

# Business Workforce Competency Assessment Report

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# Executive summary

The Director of Human Capital Initiatives (HCI) for the Department of Defense's (DOD) Acquisition, Technology, and Logistics (AT&L) workforce supports the development of acquisition personnel and leaders, enabling them to make important business decisions that provide the best dollar value while supporting DOD agencies' missions. HCI initiatives include programs such as competency development and assessment. HCI's goals include improving acquisition workforce performance, making necessary investments in training, conducting trend analysis, and emphasizing the criticality of the acquisition workforce to DOD mission success.

HCI works in conjunction with the Defense Acquisition University (DAU), which supports DOD and other federal agencies in the certification, training, and development of the acquisition workforce. This focus has become the impetus for a competency-based approach to optimizing workforce effectiveness. In response to HCI's request, CNA is working with HCI and workforce representatives to develop competency models for each of the major career fields within the AT&L workforce. This report focuses on the competencies identified for the Business career field, which includes respondents in the Departments of the Air Force, Army, and Navy, as well as various 4<sup>th</sup> Estate/Other Defense agencies.

Together, HCI, Business leadership, and subject matter experts (SMEs), with guidance from CNA, developed and validated a model of performance consisting of competencies determined to be necessary to meet Business's mission goals (presented in appendix A). We used the model to create a competency assessment, in which we invited Business personnel (and their supervisors) to participate. Respondents reported on their proficiency in each competency element. They also indicated how critical each competency element was to their job. Employ-

ees (not supervisors) indicated how frequently they perform each competency element and responded to 25 demographic and intentions questions.

The analysis presented in this report uses data collected from the competency assessment to address the following three research goals: (1) assess the current capability of the Business workforce, (2) describe how those capabilities are distributed across DOD organizations and programs, and (3) develop a profile of the Business workforce.

## Participation rates

The Business population consists of approximately 9,000 employees. Slightly more than 1,100 employees participated in the competency assessment across all workforce segments (services and 4<sup>th</sup> Estate agencies), which represents 13 percent of the Business population. One percent of supervisors assessed employees. There were less than 1 percent of joint employee-supervisor assessments.

## Workforce demographics

We present the responses to demographic and intentions questions for workforce segments within the Business workforce. Our results closely match FY09 demographic data published in the Defense Acquisition Strategic Workforce Plan (DASWP), Appendix 2:<sup>1</sup>

- We found the civilian and military percentages to be 98 and 2 percent, respectively, which parallels the percentages found in the DASWP in the Business population (97 percent and 3 percent, respectively).
- We found the percentages for the service departments comparable to those reported in the DASWP. Specifi-

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<sup>1</sup><https://acc.dau.mil/acquisitionworkforce>

cally, we found 33 percent for Army (DASWP: 38 percent), 35 percent for Navy (DASWP: 31 percent), 23 percent for Air Force (DASWP: 25 percent), and 8 percent for 4<sup>th</sup> Estate (DASWP: 5%).

- We found that 36 percent of respondents were Level 3 certified, which is similar to the 31 percent found in the DASWP.
- We found that the top Occupation Series to be chosen by respondents were 0501 (Financial Administration) and 0343 (Management and Program Analyst), 33.1 percent and 23.2 percent, respectively. There were analogous percentages reported in the DASWP for each of these codes—34.2 percent (series 0501) and 24.2 percent (series 0343).

To extrapolate to the Business workforce as a whole, it is necessary that the 13 percent of the workforce that responded be a random sample. This assessment was not a random sample design; it was designed to target a full census. In the demographic dimensions that we were able to explore, we found no major evidence that the sample is not random. However, caution should still be exercised in extrapolating these results to represent the entire workforce. These results *do* represent the 13 percent of the workforce who responded to the survey.

## Competency analysis

In previous reports, we averaged employee and supervisor ratings and performed the competency analysis using the composite ratings. However, because of the low percentage of paired employee-supervisor responses (1 percent), we only analyzed employee responses in this report.

Analysis of employee responses suggests that the Business competency model captures the competencies most pertinent to the Financial Management (FM) and Cost Estimating (CE) workforce communities/functional areas. These two communities combined represent 68 percent of the Business workforce.

Hence, our importance and proficiency analyses focus on these two communities.

We found that the relative importance of competencies increases with increasing career level for FM and CE respondents. Competencies determined to be highly important to each community by career level are presented in table 1.

Table 1. Most important competencies for FM and CE respondents

|                           | Entry                                | Journey   | Senior  |
|---------------------------|--------------------------------------|---|---|
| Financial Management (FM) | Budget Execution (Gen. DOD)          | Using Government Financial Operations and Regulations | Using Government Financial Operations and Regulations |
|                           | Financial Oversight                  | Budget Formulation                                    | Budget Formulation                                    |
|                           | Accounting                           | Budget Execution (General DOD)                        | Budget Execution (General DOD)                        |
|                           | Budget Execution (Acq. Mgmt.)        | Financial Oversight                                   | Financial Oversight                                   |
|                           | Using Automated Systems and Software | Accounting  | Accounting  |
|                           | Problem Solving                      | Auditing Processes                                    | Auditing Processes                                    |
|                           | Integrity/Ethics                     | Budget Execution (Acq. Mgmt.)                         | Budget Execution (Acq. Mgmt.)                         |
|                           | Initiative                           | Using Automated Systems and Software                  | Using Automated Systems and Software                  |
|                           | Team Building                        | Problem Solving                                       | Problem Solving                                       |
|                           | Analytical Thinking                  | Integrity/Ethics                                      | Integrity/Ethics                                      |
|                           | Oral Communication                   | Initiative  | Initiative  |
|                           | Flexibility                          | Team Building   | Team Building   |
|                           | Decisiveness                         | Analytical Thinking                                   | Analytical Thinking                                   |
|                           | Resilience                           | Oral Communication                                    | Oral Communication                                    |
|                           | Accountability                       | Flexibility   | Flexibility   |
|                           |                                      | Decisiveness  | Decisiveness  |
|                           |                                      | Resilience  | Resilience  |
|                           | Accountability                       | Accountability  |   |
|                           |                                      | Acquisition Strategy Planning and Analysis            |   |
|                           |                                      | Programming and Budget Process                        |   |
|                           |                                      | Planning, Scheduling, and Budgeting Work              |   |
| Cost Estimating (CE)      | Programming and Budget Process       | Contracting Oversight                                 | Financial Oversight                                   |
|                           | Define Scope and Requirements        | Programming and Budget Process                        | Contracting Oversight                                 |
|                           | Data Collection and Validation       | Risk Management                                       | Acquisition Strategy Planning and Analysis            |
|                           | Cost Model Development               | Using Automated Systems and Software                  | Milestone Review                                      |
|                           | Cost Model Application               | Define Scope and Requirements                         | Programming and Budget Process                        |
|                           | Cost Proposal Evaluation             | Data Collection and Validation                        | Risk Management                                       |
|                           | Problem Solving                      | Cost Model Development                                | Using Automated Systems and Software                  |
|                           | Integrity/Ethics                     | Cost Model Application                                | Planning, Scheduling, and Budgeting Work              |
|                           | Initiative                           | Problem Solving                                       | Accounting Considerations                             |
|                           | Team Building                        | Integrity/Ethics                                      | Define Scope and Requirements                         |
|                           | Analytical Thinking                  | Initiative  | Data Collection and Validation                        |
|                           | Oral Communication                   | Team Building   | Cost Model Development                                |
|                           | Flexibility                          | Analytical Thinking                                   | Cost Model Application                                |
|                           | Decisiveness                         | Oral Communication                                    | Cost Proposal Evaluation                              |
|                           | Resilience                           | Flexibility   | Schedule Analysis                                     |
|                           | Accountability                       | Decisiveness  | Affordability/Feasibility Analysis                    |
|                           |                                      | Resilience  | Acquisition Management Framework                      |
|                           | Accountability                       | Problem Solving                                       |   |
|                           |                                      | Integrity/Ethics                                      |   |
|                           |                                      | Initiative  |   |
|                           |                                      | Team Building   |   |
|                           |                                      | Analytical Thinking                                   |   |

|  |  |  |                    |
|--|--|--|--------------------|
|  |  |  | Oral Communication |
|  |  |  | Flexibility        |
|  |  |  | Decisiveness       |
|  |  |  | Resilience         |
|  |  |  | Accountability     |

Results indicate that FM and CE respondents possess *intermediate* to *advanced* proficiency in most competencies of high importance, and *intermediate* proficiency in most other competencies on average. However, individually, there are large groups of respondents that report lower than *intermediate* proficiency ratings in some competencies. Small percentages of respondents report near *expert* proficiency at all career levels within both workforce communities. Mean proficiency values increase with increasing career level and are highest for professional competencies.

The importance and proficiency findings suggest that Business management should place the development of professional competencies as a high priority.

In presenting our extensive analysis of competency data, we did not explicitly identify proficiency gaps based on a standard because no proficiency standard currently exists. We present and discuss the data in ways intended to help leadership think about the current state of the Business workforce. Given that no proficiency standards exist, we strongly encourage Business leadership to set standards based on this baseline. Once standards have been set, results such as these can be used to determine whether there are existing or potential gaps at appropriate individual and organizational levels.

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# Section 1: Background and model overview

Personnel challenges within the Acquisition, Technology, and Logistics (AT&L) community must be addressed in order for the Department of Defense (DOD) to effectively perform its mission. As part of the AT&L workforce, the Business career field, as advisors to commanders, program executive officers, program managers, and other acquisition decision-makers, is responsible for business financial management of defense acquisition programs.

*Business—this career field encompasses all aspects of business and financial management. It includes cost estimating and analysis, financial planning, formulating financial programs, and budgets, budget analysis and execution, and earned value management.*<sup>2</sup>

Rapid changes in the acquisition environment, retirement eligibility of baby boomers, and potential talent shortages threaten the strength and stability of AT&L. Acquisition personnel are a key focus of government-wide initiatives to enhance recruiting, training, and retention.<sup>3</sup>

This report presents the most recent assessment of the competencies of the AT&L Business career field, which consists of two distinct career paths: Financial Management (FM) and Cost Estimating (CE).<sup>4</sup>

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<sup>2</sup> <https://dap.dau.mil/career/bcf/Pages/Default.aspx>

<sup>3</sup> Department of Defense, Acquisition, Technology & Logistics, *AT&L Human Capital Strategic Plan v3.0*, 2007.

<sup>4</sup> Restructuring the Business Cost Estimating Financial Management Career (<https://dap.dau.mil/career/bcf/Pages/Certification.aspx>)

The Office of Personnel Management (OPM) describes a competency as “an observable, measurable pattern of skills, knowledge, abilities, behaviors and other characteristics that an individual needs to perform work roles or occupational functions successfully.” OPM’s definition of a competency is the foundation on which AT&L workforce competency models are built. The Business workforce, competency-based assessment described here aligns with the AT&L Human Capital Strategic Plan and is one element of an approach by the Human Capital Initiatives (HCI) Office to prepare the AT&L workforce for the future.<sup>5</sup>

The Business workforce assessment is part of a larger competency assessment program addressing major career fields within the AT&L community.

## Research objectives

The research goals for the overall AT&L Competency Program are as follows:<sup>6</sup>

- AT&L Goal-1: Define the competencies required to deliver (needed) capabilities
- AT&L Goal-2: Assess the workforce to identify current and future gaps

The competency model used for this assessment satisfies the first AT&L goal. Discussions in subsequent sections of this report address the second.

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<sup>5</sup>Ken Krieg, Under Secretary of Defense for Acquisition, Technology & Logistics, *AT&L Human Capital Strategic Plan v3.0*, 2007.

<sup>6</sup>Department of Defense, Acquisition, Technology & Logistics, *AT&L Human Capital Strategic Plan v3.0*, 2007.

## **Model components**

AT&L competency models have both a technical and a professional component. Technical competencies are functional-specific competencies associated with a career field (e.g., Budget Formulation). Professional competencies are leadership, relational, cognitive, and management focused and can be applied to all career fields (e.g., Problem Solving). Competency models contain high-level units of competence that house competencies. Competencies are detailed and are comprised of element statements. Element statements are concise descriptions of behaviors with an associated goal. In addition, competencies often include short statements about the knowledge required to perform the behaviors (referred to as knowledge items).

