ethics (OGE)
98. U.S. Office of Special Counsel (OSC)
99. U.S. Postal Service (USPS)
100. U.S. Sentencing Commission (USSC)
101. U.S. Trade and Development Agency (USTDA)
102. Other: _____

- 4) Please select your agency bureau below. Choose one of the following answers (**DHS Example Only**): **(CFO-Act agencies only)**
1. Acquisition Professional Career Program
 2. Chief Financial Officer (DHS HQ)
 3. Chief Human Capital Officer (DHS HQ)
 4. Chief Information Officer (DHS HQ)
 5. Chief Procurement Officer (DHS HQ)
 6. Chief Security Officer (DHS HQ)
 7. Civil Rights and Civil Liberties
 8. Customs and Border Protection
 9. Directorate For Management
 10. Domestic Nuclear Detection Office
 11. Executive Secretariat
 12. Federal Emergency Management Agency
 13. Federal Law Enforcement Training Center
 14. Immigration and Customs Enforcement
 15. National Cybersecurity Center
 16. National Protection and Programs Directorate
 17. Office of Counternarcotics Enforcement
 18. Office of Health Affairs
19. Office Of Intelligence and Analysis
20. Office of Intergovernmental Affairs (DHS HQ)
21. Office of Legislative Affairs (DHS HQ)
22. Office of Operations Coordination and Planning (OPS)
23. Office of Policy (DHS HQ)
24. Office of Procurement Operations
25. Office of Public Affairs (DHS HQ)
26. Office of Selective Acquisitions
27. Office of the Chief Readiness Support Officer (DHS HQ)
28. Office of the Citizenship and Immigration Services Ombudsman (DHS HQ)
29. Office of the General Counsel
30. Office of the Inspector General
31. Privacy Office (DHS HQ)
32. Program Accountability and Risk Management
33. Science and Technology
34. Transportation Security Administration
35. U.S. Citizenship and Immigration Services
36. U.S. Coast Guard
37. U.S. Secret Service
- 5) Please select your current grade level or equivalent pay band. Choose one of the following answers:
1. GS-5 or equivalent
 2. GS-7 or equivalent
 3. GS-9 or equivalent
 4. GS-11 or equivalent
 5. GS-12 or equivalent
 6. GS-13 or equivalent
 7. GS-14 or equivalent
 8. GS-15 or equivalent
 9. FS - 1
 10. FS - 2
 11. FS - 3
 12. FS - 4
 13. FS - 5
 14. Senior Executive Service
 15. Other: _____

- 6) Please select your age. Choose one of the following answers:
1. 25 years old and under
 2. 26-30
 3. 31-35
 4. 36-40
 5. 41-45
 6. 46-50
 7. 51-55
 8. 56-60
 9. Over 60 years old
- 7) Please select your gender. Choose one of the following answers:
1. Female
 2. Male
 3. I prefer not to answer
- 8) How soon are you eligible for Federal retirement? Choose one of the following answers:
1. Currently Eligible
 2. Less than 1 year
 3. 1-3 years
 4. 3-5 years
 5. 5-10 years
 6. 10-20 years
 7. 20 years or more
- 9) When are you planning to retire? Choose one of the following answers:
1. Less than 1 year
 2. 1-3 years
 3. 3-5 years
 4. 5 years or more
 5. N/A
- 10) Are you considering leaving your organization within the next year, and if so, why? Choose one of the following answers:
1. No
 2. Yes, to retire
 3. Yes, to take another job within the Federal Government
 4. Yes, to take another job outside the Federal Government
 5. Yes, other
- 11) Please select the highest level of education you have completed. Choose one of the following answers:
1. High School/GED
 2. Associate's Degree
 3. Bachelor's Degree
 4. Master's Degree
 5. Doctoral Degree
 6. Other: _____

12) What position did you hold before entering your current job series?

1. Employed in another Federal government occupational series
2. Employed in a similar job in state/local government
3. Employed/serving in a similar role in the military
4. Employed in a similar job in the private sector
5. Employed in a similar job in a Non-Governmental Organization
6. Employed in a similar job in an educational setting (university/college)
7. Employed in a non-contracting/acquisition related job in the private sector
8. Student
9. Unemployed
10. Other: _____



Program Area Questions

- 1) Please select your primary acquisition certification. "Primary" is defined as the acquisition certification in which you currently dedicate the majority of your time. Choose one of the following answers: **(those who select one of the bolded answers will be directed to question 15)**
1. Contracting Professional (FAC-C)
 2. Contracting Officer's Representative (FAC-COR)
 3. Program and Project Manager (FAC-P/PM)
 4. **Business-Cost Estimating**
 5. **Education, Training, and Career Development**
 6. **Federal Project Director**
 7. **Financial Assistance**
 8. **Fleet**
 9. **Grants Management**
 10. **Industrial/Contract Property Management**
 11. **Information Technology**
 12. **Life Cycle Logistics**
 13. **Ordering Official**
 14. **Personal Property**
 15. **Production, Quality, and Manufacturing**
 16. **Program Financial Management**
 17. **Program Systems Engineer**
 18. **Purchasing**
 19. **Science and Technology Manger**
 20. **Small Business**
 21. **Systems Engineering**
 22. **Test and Evaluation**
 23. **Technical Project Officer**
 24. **I am not a member of the acquisition workforce, but I supervise a member of the acquisition workforce**
 25. **Other:** _____