## **Model development**

The Business competency model was developed and validated in four phases. In Phase I, the competency assessment model development phase, leadership in the Business career field served as an expert panel (EP). They identified the behaviors, skills, characteristics, and knowledge required to be a successful Business employee. Through successive discussions between Business leadership and CNA, this information was developed into a competency model framework, which was then used to solicit more detailed competency information from a larger group of subject matter experts (SMEs).

At the end of Phase I, EP members identified successful Business employees from all representative DOD services and agencies to serve as SMEs and to support development of a model from the framework. Criteria were developed to ensure that the selected SMEs represented the entire Business workforce population and were experienced, superior employees. This ensured that the final competency model would accurately reflect successful performance criteria.

In Phase II, SMEs were asked to provide data about what makes them successful in their jobs. The CNA research team devised a multifaceted approach to collecting the data. Use of CNA's online data collection tool facilitated collection of demographic information, framework validation, and descriptions of key situations. Business SMEs were first asked to provide demographic information. SMEs were also asked to add or suggest removal of competencies, elements, and knowledge items. Finally, a structured set of questions asked SMEs to compare their job responsibilities with the framework of competencies and provide examples from their own experiences of successful job performance. This process allowed CNA to collect both the qualitative and quantitative data necessary to validate competencies required for superior performance. Feedback was collected from 82 Business SMEs.

In Phase III, CNA worked with Business leadership and workforce experts to decide how to use the information provided by the SMEs in order to refine the Business competency framework developed by the EP. CNA used the resulting competency model to build a web-based assessment tool to capture workforce-wide assessment data.

The Business competency model consists of 104 elements and 43 competencies, organized into six units of competence. Figure 1, below, shows the final model; the detailed elements are listed in appendix A. In Phase IV, we assessed the Business workforce, using this competency model.

Figure 1. Business competency model

| 6 Total Units of Competence  |   |  |                                     |                                  |   |
|--|---|--|-------------------------------------|----------------------------------|---|
| 5 Technical Units of Competence<br>(33 Total Technical Competencies) |   |  |                                     |                                  | Professional Unit of Competence<br>(10 Total Professional Competencies) |
| Financial Management - General DoD                                   | Financial Management - Acquisition Management | Earned Value Management                  | Cost Estimating                     | Business Management              | Professional Competency   |
| Using Government Financial Operations and Regulations                | Acquisition Strategy Planning and Analysis    | Organizing and Formulating Work          | Define Scope and Requirements       | Business Process Improvement     | Problem Solving   |
| Budget Formulation   | Milestone Review                              | Planning, Scheduling, and Budgeting Work | Data Collection and Validation      | Acquisition Management Framework | Integrity/Ethics  |
| Budget Execution (General DoD)                                       | Programming and Budget Process                | Performance Analysis and Management      | Cost Model Development              | Configuration/Data Management    | Initiative  |
| Financial Oversight  | Budget Execution (Acquisition Management)     | Accounting Considerations                | Cost Model Application              |                                  | Team Building   |
| Ensuring Financial Compliance to Fiscal Law                          | Risk Management                               | Revision and Data Maintenance            | Cost Proposal Evaluation            |                                  | Analytical Thinking   |
| Accounting   | Manpower Assessment                           | EVM Compliance/ Surveillance             | Schedule Analysis                   |                                  | Oral Communication  |
| Auditing Processes   | Contracting                                   | EVM Integration with Acquisition Process | Affordability/ Feasibility Analysis |                                  | Flexibility   |
| Contracting Oversight  | Using Automated Systems and Software          |  |                                     |                                  | Decisiveness  |
|  |   |  |                                     |                                  | Resilience  |
|  |   |  |                                     |                                  | Accountability  |

Phase IV of the Business competency assessment process began in April 2011. At that time, CNA administered the assessment to 8,844 Business employees. Employees had just over nine weeks to complete the assessment before it closed on June 6, 2011. Our analysis of employee-provided proficiency and importance ratings are described in this report.

## Survey approval

The Director of HCI submitted the Systems Planning, Research Development, and Engineering (SPRDE) assessment survey to the Defense Manpower Data Center (DMDC) and Washington Headquarters Services (WHS) for survey approval in late 2009. The SPRDE assessment survey became the core template which the Business assessment was modeled after. We received survey approval in July 2010, under WHS survey license number DD-AT&L (AR) 2431.

## Section summary

We developed the competency model for the Business workforce using the same process used for the other DOD Acquisition workforces. First, a small group of EP members developed a framework for the model. Then, a larger group of SMEs from across the workforce validated the content in the framework to produce the recommended model. Finally, we assessed the workforce population against this model. This final assessment provides further validation of the model, as well as demographic, proficiency, and importance ratings. The assessment survey was approved, prior to the launch of the assessment, by both DMDC and WHS.

## Section 2: Rating and analysis methodology

The original intent of this assessment was to conduct as close to a Business workforce census as possible rather than a sampling of employees. Although we received over 1,000 assessment responses, the response rate did not achieve a census level. This was especially true for supervisors. As a result, we had to change our planned methodology in order to understand the degree to which the participants are reflective of the population. Therefore, our discussion of methodology begins with a discussion of the observed participation rates.

### Participation rates

Overall, 13 percent of the Business workforce contributed in some way to the assessment. Across all services and agencies, employees completed 1,109 self-assessments and supervisors assessed 76 employees, not all of whom participated in the assessment. The Business workforce has employees in all three service departments (Air Force, Army, and Navy), as well as in various 4<sup>th</sup> Estate agencies: the Defense Contract Management Agency (DCMA), the Defense Information Systems Agency (DISA), the Defense Logistics Agency (DLA), the Department of Defense Inspector General (DOD IG), the Defense Security Cooperation Agency (DSCA), the Defense Threat Reduction Agency (DTRA), the Missile Defense Agency (MDA), Pentagon Force Protection Agency (PFPA), Joint, the TRICARE Management Activity (TMA), and the Under Secretary of Defense for AT&L. Participation rates for the overall Business workforce and for each of the four segments of the workforce—Air Force, Army, Navy, and 4<sup>th</sup> Estate—are shown in table 2.

This assessment was designed to target the entire Business workforce; it was not a random sample design. In order to infer to the workforce as a whole, the 13 percent of the workforce that responded needs to be a random sample. Via our analysis of

demographic data, we found no major evidence that our sample is not random. However, caution should still be exercised in extrapolating these results to represent the entire workforce. These results do represent the 13 percent that responded to the survey.

Table 2. Participation rates by Business workforce segment

| Final assessment status   | Business-All          |     | Air Force             |     | Army                  |     | Navy                  |     | 4 <sup>th</sup> Estate |     |
|---|-----------------------|-----|-----------------------|-----|-----------------------|-----|-----------------------|-----|------------------------|-----|
|   | Count of participants | %   | Count of participants  | %   |
| Number of people invited  | 8,844                 | 100 | 2,358                 | 100 | 2,976                 | 100 | 2,746                 | 100 | 764                    | 100 |
| Completed or partially completed employee assessments                 | 1,109                 | 13  | 272                   | 12  | 364                   | 12  | 376                   | 14  | 97                     | 13  |
| Completed or partially completed supervisory assessments              | 76                    | 1   | 29                    | 1   | 17                    | 1   | 25                    | 1   | 5                      | 1   |
| Completed or partially completed employee and supervisory assessments | 62                    | 1   | 22                    | 1   | 15                    | 1   | 20                    | 1   | 5                      | 1   |

## Methodology changes driven by participation rates

### Changes in the data used for analysis

We used a multi-rater approach in prior DOD Acquisition workforce assessments, by capturing criticality and proficiency ratings for each employee from both the employee and his or her supervisor. The response rate for paired Business employee-supervisor assessments was, however, too low to provide sufficient data for an analysis of this type. Therefore, we modified our methodology to use only employee responses. This approach provides the largest consistent set of responses for our analysis. The number of employee responses is representative of the overall Business workforce population. The results are, however, less verifiable than employee-supervisor paired

responses because the employee proficiency and criticality responses have not been validated against supervisor responses. See the section titled *Data used for analysis* for a discussion of this topic.

## **Changes to how data are aggregated and reported**

In this report, we provide results at the overall Business workforce level and for functional areas. This methodology for data aggregation and reporting eliminates most of the problems associated with low response analysis, which requires masking of responses because of privacy and confidentiality issues.<sup>7</sup>

## **Methodology changes driven by model size**

### **Changes in the administration of the assessment**

Given the complex nature of the Business workforce, competency model development resulted in a long list of competency elements (104 competency elements) to accurately reflect the diverse activities within this career field. The methodology of the workforce assessment (see the section titled *Competency ratings* below) asks respondents to rate each element. Due to the large quantity of elements, it would have taken an estimated 90 to 100 minutes to complete each assessment. Not only would this have been a burden in terms of time and cost for the government, but it could have also affected accurate ratings (i.e., survey fatigue and/or “pencil whipping” phenomenon).

To reduce the burden, we applied a partially balanced incomplete block (pBIB) to assign blocks or groups of elements to re-

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<sup>7</sup>Because of the lower-than-anticipated response rates, we are unable to present data at the service or agency level (or below) with the same level of confidence that we can at the aggregate Business-Overall or functional area levels. In addition, if we were to show the data at the service or agency level (or below) we would be forced to mask substantial portions of any report that focuses on individual components or 4<sup>th</sup> Estate agencies because of privacy and confidentiality restrictions.

spondents. The pBIB design ensures that respondents receive different interconnected sections of the assessment forms, enabling us to check for any unusual interactions that may occur between different samples of respondents and different sets of assessment questions.

In a pBIB design, cognitive blocks may not appear an equal number of times in each position, or they may not be paired with every other cognitive block an equal number of times. For this assessment, the competency model was parsed into four booklets that were each composed of two blocks of competency elements:

- Booklet 1: AB
- Booklet 2: AC
- Booklet 3: BA
- Booklet 4: CA

where A, B, and C represent a set of competency elements. Each booklet was administered through a unique assessment site (Site A = Booklet 1; Site B = Booklet 2; Site C = Booklet 3; and Site D = Booklet 4). Block A consisted of the same 21 elements, regardless of the site, the elements remained in the same order across sites, and was present in all four booklets. The competency elements chosen for Block A were those that were designated by the SMEs during competency model development as having high importance and high frequency. In addition, all professional competencies were included in Block A, as they transcend specific subject matter expertise and are common components throughout all roles and responsibilities.

The remainder of the competency elements were randomized and assigned to Blocks B and C (41 and 42, respectively). Respondents were then randomly assigned to each site. All respondents filled out Block A elements, which allowed us to compare the respondents to booklet A, B, C, and D and determine if they were different from each other. Our analysis shows that respondents who were administered the four separate booklets were not statistically different from one another. Finding this we pro-

ceeded to calculate results from the Business community as a whole; and, we were able to collect our data without overburdening respondents.

## Competency ratings

Employees rated (1) their own proficiency for each element of the competency model, (2) how critical they believe the competency element to be in performing their current job, and (3) how frequently they use each competency element. Each employee's supervisor was also asked to rate the proficiency of the employee for each element in the competency model and the criticality of the element to the employee's job. Behavioral descriptions for each competency element assisted the participant in selecting the most appropriate rating for each element. Each rating scale contained five usable ratings, enumerated one through five, and one rating of zero, which indicated that the employee or supervisor could not respond to the question on that element or rating category (proficiency, criticality, or frequency). We excluded all zero ratings in calculating average response rates. The rating scales used are below:

**Proficiency:** How proficient are you at the competency element behaviors? (Employee) / How proficient is the employee whom you are rating? (Supervisor)

0. No Exposure to or awareness of this competency
1. Awareness: Applies the competency in the *simplest* situations
2. Basic: Applies the competency in *somewhat complex* situations
3. Intermediate: Applies the competency in *complex* situations
4. Advanced: Applies the competency in *considerably complex* situations
5. Expert: Applies the competency in *exceptionally complex* situations

**Criticality:** How critical is this activity in your job? (Employee) / How critical is this behavior to the employee whom you are rating? (Supervisor)

0. N/A: Not needed in *my* job (Employee) / N/A: Not needed in *the* job (Supervisor)

1. Not Critical
2. Somewhat Critical
3. Fairly Critical
4. Very Critical
5. Extremely Critical

**Frequency:** How often do you do this activity in your job?  
(Employee only)

0. Never: Not needed in my job
1. Almost Never
2. Rarely
3. Occasionally
4. Frequently
5. Very Frequently

## Career level

We asked employees to select a career level from the following three options:

**Entry:** Employees in Entry-level positions generally understand the competency principals and can execute with guidance. Typical Years of Experience: 0-2 years of business experience.

**Journey:** Employees in Journey-level positions are able to perform on their own with some/limited guidance. At this level, they are gaining depth and different office/agency/mission perspectives. Typical Years of Experience: 3-5 years of business experience.

**Senior:** Employees in Senior-level positions provide expert advice to management, have extensive practical application and experience across different offices/agencies/missions, and/or serve at the management/executive level. May lead teams and organizations composed of entry and journeyman levels. Typical Years of Experience: 6+ years of business experience.

## Analysis of importance

We asked employees to rate the criticality and frequency of use of each competency element against a standard five-point scale.

We computed the mean of both ratings, by competency, for Business's top two largest workforce communities/functional areas—Cost Estimating (CE) and Financial Management (FM)—in order to assign relative importance. These communities represent approximately 68 percent of the Business workforce (table 21 – appendix D)<sup>8</sup>. We categorized competencies as high, medium, or low based on their mean criticality and frequency values. We also computed mean criticality and frequency ratings by career level within each workforce community and grouped them according to relative importance.

To determine how many competencies lie within each importance category (high, medium, or low) by workforce community, we compared mean criticality against mean frequency ratings for the two workforce communities of interest. Comparing high-importance competencies across the two workforce communities allowed us to identify similarities and differences between them. Comparing mean criticality and frequency ratings across career levels within each workforce community revealed the relative importance of competencies to each career group.

Prior to analyzing importance data, we eliminated any responses that did not include a value of one through five for criticality or frequency of use, and we calculated the sample sizes for importance of each competency by counting respondents who provided reliable frequency or criticality responses at the competency-element level. Eliminating responses using our validation criteria (outlined separately) changed the sample sizes for each question in the assessment.

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<sup>8</sup> Two smaller workforce communities also appear in appendix D: Business Management (BM) and Earned Value Management (EVM).

## Analysis of proficiency

We analyzed proficiency data received from respondents across the entire Business workforce, as well as in the FM and CE workforce communities.<sup>9</sup> We compared these values to get a sense of the proficiency status for each group of respondents.

Finally, we compared mean proficiency levels across career levels to determine the reported proficiency status for each. We used the same process to remove incomplete/invalid data from our proficiency dataset as we did for our importance analysis.

## Data used for analysis

We obtained only 62 sets of paired responses from an employee and his or her supervisor, across the entire 8,844 targeted respondents of the Business workforce. If we were to perform our analysis using the multi-rater approach, this low level of response would be insufficient for the level and types of analysis expected by Business workforce management and would force us to mask substantial portions of any report because of privacy and confidentiality restrictions. We collected 1,109 individual employee responses, with representative distribution across the services and agencies. These independent employee responses do lack the multi-view validation for each respondent, but they still appear to be representative of the Business workforce.

To ensure that the dataset contained reliable data for the analysis, we validated it and excluded the following scenarios:

- If the employee selected 0 (“Not needed in my job”) in the frequency or criticality rating for an element.

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<sup>9</sup> During our analysis, we determined that the majority of respondents work primarily within the FM or CE community/functional area. These results suggest that the other Business communities (Business Management, Earned Value Management, and Other) were not well-represented in the responses.

- If the employee selected 0 (“No Exposure to or awareness of this competency”) in the proficiency rating for an element.
- If the criticality, proficiency, or frequency ratings were blank for an element.
- If the responding employee was identified as a contractor by “.ctr” in his or her email address.
- If a systematic response pattern was identified (i.e., AAA, ABA, ABB, etc).

## Section summary

Overall, 13 percent of the Business workforce contributed to the assessment, completing 1,109 self-assessments. The lower-than-expected response rates, especially from supervisors, dictated two main methodological changes:

- Only employee responses were used in the analysis.
- We reported aggregate data via the overall Business workforce and the two communities/functional areas that comprise large portions of the Business workforce.

The length of the model required a pBIB design to ensure that we did not overburden the respondents with a lengthy assessment. The respondents were broken randomly into four groups, each receiving a different block of elements, which included a smaller, static subset within each one (i.e., used in all four booklets). Analysis reflected no difference among booklets and allowed us to examine the pool of respondents as a cohesive workforce group.

The methodologies for analysis of importance and proficiency are consistent with the other DOD Acquisition workforces, and the rating scales used are identical.

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## Section 3: Workforce demographics

Respondents were asked 25 demographic questions. These questions and the selections available to each respondent are shown in appendix B and additional tables are in appendix D. Supervisors were presented the same demographic questions when they responded as an employee, but provided no demographic input in their supervisory responses. Demographic items were voluntary; not all respondents answered all items.

What follows helps create a profile of the Business workforce obtained from demographic responses.

### Career Level

**More than half of the Business respondents are Senior-level.**

Results presented in table 3 are from respondents selecting their career level. They were asked to do this immediately prior to the ratings, but separate from the rest of the demographic items. The career field definitions can be found on page 18.

Fifty six percent of the Business respondents are Senior-level. Just under one-third of the Business workforce self-identified as Journey-level and the remaining respondents chose Entry as their career level (32 percent and 12 percent, respectively).

Table 3. Business career level responses by Business community/functional area

| Years of Experience | Business-All      |     | FM                |     | CE                |     | Additional <sup>†</sup> |     |
|---------------------|-------------------|-----|-------------------|-----|-------------------|-----|-------------------------|-----|
|                     | Participant count | %   | Participant count | %   | Participant count | %   | Participant count       | %   |
| Entry               | 155               | 12  | 57                | 9   | 38                | 14  | 60                      | 14  |
| Journey             | 431               | 32  | 224               | 35  | 81                | 30  | 126                     | 30  |
| Senior              | 745               | 56  | 360               | 56  | 153               | 56  | 232                     | 56  |
| All respondents     | 1331              | 100 | 641               | 100 | 272               | 100 | 418                     | 100 |

## Certification level

**Over one third of Business respondents are Level 3 certified.**

Results presented in table 4 are derived from the following demographic question: *My current DAWIA<sup>10</sup> certification level in the Business Career Field is: [answer].*

Thirty six percent of the Business respondents are Level 3 certified. Just over one-third of each of the community/functional areas within the Business workforce is Level 3 certified (37 percent, 36 percent, and 36 percent, respectively). Thus, many Business respondents have already attained the highest certification level possible.

Table 4. Certification level responses by community/functional area

| Level           | Business-All      |      | FM                |     | CE                |     | Additional <sup>†</sup> |     |
|-----------------|-------------------|------|-------------------|-----|-------------------|-----|-------------------------|-----|
|                 | Participant count | %    | Participant count | %   | Participant count | %   | Participant count       | %   |
| None            | 87                | 6    | 34                | 5   | 14                | 5   | 39                      | 8   |
| None (grace*)   | 227               | 15   | 109               | 15  | 57                | 20  | 61                      | 13  |
| One             | 391               | 26   | 194               | 27  | 74                | 26  | 123                     | 26  |
| Two             | 239               | 16   | 119               | 17  | 37                | 13  | 83                      | 17  |
| Three           | 536               | 36   | 263               | 37  | 101               | 36  | 172                     | 36  |
| All respondents | 1480              | 99** | 719               | 100 | 283               | 100 | 478                     | 100 |

<sup>†</sup>Additional includes the remaining Business communities/functional areas: BM, EVM, and Other.

\*None (grace) refers to no certification, but still within 24-month grace period.

\*\*Rounding accounts for a summation of over/under 100 percent.

## Experience

**Most Business respondents have 10 years or less of Business experience.**

Results presented in table 5 are derived from the following demographic question: *Years of Business career field Experience.*

<sup>10</sup> DAWIA: Defense Acquisition Workforce Improvement Act

The majority of the Business respondents have 10 years or less of Business experience (65 percent). The FM community/functional area has the largest percentage of respondents with 10 years or less of experience (65 percent), while the CE group has 61 percent with 10 years or less of experience. Approximately 13 percent of Business respondents have more than 25 years of Business experience (for Business respondents as a whole and across the community/functional areas).

Table 5. Business experience responses by Business community/functional area

| Years of Experience | Business-All      |     | FM                |     | CE                |     | Additional <sup>†</sup> |     |
|---------------------|-------------------|-----|-------------------|-----|-------------------|-----|-------------------------|-----|
|                     | Participant count | %   | Participant count | %   | Participant count | %   | Participant count       | %   |
| Less than 5         | 622               | 42  | 293               | 41  | 126               | 45  | 203                     | 42  |
| 5 to 10             | 345               | 23  | 175               | 24  | 46                | 16  | 124                     | 26  |
| 11 to 15            | 187               | 13  | 92                | 13  | 43                | 15  | 52                      | 11  |
| 16 to 20            | 140               | 9   | 70                | 10  | 25                | 9   | 45                      | 9   |
| 21 to 25            | 84                | 6   | 42                | 6   | 18                | 6   | 24                      | 5   |
| More than 25        | 100               | 7   | 45                | 6   | 25                | 9   | 30                      | 6   |
| All respondents     | 1,478             | 100 | 717               | 100 | 283               | 100 | 478                     | 100 |

<sup>†</sup>Additional includes the remaining Business communities/functional areas: Business Management (BM), Earned Value Management (EVM), and Other.

## Military versus civilian status

**Most Business respondents are civilians.**

Results presented in table 6 are derived from the following demographic question: *Please indicate your Employment Status.*

Most of the Business respondents are civilians (98 percent). The FM segment has the lowest percentage of civilian respondents of all community/functional areas (97 percent).

Table 6. Military versus civilian responses by Business community/functional area

| Military/civilian status | Business-All      |     | FM                |     | CE                |     | Additional <sup>†</sup> |     |
|--------------------------|-------------------|-----|-------------------|-----|-------------------|-----|-------------------------|-----|
|                          | Participant count | %   | Participant count | %   | Participant count | %   | Participant count       | %   |
| Civilian                 | 1448              | 98  | 698               | 97  | 277               | 98  | 473                     | 99  |
| Military                 | 32                | 2   | 21                | 3   | 6                 | 2   | 5                       | 1   |
| Reserve (Non-Active)     | 1                 | 0   | 1                 | 0   | 0                 | 0   | 0                       | 0   |
| All respondents          | 1481              | 100 | 720               | 100 | 283               | 100 | 478                     | 100 |

<sup>†</sup>Additional includes the remaining Business communities/functional areas: BM, EVM, and Other.

**Most Business respondents that are civilians are paid according to the GS-Level pay scale and reside in the GS-11 to GS-13 grade level range.**

Results presented in table 7 are derived from the following demographic question: *If you are in the civil service (or NSPS) system, what is your current grade level (or pay-band)?*

Most Business respondents that are civilians are paid according to the GS-Level pay scale (1,121 respondents, which is 78 percent of the civilian workforce). Within the GS-Level pay scale system, most civilian respondents fall in the GS-11 to GS-13 range.

Twenty one percent of civilian respondents categorized themselves in the National Security Personnel System (NSPS) pay scale system. Within the NSPS pay scale system, most civilian respondents categorized themselves in Band 2 or Band 3. Two percent of civilian respondents categorized themselves in the *N/A (Not Applicable)* category.

Table 7. Civilian grade level/pay band responses by community/functional area

| Grade level/ pay band    | Business-All |       | FM    |       | CE    |       | Additional <sup>†</sup> |       |
|--------------------------|--------------|-------|-------|-------|-------|-------|-------------------------|-------|
|                          | # Civ        | % Civ | # Civ | % Civ | # Civ | % Civ | # Civ                   | % Civ |
| GS-10 or below           | 100          | 7     | 43    | 6     | 19    | 7     | 38                      | 8     |
| GS-11 to GS-13           | 778          | 54    | 403   | 58    | 120   | 43    | 255                     | 54    |
| GS-14 or higher          | 243          | 17    | 115   | 16    | 63    | 23    | 65                      | 14    |
| NSPS Pay Band 1          | 25           | 2     | 6     | 1     | 10    | 4     | 9                       | 2     |
| NSPS Pay Band 2          | 132          | 9     | 70    | 10    | 25    | 9     | 37                      | 8     |
| NSPS Pay Band 3          | 142          | 10    | 50    | 7     | 34    | 12    | 58                      | 12    |
| N/A                      | 27           | 2     | 11    | 2     | 5     | 2     | 11                      | 2     |
| All civilian respondents | 1447         | 101*  | 698   | 100*  | 276   | 100   | 473                     | 100   |

<sup>†</sup>Additional includes the remaining Business communities/functional areas: BM, EVM, and Other.