2) Please select your four digit occupational series from the list below. Choose one of the following answers:

1. 0301
2. 0303
3. 0340
4. 0341
5. 0343
6. 0401
7. 0462
8. 0601
9. 0801
10. 0802
11. 0810
12. 1101
13. 1102
14. 1105
15. 2210
16. Other: _____

3) In addition to your primary acquisition certification, please select one of the following acquisition certifications for which you would like to rate your proficiency. Choose one of the following answers: **(those who select the bolded answer will be directed to the business competencies)**

1. Contracting Professional (FAC-C)
2. Contracting Officer's Representative (FAC-COR)
3. Program and Project Manager (FAC-P/PM)
- 4. I do not hold a FAC-C, FAC-COR, or FAC-P/PM certification**

4) Please select the highest __ **(FAC-C, FAC-COR, FAC-P/PM – populated based on answer to previous questions)** certification level that you've completed. If you are currently working toward a Level 1 __ **(FAC-C, FAC-COR, FAC-P/PM – populated based on answer to previous question)** certification, select "In Progress Level 1." Choose one of the following answers:

1. In Progress Level 1
2. Level 1
3. Level 2
4. Level 3
5. N/A: I am in a position that does not require me to be FAC certified **(FAC-C Option Only)**

5) Please select your job title below. If "Other," please specify. Choose one of the following answers: **(for FAC-C only)**

1. Contracting Specialist
2. Contracting Officer
3. Cost/Price Analyst
4. Procurement Analyst
5. Small Business Specialist
6. Other: _____

- 6) Please indicate the contract type you spent the majority of your time working on in the past year. If "Other," please specify. **(FAC-C only)**
1. Fixed Price
 2. Cost Type
 3. Time and Materials/Labor Hours
 4. Other: _____
- 7) Please indicate the types of commodities you have dealt with in the past year. If "Other," please specify. **(FAC-C only) (Select all that apply)**
1. IT
 2. Services
 3. Major Programs
 4. Construction
 5. A&E
 6. Facilities
 7. Schedules
 8. Other: _____
- 8) Do you currently hold a warrant? **(FAC-C only)**
1. Yes
 2. No
- 9) How many years of contracting experience do you have in industry? Choose one of the following answers: **(FAC-C only)**
1. Less than 1 year
 2. 1–3 years
 3. 3–5 years
 4. 5–10 years
 5. 10–20 years
 6. 20 years or more
- 10) How many years of government contracting experience do you have? Choose one of the following answers: **(FAC-C only)**
1. Less than 1 year
 2. 1–3 years
 3. 3–5 years
 4. 5–10 years
 5. 10–20 years
 6. 20 years or more
- 11) Please indicate your job title below. **(for FAC-COR, FAC-P/PM)**
- 12) How many years of government experience do you have as a Contracting Officer's Representative? Choose one of the following answers: **(FAC-COR only)**
1. Less than 1 year
 2. 1–3 years
 3. 3–5 years
 4. 5–10 years
 5. 10–20 years
 6. 20 years or more

13) Currently, are you appointed as a Contracting Officer's Representative by a Contracting Officer? **(FAC-COR only)**

1. Yes
2. No

14) How many years of Program/Project Manager experience do you have in industry? Choose one of the following answers: **(FAC-P/PM only)**

1. Less than 1 year
2. 1–3 years
3. 3–5 years
4. 5–10 years
5. 10–20 years
6. 20 years or more

15) How many years of government experience do you have as a Program and Project Manager? Choose one of the following answers: **(FAC-P/PM only)**

1. Less than 1 year
2. 1–3 years
3. 3–5 years
4. 5–10 years
5. 10–20 years
6. 20 years or more

16) Overall, what percentage of your time is dedicated to **(FAC-C, FAC-COR, FAC-P/PM – populated based on answer to previous question)**-related activities? Choose one of the following answers:

1. 0%–25%
2. 26%–50%
3. 51%–75%
4. 76%–100%

17) What percentage of your time is spent procuring IT and IT-related items? Choose one of the following answers: **(for FAC-C, FAC-P/PM)**

1. 0%–25%
2. 26%–50%
3. 51%–75%
4. 76%–100%

18) What is your level of knowledge of sustainability acquisition requirements (per EO 13693, Planning for Federal Sustainability in the Next Decade)? Choose one of the following answers: **(for FAC-C, FAC-P/PM)**

1. Very Knowledgeable
2. Knowledgeable
3. Somewhat Knowledgeable
4. Not Knowledgeable

19) Have you used the Acquisition Gateway at hallways.cap.gsa.gov? Choose one of the following answers:

1. Yes
2. No

20) Please indicate up to three additional acquisition-related certifications you have besides the FAC-C, FAC-COR, and FAC-P/PM. Include the level, if applicable.