\*Rounding accounts for a summation of over/under 100 percent.

## Education

**Over one third of Business respondents have a master’s degree or higher.**

Results presented in table 8 are derived from the following demographic questions: *What is your highest level of educational attainment?*

The highest level of education achieved by most Business respondents is either a bachelor’s degree (41 percent) or a master’s degree (39 percent). This trend is true for each of the three workforce communities/functional areas.

Table 8. Education levels and focus responses by community/functional area

| Highest level of educational achievement | Business-All      |     | FM                |     | CE                |     | Additional <sup>†</sup> |     |
|--|-------------------|-----|-------------------|-----|-------------------|-----|-------------------------|-----|
|  | Participant count | %   | Participant count | %   | Participant count | %   | Participant count       | %   |
| High School diploma                      | 148               | 10  | 91                | 13  | 1                 | 0   | 56                      | 12  |
| Associate Degree                         | 98                | 7   | 62                | 9   | 0                 | 0   | 36                      | 8   |
| Bachelor's Degree                        | 604               | 41  | 294               | 41  | 115               | 41  | 195                     | 41  |
| Master's Degree                          | 574               | 39  | 246               | 34  | 161               | 57  | 167                     | 35  |
| Doctoral Degree                          | 15                | 1   | 5                 | 1   | 6                 | 2   | 4                       | 1   |
| Other                                    | 41                | 3   | 22                | 3   | 0                 | 0   | 19                      | 4   |
| All respondents                          | 1480              | 100 | 720               | 100 | 283               | 100 | 477                     | 100 |

<sup>†</sup>Additional includes the remaining Business communities/functional areas: BM, EVM, and Other.

## Section summary

The responses to the demographic portion of the competency assessment provide insight into the composition of the Business workforce.

Results indicate that most respondents have less than 10 years of Business experience. The respondents primarily consist of federal civilians. Most civilian respondents are within the GS-Level pay scale and reside in the GS-11 to GS-13 grade-level range. Many Business respondents (approximately 36 percent) are Level 3 certified, considering both civilian and military respon-

dents. We found that over one third of respondents in the Business workforce have a master's degree or higher.

## Section 4: Relative importance of competencies

Each assessment participant ranked the criticality and frequency of use for each of the 104 competency elements. We computed the mean criticality and the mean frequency of each competency, which we then used to assign relative importance. We categorize competencies in terms of importance as follows:

- Competencies that have both a mean criticality rating AND a mean frequency rating of 3.0 or above have *high importance*.
- Competencies that have either a mean criticality rating OR a mean frequency rating of 3.0 or above have *medium importance*.
- Competencies that have both a mean criticality rating AND a mean frequency rating below 3.0 have *lower importance*.

In this section, we discuss the relative importance of competencies for the two Business workforce communities that have the greatest number of responses. Next, we discuss the relative importance of competencies within each workforce community by career level, highlighting the high- and medium-importance competencies.

### Important competencies by workforce community/ functional area

As determined in our workforce demographic analysis, the FM and CE workforce communities/functional areas represent 68 percent of Business respondents. The remaining three workforce communities/functional areas have relatively small

percentages of respondents. Therefore, we focus the remainder of our analysis on the top two communities. Additional tables with importance information for BM and EVM are in appendix C.

## **Financial Management (FM)**

Our analysis suggests that respondents who described themselves as members of the FM community consider approximately half (47 percent) of the competencies as highly important. They consider seven of the competencies (16 percent) to be of medium importance based on their criticality to their jobs. No competencies are considered to be important solely based on their frequency. The remaining 16 competencies (37 percent) are considered to be of lower importance to FM respondents.

FM respondents identified the following competencies as highly important:

- Competency 1: Using Government Financial Operations and Regulations
- Competency 2: Budget Formulation
- Competency 3: Budget Execution (General DoD)
- Competency 4: Financial Oversight
- Competency 5: Ensuring Financial Compliance to Fiscal Law
- Competency 6: Accounting
- Competency 7: Auditing Processes
- Competency 9: Acquisition Strategy Planning and Analysis
- Competency 12: Budget Execution (Acquisition Management)
- Competency 16: Using Automated Systems and Software
- Competency 34: Problem Solving
- Competency 35: Integrity/Ethics
- Competency 36: Initiative
- Competency 37: Team Building
- Competency 38: Analytical Thinking

- Competency 39: Oral Communication
- Competency 40: Flexibility
- Competency 41: Decisiveness
- Competency 42: Resilience
- Competency 43: Accountability

## **Cost Estimating (CE)**

CE respondents considered more than half (51 percent) of the competencies in the competency model to be of high importance. Five of the competencies (12 percent) were considered to be of medium importance. The remaining 16 (37 percent) competencies were considered to be of lower importance to CE respondents.

CE respondents identified the following competencies as highly important:

- Competency 8: Contracting Oversight
- Competency 9: Acquisition Strategy Planning and Analysis
- Competency 11: Programming and Budget Process
- Competency 13: Risk Management
- Competency 16: Using Automated Systems and Software
- Competency 18: Planning, Scheduling, and Budgeting Work
- Competency 24: Define Scope and Requirements
- Competency 25: Data Collection and Validation
- Competency 26: Cost Model Development
- Competency 27: Cost Model Application
- Competency 28: Cost Proposal Evaluation
- Competency 30: Affordability/Feasibility Analysis
- Competency 34: Problem Solving
- Competency 35: Integrity/Ethics
- Competency 36: Initiative

- Competency 37: Team Building
- Competency 38: Analytical Thinking
- Competency 39: Oral Communication
- Competency 40: Flexibility
- Competency 41: Decisiveness
- Competency 42: Resilience
- Competency 43: Accountability

## High-importance competencies by workforce community/ functional areas

When comparing importance across workforce communities/ functional areas we find that 12 competencies are rated as highly important across both communities (9, 16, 34–43). All but two competencies (9 and 16) belong to the Professional Unit of Competence (table 9).

As seen in table 9, FM respondents reported that, with the exception of those within the Professional Unit of Competence, all high-importance competencies are within the two FM Units of Competence. Similarly, respondents within the CE community reported the majority of high-importance competencies within the CE Unit of Competence (again, with the exception of those within the Professional Unit of Competence).

Table 9. Comparison of high-importance competencies across workforce communities/functional areas

| Unit of Competence             | Competency Name  | FM | CE |
|--------------------------------|--|----|----|
| FM –<br>General DOD            | 1. Using Government Financial Operations and Regulations | X  |    |
|                                | 2. Budget Formulation                                    | X  |    |
|                                | 3. Budget Execution (General DOD)                        | X  |    |
|                                | 4. Financial Oversight                                   | X  |    |
|                                | 5. Ensuring Financial Compliance to Fiscal Law           | X  |    |
|                                | 6. Accounting  | X  |    |
|                                | 7. Auditing Processes                                    | X  |    |
|                                | 8. Contracting Oversight                                 |    | X  |
| FM –<br>Acquisition Management | 9. Acquisition Strategy Planning and Analysis            | X  | X  |
|                                | 10. Milestone Review                                     |    |    |
|                                | 11. Programming and Budget Process                       |    | X  |
|                                | 12. Budget Execution (Acquisition Management)            | X  |    |
|                                | 13. Risk Management                                      |    | X  |

| Unit of Competence      | Competency Name                              | FM | CE |
|-------------------------|--|----|----|
|                         | 14. Manpower Assessment                      |    |    |
|                         | 15. Contracting                              |    |    |
|                         | 16. Using Automated Systems and Software     | X  | X  |
| Earned Value Management | 17. Organizing and Formulating Work          |    |    |
|                         | 18. Planning, Scheduling, and Budgeting Work |    | X  |
|                         | 19. Performance Analysis and Management      |    |    |
|                         | 20. Accounting Considerations                |    |    |
|                         | 21. Revision and Data Maintenance            |    |    |
|                         | 22. EVM Compliance/Surveillance              |    |    |
|                         | 23. EVM Integration With Acquisition Process |    |    |
| Cost Estimating         | 24. Define Scope and Requirements            |    | X  |
|                         | 25. Data Collection and Validation           |    | X  |
|                         | 26. Cost Model Development                   |    | X  |
|                         | 27. Cost Model Application                   |    | X  |
|                         | 28. Cost Proposal Evaluation                 |    | X  |
|                         | 29. Schedule Analysis                        |    |    |
| Business Management     | 30. Affordability/Feasibility Analysis       |    | X  |
|                         | 31. Business Process Improvement             |    |    |
|                         | 32. Acquisition Management Framework         |    |    |
| Professional            | 33. Configuration/Data Management            |    |    |
|                         | 34. Problem Solving                          | X  | X  |
|                         | 35. Integrity/Ethics                         | X  | X  |
|                         | 36. Initiative                               | X  | X  |
|                         | 37. Team Building                            | X  | X  |
|                         | 38. Analytical Thinking                      | X  | X  |
|                         | 39. Oral Communication                       | X  | X  |
|                         | 40. Flexibility                              | X  | X  |
|                         | 41. Decisiveness                             | X  | X  |
|                         | 42. Resilience                               | X  | X  |
|                         | 43. Accountability                           | X  | X  |

## Relative importance of competencies by career level within the FM and CE communities/functional areas

In this section, we discuss competency importance within the FM and CE communities/functional areas by career levels.

**The relative importance of competencies increases with increasing career level among FM respondents.**

The same 15 competencies (3, 4, 6, 12, 16, 34–43) were determined to be highly important to both Entry- and Journey-level FM respondents. Journey-level respondents find three additional competencies to be highly important (1, 2, and 7). Senior-level respondents find all of these plus four additional competencies to be highly important to their jobs (5, 9, 11, and 18).

Most competencies of medium importance to Senior-level respondents (8, 10, 13, 15, 19, 20, 21, 30, and 31) were not identified by Entry- or Journey-level respondents to be of high or medium importance. The majority of Journey-level, medium-importance competencies are considered highly important to Senior-level, certified respondents (table 10).

Table 10. Importance ratings for the FM community, by competency and career level

| #  | Competency Name                                       | Entry     |           | Journey   |           | Senior    |           |
|----|---|-----------|-----------|-----------|-----------|-----------|-----------|
|    |   | Mean Freq | Mean Crit | Mean Freq | Mean Crit | Mean Freq | Mean Crit |
| 1  | Using Government Financial Operations and Regulations | 2.93      | 3.29      | 3.12      | 3.48      | 3.77      | 4.06      |
| 2  | Budget Formulation                                    | 2.80      | 2.98      | 3.18      | 3.24      | 3.65      | 3.86      |
| 3  | Budget Execution (General DOD)                        | 3.44      | 3.20      | 3.85      | 3.59      | 4.03      | 4.07      |
| 4  | Financial Oversight                                   | 3.06      | 3.02      | 3.48      | 3.44      | 3.86      | 3.89      |
| 5  | Ensuring Financial Compliance to Fiscal Law           | 2.66      | 3.32      | 2.96      | 3.20      | 3.45      | 3.89      |
| 6  | Accounting  | 3.48      | 3.04      | 3.79      | 3.33      | 3.81      | 3.64      |
| 7  | Auditing Processes                                    | 3.00      | 2.83      | 3.23      | 3.20      | 3.43      | 3.67      |
| 8  | Contracting Oversight                                 | 1.92      | 2.14      | 2.47      | 2.83      | 2.84      | 3.34      |
| 9  | Acquisition Strategy Planning and Analysis            | 2.63      | 2.90      | 2.94      | 3.07      | 3.39      | 3.65      |
| 10 | Milestone Review                                      | 2.29      | 2.40      | 2.32      | 2.68      | 2.78      | 3.08      |
| 11 | Programming and Budget Process                        | 2.45      | 2.69      | 2.57      | 2.92      | 3.03      | 3.46      |
| 12 | Budget Execution (Acquisition Management)             | 3.16      | 3.19      | 3.62      | 3.53      | 3.79      | 3.98      |
| 13 | Risk Management                                       | 2.12      | 2.27      | 2.49      | 2.99      | 2.97      | 3.37      |
| 14 | Manpower Assessment                                   | 1.77      | 2.43      | 2.28      | 2.60      | 2.61      | 2.98      |
| 15 | Contracting   | 2.13      | 2.32      | 2.33      | 2.72      | 2.58      | 3.09      |
| 16 | Using Automated Systems and Software                  | 3.33      | 3.11      | 3.57      | 3.29      | 3.76      | 3.64      |
| 17 | Organizing and Formulating Work                       | 2.20      | 2.56      | 2.17      | 2.61      | 2.41      | 2.72      |
| 18 | Planning, Scheduling, and Budgeting Work              | 2.21      | 2.72      | 2.60      | 3.06      | 3.03      | 3.44      |
| 19 | Performance Analysis and Management                   | 2.22      | 2.44      | 2.36      | 2.84      | 2.72      | 3.15      |
| 20 | Accounting Considerations                             | 2.46      | 2.58      | 2.72      | 2.83      | 2.92      | 3.09      |
| 21 | Revision and Data Maintenance                         | 2.38      | 2.38      | 2.48      | 2.77      | 2.62      | 3.04      |
| 22 | EVM Compliance/Surveillance                           | 1.53      | 2.14      | 1.60      | 2.15      | 1.79      | 2.44      |
| 23 | EVM Integration With Acquisition Process              | 2.06      | 2.52      | 1.90      | 2.45      | 2.30      | 2.74      |
| 24 | Define Scope and Requirements                         | 2.24      | 2.40      | 2.12      | 2.61      | 2.40      | 2.79      |
| 25 | Data Collection and Validation                        | 2.12      | 2.53      | 2.52      | 2.74      | 2.56      | 2.89      |
| 26 | Cost Model Development                                | 1.92      | 2.38      | 2.03      | 2.58      | 2.28      | 2.72      |
| 27 | Cost Model Application                                | 1.71      | 2.30      | 2.00      | 2.45      | 1.91      | 2.58      |
| 28 | Cost Proposal Evaluation                              | 1.80      | 2.33      | 1.98      | 2.64      | 2.17      | 2.67      |
| 29 | Schedule Analysis                                     | 2.50      | 2.92      | 1.95      | 2.67      | 2.32      | 2.91      |
| 30 | Affordability/Feasibility Analysis                    | 2.33      | 2.67      | 2.41      | 2.66      | 2.52      | 3.02      |
| 31 | Business Process Improvement                          | 2.57      | 2.57      | 2.25      | 2.65      | 2.88      | 3.15      |
| 32 | Acquisition Management Framework                      | 2.75      | 3.12      | 2.63      | 3.36      | 2.98      | 3.65      |
| 33 | Configuration/Data Management                         | 2.56      | 2.80      | 2.70      | 3.14      | 2.86      | 3.38      |
| 34 | Problem Solving                                       | 3.73      | 3.90      | 3.61      | 3.87      | 4.17      | 4.38      |
| 35 | Integrity/Ethics                                      | 4.80      | 4.22      | 4.62      | 4.19      | 4.80      | 4.52      |
| 36 | Initiative  | 3.73      | 3.55      | 3.84      | 3.67      | 4.15      | 4.12      |
| 37 | Team Building   | 4.00      | 3.66      | 3.89      | 3.66      | 4.34      | 4.20      |
| 38 | Analytical Thinking                                   | 3.35      | 3.48      | 3.22      | 3.44      | 3.69      | 3.86      |
| 39 | Oral Communication                                    | 3.88      | 3.71      | 3.71      | 3.73      | 4.22      | 4.25      |
| 40 | Flexibility   | 3.67      | 3.44      | 3.66      | 3.49      | 4.01      | 3.99      |
| 41 | Decisiveness  | 3.25      | 3.69      | 3.27      | 3.42      | 3.77      | 4.05      |

| #  | Competency Name | Entry     |           | Journey   |           | Senior    |           |
|----|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|
|    |                 | Mean Freq | Mean Crit | Mean Freq | Mean Crit | Mean Freq | Mean Crit |
| 42 | Resilience      | 4.05      | 3.83      | 3.86      | 3.84      | 4.25      | 4.27      |
| 43 | Accountability  | 3.82      | 3.86      | 3.73      | 3.62      | 4.23      | 4.23      |

Shading indicates relative importance of each competency according to FM respondents: green = high importance; yellow = medium importance; no shading = lower importance.

Importance ratings are a composite of frequency and criticality ratings; definitions are located on pages 17-18.

**All professional competencies and five other competencies were identified as highly important to all career levels among CE responses; however, the relative importance varies for all other competencies by career level.**

Based on the CE responses, all professional competencies and five other competencies (11, 24, 25, 26, and 27) are highly important to the job at each career level. Journey-level respondents find these 15 competencies and three more (8, 13, and 16) to be highly important to their job. Following the same trend, Senior-level respondents find 18 competencies (the same as Journey-level) of high importance, plus eight additional competencies (4, 9, 10, 18, 20, 29, 30, and 32).

Competencies identified as having medium importance also vary by career level. Only one competency (33) is of medium importance across all three career levels (table 11).

Table 11. Importance ratings for the CE community, by competency and career level

| #  | Competency Name                                       | Entry     |           | Journey   |           | Senior    |           |
|----|---|-----------|-----------|-----------|-----------|-----------|-----------|
|    |   | Mean Freq | Mean Crit | Mean Freq | Mean Crit | Mean Freq | Mean Crit |
| 1  | Using Government Financial Operations and Regulations | 2.00      | 2.42      | 2.07      | 2.30      | 2.51      | 2.78      |
| 2  | Budget Formulation                                    | 2.48      | 2.31      | 2.80      | 2.75      | 2.97      | 3.01      |
| 3  | Budget Execution (General DOD)                        | 2.14      | 2.17      | 2.28      | 2.20      | 2.44      | 2.39      |
| 4  | Financial Oversight                                   | 2.78      | 2.87      | 2.62      | 2.63      | 3.18      | 3.15      |
| 5  | Ensuring Financial Compliance to Fiscal Law           | 1.61      | 2.28      | 2.02      | 2.28      | 2.24      | 2.55      |
| 6  | Accounting  | 2.11      | 2.09      | 2.08      | 2.09      | 2.20      | 2.07      |
| 7  | Auditing Processes                                    | 2.02      | 1.94      | 2.34      | 2.20      | 2.27      | 2.23      |
| 8  | Contracting Oversight                                 | 3.06      | 2.94      | 3.46      | 3.68      | 3.45      | 3.82      |
| 9  | Acquisition Strategy Planning and Analysis            | 2.40      | 2.61      | 2.94      | 2.99      | 3.22      | 3.35      |
| 10 | Milestone Review                                      | 2.10      | 2.10      | 2.23      | 2.37      | 3.22      | 3.24      |
| 11 | Programming and Budget Process                        | 3.12      | 3.02      | 3.32      | 3.40      | 3.26      | 3.43      |
| 12 | Budget Execution (Acquisition Management)             | 2.10      | 2.56      | 2.60      | 2.66      | 2.69      | 2.86      |
| 13 | Risk Management                                       | 2.57      | 2.65      | 3.19      | 3.33      | 3.46      | 3.57      |
| 14 | Manpower Assessment                                   | 2.00      | 1.75      | 2.24      | 2.70      | 2.88      | 3.08      |
| 15 | Contracting   | 2.11      | 2.25      | 2.29      | 2.52      | 2.61      | 2.87      |
| 16 | Using Automated Systems and Software                  | 3.08      | 2.67      | 3.46      | 3.30      | 3.23      | 3.22      |
| 17 | Organizing and Formulating Work                       | 2.05      | 2.84      | 2.76      | 2.98      | 2.83      | 3.07      |

| #  | Competency Name                          | Entry     |           | Journey   |           | Senior    |           |
|----|--|-----------|-----------|-----------|-----------|-----------|-----------|
|    |  | Mean Freq | Mean Crit | Mean Freq | Mean Crit | Mean Freq | Mean Crit |
| 18 | Planning, Scheduling, and Budgeting Work | 2.64      | 2.91      | 2.94      | 3.26      | 3.15      | 3.46      |
| 19 | Performance Analysis and Management      | 1.97      | 2.61      | 2.54      | 2.98      | 2.80      | 3.12      |
| 20 | Accounting Considerations                | 2.98      | 2.65      | 2.82      | 2.98      | 3.05      | 3.03      |
| 21 | Revision and Data Maintenance            | 2.11      | 2.73      | 2.24      | 2.49      | 2.40      | 2.68      |
| 22 | EVM Compliance/Surveillance              | 1.64      | 1.65      | 1.74      | 2.26      | 2.03      | 2.39      |
| 23 | EVM Integration With Acquisition Process | 2.12      | 2.22      | 2.10      | 2.37      | 2.58      | 2.75      |
| 24 | Define Scope and Requirements            | 3.32      | 3.44      | 3.49      | 3.79      | 3.70      | 3.81      |
| 25 | Data Collection and Validation           | 3.27      | 3.35      | 3.45      | 3.70      | 3.66      | 3.84      |
| 26 | Cost Model Development                   | 3.70      | 3.87      | 3.74      | 3.92      | 3.83      | 3.96      |
| 27 | Cost Model Application                   | 3.27      | 3.64      | 3.55      | 3.76      | 3.78      | 3.82      |
| 28 | Cost Proposal Evaluation                 | 3.06      | 3.27      | 2.87      | 3.51      | 3.08      | 3.36      |
| 29 | Schedule Analysis                        | 1.89      | 2.82      | 2.39      | 3.04      | 3.17      | 3.51      |
| 30 | Affordability/Feasibility Analysis       | 2.27      | 2.78      | 2.62      | 2.86      | 3.35      | 3.31      |
| 31 | Business Process Improvement             | 1.71      | 2.21      | 1.80      | 2.48      | 2.52      | 2.88      |
| 32 | Acquisition Management Framework         | 2.43      | 3.20      | 2.35      | 3.88      | 3.09      | 3.94      |
| 33 | Configuration/Data Management            | 2.32      | 3.05      | 2.54      | 3.37      | 2.66      | 3.21      |
| 34 | Problem Solving                          | 3.43      | 3.88      | 3.81      | 4.00      | 4.15      | 4.27      |
| 35 | Integrity/Ethics                         | 4.45      | 3.93      | 4.65      | 4.17      | 4.69      | 4.42      |
| 36 | Initiative                               | 3.31      | 3.50      | 3.81      | 3.70      | 4.08      | 4.02      |
| 37 | Team Building                            | 3.42      | 3.38      | 3.76      | 3.69      | 4.15      | 4.08      |
| 38 | Analytical Thinking                      | 3.04      | 3.44      | 3.75      | 3.91      | 4.10      | 4.16      |
| 39 | Oral Communication                       | 3.56      | 4.15      | 4.10      | 3.96      | 4.23      | 4.21      |
| 40 | Flexibility                              | 3.79      | 3.50      | 3.90      | 3.87      | 4.01      | 4.06      |
| 41 | Decisiveness                             | 3.36      | 3.65      | 3.70      | 3.83      | 3.83      | 4.13      |
| 42 | Resilience                               | 3.57      | 3.69      | 4.07      | 3.99      | 4.08      | 4.07      |
| 43 | Accountability                           | 3.31      | 3.52      | 4.03      | 4.00      | 4.16      | 4.05      |

Shading indicates relative importance of each competency according to CE respondents: green = high importance; yellow = medium importance; no shading = lower importance.

Importance ratings are a composite of frequency and criticality ratings; definitions are located on pages 17-18.

## Section summary

We classified competencies by their relative importance to the two largest Business workforce communities: FM and CE. Through this analysis, we found that FM and CE responses closely align to their portions of the Business competency model. The relative importance of each competency varies among career levels within each community.

Professional competencies were consistently determined to be highly important to the respondents within the two workforce communities and across all career levels within those communities. Professional competencies largely have the highest mean criticality and frequency ratings of all competencies. This finding could indicate that the entire

workforce shares a common regard for professionalism or it could be an acknowledgement by the workforce that Business management places high value on professional competencies.