1. Additional Certification #1
2. Level
3. Additional Certification #2
4. Level
5. Additional Certification #3
6. Level



Technical Competencies

Please indicate your current proficiency on each ___ (**FAC-C, FAC-COR, FAC-P/PM** – populated based on answer to question 10) technical competency and its set of performance outcomes as well as how frequently you demonstrate the technical competency and performance outcome in your current position. **Each technical competency is bolded and underlined**, and its performance outcomes are listed beneath it with a corresponding number and letter.

Use the following scales when rating each technical competency and performance outcome:

Note: Participants that (1) hold multiple certifications or (2) are working toward a second certification have the opportunity to rate their proficiency and time spent on competencies/performance outcomes in multiple functional areas.

Proficiency Scale

None (0): I do not possess proficiency in this competency or performance outcome.

Basic (1): I am capable of handling the simplest of assignments related to this competency or performance outcome but need significant assistance beyond the easiest solutions.

Foundational (2): I am capable of handling some assignments involving this competency or performance outcome but need assistance beyond routine situations.

Intermediate (3): I am capable of handling many day-to-day assignments involving this competency or performance outcome but may seek assistance in difficult or new situations.

Advanced (4): I am capable of handling most day-to-day assignments involving this competency or performance outcome though may seek expert assistance with particularly difficult or unique situations.

Expert (5): I am capable of handling all assignments involving this competency or performance outcome and may serve as a role model and/or coach for others.

Time Spent

N/A: This competency or performance outcome is not relevant for my current position**

Minimal (1): I spend very little time on this competency or performance outcome in my normal work activities.

Moderate (2): I spend a fair amount of time on this competency or performance outcome in my normal work activities.

Extensive (3): I spend a large portion of my time on this competency or performance outcome in my normal work activities.

**If a competency or performance outcome is not relevant to your current position, select “N/A” from the “Time Spent” drop-down. Note: you will still be required to enter a proficiency level. If you are unfamiliar with the competency or performance outcome, please select “N/A.”

[See FAC functional area competency document for list of competencies and performance outcomes.]

Business Competency Questions

Please indicate your current proficiency on the six general business competencies listed below. General business competencies are the fundamental skills that help support sound acquisition practices and are the same for all three functional areas. Use the proficiency scale below when making your ratings.

Proficiency Scale

None (0): I do not possess proficiency in this competency.

Basic (1): I am capable of handling the simplest of assignments related to this competency but need significant assistance beyond the easiest solutions.

Foundational (2): I am capable of handling some assignments involving this competency but need assistance beyond routine situations.

Intermediate (3): I am capable of handling many day-to-day assignments involving this competency but may seek assistance in difficult or new situations.

Advanced (4): I am capable of handling most day-to-day assignments involving this competency though may seek expert assistance with particularly difficult or unique situations.

Expert (5): I am capable of handling all assignments involving this competency and may serve as role model and/or coach for others.

Business Competencies

Business Competencies
1. Ability to Influence
2. Critical Thinking
3. Customer Service
4. Oral Communication
5. Problem Solving
6. Written Communication

Supervisory Questions

- 1) Do you currently supervise acquisition-related staff members? Choose one of the following answers: **(if yes, participant is presented with supervisory questions)**
 1. Yes
 1. No
- 2) Please indicate the number of acquisition-related staff you directly supervise.
 2. 1–5 employees
 3. 6–10 employees
 4. 11–15 employees
 5. 16–20 employees
 6. 21–25 employees
 7. 26 or more employees
- 3) Please indicate your level of agreement or disagreement with the questions listed below. The supervisory questions center on aspects of your acquisition office's culture.

Scale

5 – Strongly Agree

4 – Agree

3 – Neither Agree Nor Disagree

2 – Disagree

1 – Strongly Disagree

1. My acquisition staff members are appropriately trained to meet the day-to-day acquisition needs of my agency.
2. My acquisition staff members effectively apply their training.
3. My acquisition staff members are effective in helping the agency fulfill its mission.
4. My acquisition staff members have the necessary resources to effectively complete assigned tasks.
5. The skill level of my staff members has improved based on the training and development they have completed in the last year.
6. My acquisition staff members have an appropriate amount of time to complete operations and also participate in mentoring/coaching and on-the-job training.
7. My staff members are not risk averse and manage risk effectively.
8. My staff members look for innovative ways to accomplish their job.