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## Section 5: Proficiency ratings

In this section, we present the average proficiency ratings provided by assessment participants for all competencies in the Business competency model. We display our results by workforce community/functional area and career level at the competency level (additional data tables are in appendix C). We finish our discussion by highlighting the proficiency of the highly important competencies.

### Proficiency ratings of FM respondents

**Proficiency ratings tend to trend up across career level.**

For all but three competencies, higher career levels reported higher proficiency (table 12). The exceptions to this pattern are that Entry-level respondents reported higher scores than Journey-level respondents for the following three competencies:

- Schedule Analysis
- Business Process Improvement
- Acquisition Management Framework

**Mean proficiency ratings of FM respondents for most competencies identified as highly important are above 3.0.**

We summarize the mean proficiency results of high-importance competencies as rated by FM respondents:

- Entry—Mean proficiency ratings are between 3.0 (*intermediate*) and 4.0 (*advanced*) for 10 of 15 high-importance competencies.
- Journey—Mean proficiency ratings are between 3.0 (*intermediate*) and 4.0 (*advanced*) for all 18 high-importance competencies.

- Senior—Mean proficiency levels are between 3.0 (*intermediate*) and 4.0 (*advanced*) for all 22 high-importance competencies.

Table 12. Mean proficiency ratings for the FM community, by competency and career level

| #  | Competency  | Entry | Journey | Senior |
|----|---|-------|---------|--------|
| 1  | Using Government Financial Operations and Regulations | 2.44  | 3.02    | 4.05   |
| 2  | Budget Formulation                                    | 2.42  | 3.15    | 4.12   |
| 3  | Budget Execution (General DOD)                        | 2.85  | 3.59    | 4.29   |
| 4  | Financial Oversight                                   | 2.74  | 3.40    | 4.26   |
| 5  | Ensuring Financial Compliance to Fiscal Law           | 2.16  | 2.81    | 3.84   |
| 6  | Accounting  | 2.82  | 3.47    | 3.99   |
| 7  | Auditing Processes                                    | 2.46  | 3.04    | 3.79   |
| 8  | Contracting Oversight                                 | 1.73  | 2.56    | 3.20   |
| 9  | Acquisition Strategy Planning and Analysis            | 2.18  | 2.92    | 3.82   |
| 10 | Milestone Review                                      | 2.13  | 2.29    | 3.15   |
| 11 | Programming and Budget Process                        | 1.97  | 2.60    | 3.46   |
| 12 | Budget Execution (Acquisition Management)             | 2.62  | 3.45    | 4.25   |
| 13 | Risk Management                                       | 1.79  | 2.61    | 3.30   |
| 14 | Manpower Assessment                                   | 1.73  | 2.16    | 3.11   |
| 15 | Contracting   | 1.86  | 2.30    | 2.96   |
| 16 | Using Automated Systems and Software                  | 2.71  | 3.31    | 3.90   |
| 17 | Organizing and Formulating Work                       | 1.96  | 2.18    | 2.72   |
| 18 | Planning, Scheduling, and Budgeting Work              | 2.09  | 2.55    | 3.33   |
| 19 | Performance Analysis and Management                   | 2.13  | 2.42    | 3.10   |
| 20 | Accounting Considerations                             | 2.06  | 2.70    | 3.29   |
| 21 | Revision and Data Maintenance                         | 2.18  | 2.47    | 2.96   |
| 22 | EVM Compliance/Surveillance                           | 1.70  | 1.72    | 2.18   |
| 23 | EVM Integration With Acquisition Process              | 1.77  | 1.90    | 2.64   |
| 24 | Define Scope and Requirements                         | 1.88  | 2.05    | 2.75   |
| 25 | Data Collection and Validation                        | 1.97  | 2.42    | 3.00   |
| 26 | Cost Model Development                                | 1.73  | 2.14    | 2.74   |
| 27 | Cost Model Application                                | 1.60  | 1.86    | 2.54   |
| 28 | Cost Proposal Evaluation                              | 1.79  | 1.82    | 2.55   |
| 29 | Schedule Analysis                                     | 2.15  | 1.82    | 2.62   |
| 30 | Affordability/Feasibility Analysis                    | 2.14  | 2.31    | 3.03   |
| 31 | Business Process Improvement                          | 2.46  | 2.16    | 3.30   |
| 32 | Acquisition Management Framework                      | 2.40  | 2.38    | 3.17   |
| 33 | Configuration/Data Management                         | 1.93  | 2.73    | 3.05   |
| 34 | Problem Solving                                       | 3.53  | 3.61    | 4.38   |
| 35 | Integrity/Ethics                                      | 4.20  | 4.32    | 4.70   |
| 36 | Initiative  | 3.40  | 3.70    | 4.35   |
| 37 | Team Building   | 3.73  | 3.78    | 4.40   |
| 38 | Analytical Thinking                                   | 3.03  | 3.29    | 3.93   |
| 39 | Oral Communication                                    | 3.54  | 3.67    | 4.29   |
| 40 | Flexibility   | 3.40  | 3.64    | 4.28   |
| 41 | Decisiveness  | 3.14  | 3.26    | 4.10   |
| 42 | Resilience  | 3.73  | 3.83    | 4.40   |
| 43 | Accountability  | 3.25  | 3.47    | 4.23   |

Shading indicates relative importance of each competency according to the FM community: green = high importance; yellow = medium importance; no shading = least important.

Proficiency ratings: 1=Awareness; 2=Basic; 3=Intermediate; 4=Advance; 5=Expert. Ratings are defined in full on page 17.

## Proficiency ratings of CE respondents

**For CE respondents, proficiency ratings consistently trend up across career level.**

For every competency, Entry-level employees report the lowest proficiency and Senior-level respondents report the highest proficiency (table 13).

**Mean proficiency ratings of CE respondents for most competencies identified as highly important are above 3.0.**

We summarize the mean proficiency results of high-importance competencies as rated by CE respondents:

- Entry—Mean proficiency ratings are between 2.0 (*basic*) and 3.0 (*intermediate*) for 10 of 16 high-importance competencies.
- Journey—Mean proficiency ratings are between 3.0 (*intermediate*) and 4.0 (*advanced*) for all 18 high-importance competencies.
- Senior—Mean proficiency levels are between 3.0 (*intermediate*) and 4.0 (*advanced*) for all 27 high-importance competencies.

Table 13. Mean proficiency ratings for the CE community, by competency and career level

| #  | Competency  | Entry | Journey | Senior |
|----|---|-------|---------|--------|
| 1  | Using Government Financial Operations and Regulations | 1.86  | 2.09    | 2.98   |
| 2  | Budget Formulation                                    | 1.89  | 2.64    | 3.45   |
| 3  | Budget Execution (General DOD)                        | 2.08  | 2.28    | 2.91   |
| 4  | Financial Oversight                                   | 2.27  | 2.62    | 3.49   |
| 5  | Ensuring Financial Compliance to Fiscal Law           | 1.41  | 2.28    | 2.80   |
| 6  | Accounting  | 2.15  | 2.34    | 2.42   |
| 7  | Auditing Processes                                    | 1.98  | 2.31    | 2.48   |
| 8  | Contracting Oversight                                 | 2.60  | 3.23    | 4.33   |
| 9  | Acquisition Strategy Planning and Analysis            | 2.08  | 2.91    | 3.75   |
| 10 | Milestone Review                                      | 2.09  | 2.23    | 3.67   |
| 11 | Programming and Budget Process                        | 2.35  | 3.20    | 3.81   |
| 12 | Budget Execution (Acquisition Management)             | 1.75  | 2.56    | 3.33   |
| 13 | Risk Management                                       | 1.93  | 3.08    | 4.03   |
| 14 | Manpower Assessment                                   | 1.63  | 2.41    | 3.21   |
| 15 | Contracting   | 1.67  | 2.23    | 3.12   |
| 16 | Using Automated Systems and Software                  | 2.33  | 3.22    | 3.68   |
| 17 | Organizing and Formulating Work                       | 2.05  | 2.65    | 3.58   |
| 18 | Planning, Scheduling, and Budgeting Work              | 2.09  | 2.66    | 3.66   |
| 19 | Performance Analysis and Management                   | 1.84  | 2.70    | 3.53   |
| 20 | Accounting Considerations                             | 2.35  | 2.88    | 3.54   |
| 21 | Revision and Data Maintenance                         | 1.79  | 2.20    | 2.92   |
| 22 | EVM Compliance/Surveillance                           | 1.52  | 2.02    | 2.59   |
| 23 | EVM Integration With Acquisition Process              | 1.65  | 2.18    | 3.16   |
| 24 | Define Scope and Requirements                         | 2.30  | 3.29    | 4.17   |
| 25 | Data Collection and Validation                        | 2.41  | 3.33    | 4.20   |
| 26 | Cost Model Development                                | 2.73  | 3.51    | 4.40   |
| 27 | Cost Model Application                                | 2.17  | 3.45    | 4.27   |
| 28 | Cost Proposal Evaluation                              | 2.19  | 2.90    | 3.78   |
| 29 | Schedule Analysis                                     | 1.90  | 2.44    | 3.51   |
| 30 | Affordability/Feasibility Analysis                    | 1.91  | 2.53    | 3.91   |
| 31 | Business Process Improvement                          | 1.88  | 2.15    | 3.12   |
| 32 | Acquisition Management Framework                      | 1.82  | 2.36    | 3.49   |
| 33 | Configuration/Data Management                         | 1.95  | 2.57    | 3.05   |
| 34 | Problem Solving                                       | 3.07  | 3.82    | 4.40   |
| 35 | Integrity/Ethics                                      | 3.90  | 4.32    | 4.59   |
| 36 | Initiative  | 2.83  | 3.60    | 4.31   |
| 37 | Team Building   | 3.11  | 3.79    | 4.23   |
| 38 | Analytical Thinking                                   | 2.54  | 3.58    | 4.30   |
| 39 | Oral Communication                                    | 3.21  | 3.82    | 4.29   |
| 40 | Flexibility   | 3.07  | 3.76    | 4.26   |
| 41 | Decisiveness  | 2.70  | 3.59    | 4.21   |
| 42 | Resilience  | 3.29  | 3.93    | 4.26   |
| 43 | Accountability  | 2.57  | 3.60    | 4.36   |

Shading indicates relative importance of each competency according to the CE community: green = high importance; yellow = medium importance; no shading = least important.

Proficiency ratings: 1=Awareness; 2=Basic; 3=Intermediate; 4=Advance; 5=Expert. Ratings are defined in full on page 17.

## Section summary

Analysis of proficiency responses by competency suggests that FM and CE respondents are, on average, applying most highly important competencies in *complex* situations (scale rating of 3).

For both the FM and CE workforce communities/functional areas, mean proficiency ratings increase with increasing career level. Respondents in both groups and across all career levels (except Entry-level CE respondents for competencies 36, 38, 41, and 43) report being able to apply all professional competencies in *complex/considerably complex* situations.

The results of our proficiency analysis should not be used to judge whether adequate levels of proficiency have been achieved for each group for two main reasons:

- Although our proficiency analysis suggests that most assessment respondents are *intermediately* proficient (scale rating of 3) in most highly important competencies, individual responses are often higher or lower than the average response.
- There are no proficiency standards for the Business workforce. Therefore, a lower than *intermediate* proficiency rating does not necessarily indicate a deficiency. Likewise, one grouping of the workforce may have consistently rated itself above *intermediate* proficiency in a given competency, but the proficiency rating might fall well short of what is actually needed to get the job done. Alternatively, it may not be necessary for employees at certain career levels or in certain communities to be proficient in some competencies.

Therefore, Business leadership should consider using the proficiency analysis presented in this report as the impetus for developing proficiency standards. Once standards are set, results such as these can be used to determine whether and where deficiencies exist in the Business workforce.

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## Section 6: Intentions analysis

In this section, we present the results of our analysis of respondent-provided intentions data.

### Retirement and leaving intentions

Respondents were asked the following two questions related to their intentions: (1) *Do you intend to leave the Business career field within the next 6 months?* and (2) *When do you plan to retire or resign?* A large portion of the Business workforce answered “No” to item one (96 percent). Four percent said “Yes.”

Answers to item two are shown in figure 2 below.

Figure 2. Leaving intentions of Business-wide respondents

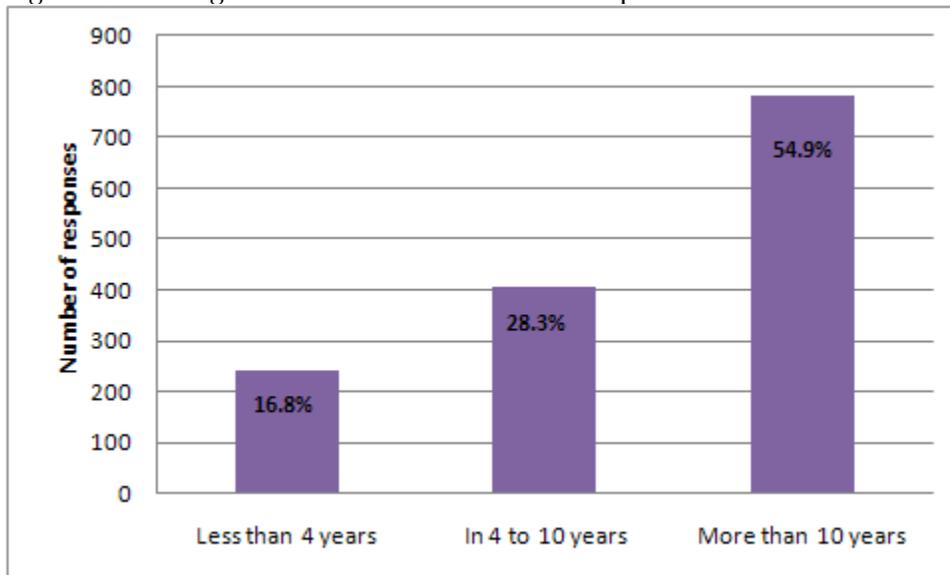
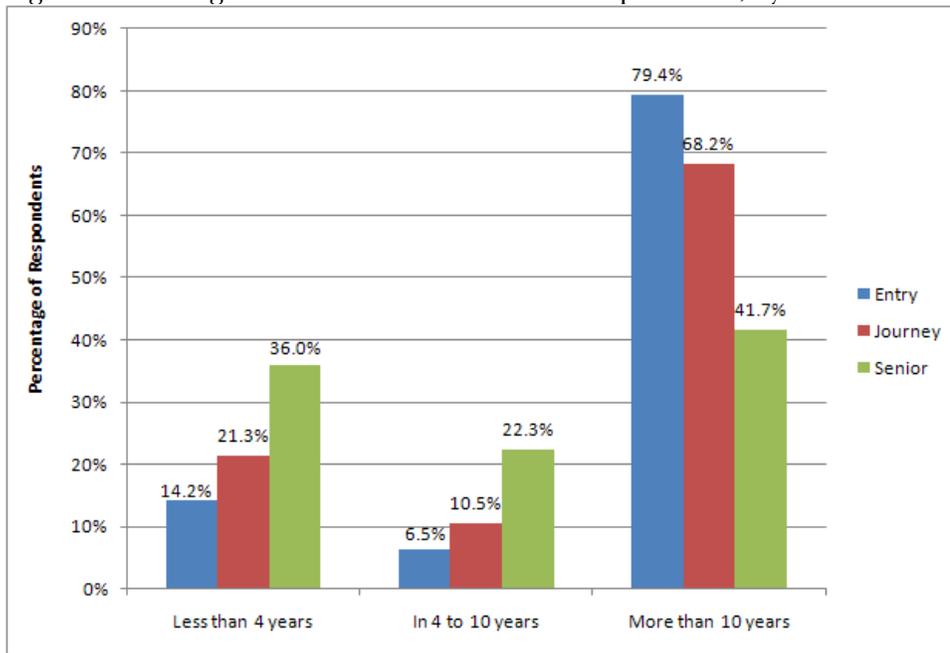


Figure 3 below also shows answers to item two, but specific to career level.

Figure 3. Leaving intentions of Business-wide respondents, by career level



## Section summary

Examining the second item that respondents answered, *When do you plan to retire or resign?*, via the two perspectives in Figures 2 and 3 allow for Business senior leadership to observe a snapshot of their workforce. These snapshots are both career-field wide and via the three career-levels self reported by the respondents (Entry, Journey, and Senior). As can be seen in Figure 3, one third of the Senior-level respondents reported that they plan to retire or resign in less than 4 years as compared to the one fifth of the Journey-level respondents. These percentages suggest a need to ensure that institutional knowledge and processes are captured from these individuals within the next four years.

We recommend adding additional questions in future assessments; understanding and accounting for knowledge loss is important to successful workforce effectiveness.

## Section 7: Conclusion and next steps

Our analysis of employee-provided responses to the Business competency assessment suggests that the Business competency model captures technical competencies pertinent to both the FM and CE workforce communities. Professional competencies seem to be applicable to all workforce communities. For the most part, competency importance increases with increasing career level.

FM and CE respondents report *intermediate* to *advanced* proficiency in most competencies of high importance to their respective communities, and intermediate proficiency in most other competencies; however, a fraction of respondents reports the ability to apply most competencies in *somewhat complex* situations or only an awareness of some competencies. Mean proficiency values increase with increasing career level and are highest for professional competencies.

Although there were military respondents found in the Business workforce, we found, that the majority of the Business workforce respondents are federal civilian.

We recommend Business management consider using our analysis results to

- Develop proficiency standards
- Consider future assessment efforts to generate large enough sample sizes for the additional communities that comprise the remainder of the Business workforce (e.g., EVM, BM, and Other)
- Consider future assessments for the individual communities within the Business career field to shorten the length of the competency model, targeting the elements for the relevant areas of focus/communities

In addition, we recommend that a strong emphasis be placed on the development of professional competencies. Responses to the assessment indicate that professional competencies captured in the Business model are universally important to the entire Business workforce, as opposed to any single Business community/functional area. Finally, we found that one-third of the Senior-level respondents reported that they plan to retire or resign in less than 4 years. This suggests that proficiency resident in the Senior-level workforce could be substantially impacted by the departure of employees over that time period.

# Appendix A: Business workforce competency model

Figure 4. Complete and detailed Business competency model

| BCEFM Model: Financial Management – Comptroller, Financial Management – Acquisition Management, Earned Value Management, Cost Estimating, and Business Management Units of Competence. |   |  |
|--|---|--|
| Functional Unit of Competence  | Technical Competencies (33 total)                       | Competency Elements  |
| Financial Management – General DoD   | 1 Using Government Financial Operations and Regulations | 1.1 Ensure compliance with appropriate/applicable statutes, regulations, Comptroller General Decisions, general counsel guidance, and specific Congressional mandates included in the agency’s authorizing legislation, appropriation acts, and Committee reports. |
|  |   | 2 Budget Formulation   |
|  | 2   | 2.1 Develop requirements details and budget guidelines for program data collection.  |
|  |   | 2.2 Forecast inputs needed in the budget preparation.  |
|  |   | 2.3 Identify pertinent funding policies and prescribed appropriation categories consistent with stated program operations and objectives.  |
|  |   | 2.4 Analyze sets of requests from program offices and provide inputs and priority recommendations for budget decisions   |
|  | 3 Budget Execution (General DoD)                        | 3.1 Provide ongoing oversight to maintain control of budgeted costs.   |
|  |   | 3.2 Prepare and review periodic spending status reports.   |
|  |   | 3.3 Apply established agency budgeting procedures to make program adjustments needed to satisfy changed requirements and to respond to unplanned cost and schedules variances.   |
|  |   | 3.4 Post and reconcile day-to-day accounting transactions.   |
|  |   | 3.5 Monitor relevant account balances, funding actions, and obligations to ensure program is meeting goals on-time, and within-budgets   |
|  | 4 Financial Oversight                                   | 4.1 Review and assess financial information.   |
|  |   | 4.2 Analyze key program financial indicators, anticipate emerging requirements, and make appropriate recommendations to respond to program changes.  |
|  |   | 4.3 Prepare business activity reports, financial forecasts and reports required by regulatory agencies.  |
|  | 5 Ensuring Financial Compliance to Fiscal Law           | 5.1 Review agency’s funding and current spending practices as needed to ensure compliance with fiscal laws and regulations.  |
|  |   | 5.2 Translate congressional language into practical language to enable compliance and effective implementation of legislation.   |
|  | 6 Accounting  | 6.1 Monitor accounting transactions and working capital levels to ensure maintaining data adequate financial resources or to trigger timely appropriate financial remedies if needed.  |
|  |   | 6.2 Prepare financial reports as needed to fulfill accounting requirements.  |
|  |   | 6.3 Coordinate accounting practices to document the organization’s capital assets and operations.  |
|  | 7 Auditing Processes                                    | 7.1 Analyze the organization’s internal financial planning, budgeting, and accounting practices.   |
|  |   | 7.2 Develop corrective action plans to correct financial control weaknesses and concerns identified in audit reports.  |
|  |   | 7.3 Develop test plans for the organization’s financial management controls.   |
|  | 8 Contracting Oversight                                 | 8.1 Review cost proposals.   |

| Functional Unit of Competence  | Technical Competencies (33 total)   | Competency Elements   |
|--|---|---|
| Financial Management – Acquisition Management  | 9 Acquisition Strategy Planning and Analysis  | 9.1 Collect and integrate inputs from program technical SMEs  |
|  |   | 9.2 Edit the cost, schedule, and financial information in all program documentation (e.g., Acquisition Strategy, Acquisition Program Baseline, Integrated Master Plan and Schedule, Staffer briefs, etc.) |
|  |   | 9.3 Identify likely potential program problems and propose effective contingency plans.   |
|  |   | 9.4 Provide policies and procedures information to program participants as needed.  |
|  | 10 Milestone Review   | 10.1 Analyze financial, technical, logistical, engineering program data to ensure successful completion of milestones.  |
|  | 11 Programming and Budget Process   | 11.1 Develop financial projections associated with proposed or pending budget and program changes.  |
|  |   | 11.2 Assess the impacts of global economic changes on budget submissions.   |
|  |   | 11.3 Develop cost estimates to support POM process planning.  |
|  |   | 11.4 Respond to inquiries regarding program and financial issues, and request reconsideration of proposed budget adjustments.   |
|  | 12 Budget Execution (Acquisition Management)  | 12.1 Develop spend plans with program manager to support program schedule and established targets.  |
|  |   | 12.2 Prepare required funding documents and contract packages to support the spend plans.   |
|  |   | 12.3 Monitor obligation and expenditure of program funds to ensure compliance with financial guidance, policies, and laws and recommend adjustments if needed.  |
|  |   | 12.4 Respond to inquiries about program and financial issues and proposed funding adjustments.  |
|  | 13 Risk Management  | 13.1 Evaluate affordability of program alternatives by analyzing performance measures, budget controls, funding profiles, budget status reports, manpower requirements, and cost estimates.               |
|  |   | 13.2 Assess financial implications of technical uncertainties, such as test failure, maturity of technology, revised program requirements, and possible changes in fielding schedules.                    |
|  | 14 Manpower Assessment  | 14.1 Analyze the workforce size and skill mix and the manpower requirements to ensure that the program is able to be executed cost-effectively and on schedule.   |
|  | 15 Contracting  | 15.1 Prepare standardized pre-award contractual documentation (SOWs, CDRLs, and CLIN structures).   |
|  |   | 15.2 Evaluate proposals for final source selection.   |
|  |   | 15.3 Monitor contractor cost and progress reports to ensure deliverables will be within budget and on schedule.   |
|  |   | 15.4 Serve as contracting officer's technical representative (COTR) providing contractor performance and cost feedback to the Contracting Officer.  |
| 15.5 Process government-initiated contract changes and evaluate contractor-initiated contract change requests. |   |   |
| 16 Using Automated Systems and Software  | 16.1 Use software to analyze financial data and present it in standardized formats. |   |

| Functional Unit of Competence   | Technical Competencies (33 total)           | Competency Elements  |
|---|---|--|
| Earned Value Management   | 17 Organizing and Formulating Work          | 17.1 Create a Work Breakdown Structure (WBS).  |
|   |   | 17.2 Link resources on the Organizational Breakdown Structure (OBS) to WBS) activities.  |
|   | 18 Planning, Scheduling, and Budgeting Work | 18.1 Establish the critical path schedule, milestones and deliverables, performance goals, and measurement indicators to ensure that key elements of the EVM program can be tracked.   |
|   |   | 18.2 Establish a baseline budget.  |
|   |   | 18.3 Draft the policy and requirements portions of Requests for Proposal (RFPs).   |
|   |   | 18.4 Identify program cost drivers.  |
|   | 19 Performance Analysis and Management      | 19.1 Analyze resource expenditures, cost drivers, and actual delivery schedule to monitor the program's budget profile and required milestone timeline.  |
|   |   | 19.2 As early as possible, identify potential cost overruns and schedule slippages   |
|   |   | 19.3 Determine possibly needed remedial actions when performance and cost indicators become a concern.   |
|   | 20 Accounting Considerations                | 20.1 Maintain a cost database for program management query and reporting. For decision-making purposes, this database captures cost attributes of direct versus indirect, material or equipment, and recurring versus non-recurring. |
|   |   | 20.2 Analyze cost variances.   |
|   |   | 20.3 For each cost account, identify the responsible organizational position or unit.  |
|   | 21 Revision and Data Maintenance            | 21.1 Develop control procedures for change proposals and change approvals.   |
|   |   | 21.2 Document details of budget changes.   |
|   |   | 21.3 As they become available, update database with new period data and revised historic data  |
|   |   | 21.4 Periodically review existing and alternative data analysis tools for their advantages and disadvantages.  |
|   | 22 EVM Compliance/ Surveillance             | 22.1 Check proposals for compliance with required EVMS industry standards.   |
|   |   | 22.2 Document the partition of EVM responsibility among CAO, PM, and DCAA to ensure adherence to EVM standards and guidelines.   |
|   |   | 22.3 Develop EVMS surveillance plans that meet current guidance.   |
|   |   | 22.4 Assess the contactor's proposed Eamed Value Management System (EVMS) compliance with required 32 EVMS standard guidelines.  |
|   |   | 22.5 Approve changes to contractor EVMS's description to bring it into compliance with current required EVM guidelines.  |
|   | 23 EVM Integration with Acquisition Process | 23.1 Evaluate acquisition policy initiatives for impact on existing operating procedure requirements.  |
|   |   | 23.2 Develop and document any necessary revisions to Eamed Value Management operating procedures.  |
| 23.3 Review pre-signing contract data.  |   |  |
| 23.4 Confirm compliance of acquisition policies and procedures in required acquisition documents, e.g., DAES/ Unit Cost reports, etc. |   |  |

| Functional Unit of Competence  | Technical Competencies (33 total)  | Competency Elements  |
|--|--|--|
| Cost Estimating  | 24 Define Scope and Requirements   | 24.1 Identify the program and expected operating environment that potentially affect the subject cost estimates.   |
|  |  | 24.2 Identify and evaluate the cost implications of the system design requirements from Cost Analysis Data Requirement (CADRe) (NASA), Initial Capabilities Document (ICD), Capabilities Development Document (CDD), Preliminary Design Review (PDR), Critical Design Review (CDR) and acquisition strategy plans. |
|  |  | 24.3 Consult subject matter experts to identify the major cost elements and possible cost estimation approaches.   |
|  |  | 24.4 Establish ground rules and assumptions for data collection and analysis.  |
|  | 25 Data Collection and Validation  | 25.1 Determine data requirements for estimating costs by reviewing historical information.   |
|  |  | 25.2 Develop a data collection plan that documents the data collection methods, the types and quality of needed data, and the required data collection resources.  |
|  |  | 25.3 Assess reliability and accuracy of data sources.  |
|  |  | 25.4 Collect data using appropriate data collection methods.   |
|  |  | 25.5 Where needed data is not available, use data from reasonably similar systems to make forecasts  |
|  |  | 25.6 Eliminate outliers, data inconsistencies, and other data errors from the collected data.  |
|  | 26 Cost Model Development  | 26.1 Use statistics and statistical techniques to analyze and summarize the collected data.  |
|  |  | 26.2 Document the resulting cost estimates to summarize noteworthy issues and highlight key assumptions.   |
|  |  | 26.3 Model risk associated with cost estimates by estimating confidence intervals and variances.   |
| 26.4 Display expected cost behavior patterns resulting from specific changes in select cost drivers. |  |  |
|  |  |  |
| 27 Cost Model Application  | 27.1 Tailor a specified cost model as necessitated by a real situation and apply it to a particular data set.  |  |
| 28 Cost Proposal Evaluation  | 28.1 Evaluate cost proposal in terms of risk, reasonableness, and responsiveness to determine if it meets requirements of the government.  |  |
|  | 28.2 Analyze contractor's projected costs, rates and other pricing factors to determine his /her projected profit/revenue, personnel practices and benefits, and his/her other estimated costs are consistent with government requirements and generally accepted industry practice. |  |
|  | 28.3 Recommend contractual/financial incentives to promote the contractor performance that would be in the best interest of the government.  |  |
| 29 Schedule Analysis   | 29.1 Evaluate a program schedule including intermediate milestone dates while ensuring appropriate consideration is given for technological uncertainties, historically based likelihood of contingencies, and allowances for processing contract changes.                           |  |
| 30 Affordability/ Feasibility Analysis   | 30.1 In collaboration with requirements experts, conduct trade-off analyses to determine what impacts altered budget would have on performance and schedule.   |  |
| Business Management  | 31 Business Process Improvement  | 31.1 Develop policy and procedure revisions to execute programs more effectively.  |
|  |  | 31.2 Identify changes needed to improve existing conditions and processes, implement those changes, and measure the results.   |
|  | 32 Acquisition Management Framework  | 32.1 Use milestones and regular progress reports to ensure timely program execution.   |
|  | 33 Configuration/ Data Management  | 33.1 Periodically check automated databases for data completeness, integrity, and consistency.   |
|  |  | 33.2 Identify and recommend improvements to ensure greater system reliability and data integrity.  |

| Functional Unit of Competence:         | Professional Competency (10 Total) |                     | Definition   |
|--|------------------------------------|---------------------|--|
| <b>BCEFM Professional Competencies</b> | 1                                  | Problem Solving     | Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.  |
|  | 2                                  | Integrity/ Ethics   | Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.   |
|  | 3                                  | Initiative          | Identify what needs to be done and does it before being asked and/or before its required by the situation.   |
|  | 4                                  | Team Building       | Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.  |
|  | 5                                  | Analytical Thinking | Use a methodical step-by-step approach to break down complex problems or processes into their constituents parts, identify causes and effects patterns and analyze problems to arrive to an appropriate solution.  |
|  | 6                                  | Oral Communication  | effectively, taking into account the audience and nature of the information; makes clear and   |
|  | 7                                  | Flexibility         | Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.  |
|  | 8                                  | Decisiveness        | Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.   |
|  | 9                                  | Resilience          | Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.  |
|  | 10                                 | Accountability      | Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules. |

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## Appendix B: Business demographic and intentions questions

The table below contains the demographic and intentions questions provided to Business assessment participants and the possible response options. The final column ties the demographic and intentions questions to the applicable Business research goals, which are as follows:

- Business Goal-1: Assess the current capability of the Business workforce
- Business Goal-2: Describe how those capabilities are distributed across DOD organizations and programs
- Business Goal-3: Develop a profile of the Business workforce

Table 14. Business demographic and intentions questions, response options, and planned use of responses

| Demographic/Intentions Questions   | Response Options   | Applicable Business Research Goal(s) |
|--|--|--------------------------------------|
| 1) Please select your Job/Principal title (or closest equivalent) from the list below. | Accountant<br>Budget Analyst or equivalent<br>Budget Lead - Financial Specialist or equivalent<br>Business Financial Manager or equivalent<br>Business Manager or equivalent<br>Chief of Cost or equivalent<br>Chief of Finance or equivalent<br>Cost Analyst or equivalent<br>Cost Engineer or equivalent<br>Cost Lead or equivalent<br>EVM Branch Chief or equivalent<br>EVM Team Lead or equivalent<br>Financial Administrator<br>Financial Advisor or equivalent<br>Financial Analyst or equivalent<br>Financial Specialist or equivalent<br>Financial Management Specialist or equivalent<br>Financial Manager or equivalent<br>Management and Program Analysis<br>Operation Research Analysis<br>Supervisory Financial Manager or equivalent | Goal-3                               |

| Demographic/Intentions Questions   | Response Options  | Applicable Business Research Goal(s) |
|--|---|--------------------------------------|
|  | >> FILL IN  |                                      |
| 2) Please choose your Occupational Series:   | 0343, 0501, 0505, 0510, 0560, 0800, 0801, 0803, 0830, 0855, 0855, 0896, 1101, 1501, 1515, 1520, 1530, 1599, AKX, 65FX, 65WX, 8006, 8057, 8058, 8059, 8844, 8850, 8852, Other  | Goal-3                               |
| 3) If you are in the civil service (or NSPS) system, what is your current grade level (or pay-band)?               | GS-10 or below<br>GS-11 to GS-13<br>GS-14 or higher<br>NSPS Pay Band 1<br>NSPS Pay Band 2<br>NSPS Pay Band 3<br>N/A   | Goal-3                               |
| 4) Please indicate your Employment Status:   | Military<br>Civilian<br>Reserve (Non-Active)  | Goal-2, Goal-3                       |
| 5) If you are active-duty military, what is your current rank?   | E1 to E5<br>E6 to E9<br>O1 to O3<br>O4 or higher  | Goal-3                               |
| 6) My current DAWIA certification level in the Business Career Field is:   | None<br>None (Still within 24 month grace period)<br>Level I<br>Level II<br>Level III   | Goal-3                               |
| 7) In what other career field(s) are you currently certified?  | None<br>Auditing<br>Contracting<br>Facilities Engineering<br>Industrial and Contract Property Management<br>Information Technology<br>Lifecycle Logistics<br>Production, Quality, and Manufacturing<br>Program Management<br>Purchasing<br>Systems Planning, Research, Development, and Engineering-Program Systems Engineer (SPRDE-PSE)<br>Systems Planning, Research, Development, and Engineering-Science and Technology Management (SPRDE-S&TM)<br>Systems Planning, Research, Development, and Engineering-Systems Engineering (SPRDE-SE)<br>Test and Evaluation | Goal-3                               |
| 8) At what level are you certified?  | None<br>None (Still within 24 month grace period)<br>Level I<br>Level II<br>Level III   | Goal-3                               |
| 9) What is your highest level of educational attainment?   | High School diploma<br>Associate degree<br>Bachelors degree<br>Masters degree<br>Doctoral degree<br>Other   | Goal-3                               |
| 10) If you work in a PMO (or equivalent), the most representative acquisition category applicable to your work is: | Pre-ACAT Technology Project<br>ACAT IA<br>ACAT ID<br>ACAT IC  | Goal-3                               |

| Demographic/Intentions Questions   | Response Options   | Applicable Business Research Goal(s) |
|--|--|--------------------------------------|
|  | ACAT IAM/MAIS<br>ACAT II<br>ACAT III<br>Not applicable<br>Other<br>>> FILL IN  |                                      |
| 11) Please indicate your total years of Acquisition Experience:                    | Less than 5 years<br>Between 5 to 10 years<br>Between 11 to 15 years<br>Between 16 to 20 years<br>Between 21 to 25 years<br>More than 25 years | Goal-3                               |
| 12) Please indicate your years of Industry Acquisition Experience:                 | Less than 5 years<br>Between 5 to 10 years<br>Between 11 to 15 years<br>Between 16 to 20 years<br>Between 21 to 25 years<br>More than 25 years | Goal-3                               |
| 13) Please indicate your years of Government (non-defense) Acquisition Experience: | Less than 5 years<br>Between 5 to 10 years<br>Between 11 to 15 years<br>Between 16 to 20 years<br>Between 21 to 25 years<br>More than 25 years | Goal-3                               |
| 14) Please indicate your years of Government Defense Acquisition Experience:       | Less than 5 years<br>Between 5 to 10 years<br>Between 11 to 15 years<br>Between 16 to 20 years<br>Between 21 to 25 years<br>More than 25 years | Goal-3                               |
| 15) Please indicate your years of experience in a Program Management Office:       | Less than 5 years<br>Between 5 to 10 years<br>Between 11 to 15 years<br>Between 16 to 20 years<br>Between 21 to 25 years<br>More than 25 years | Goal-3                               |
| 16) Please indicate your years of experience in any non-Program Management Office: | Less than 5 years<br>Between 5 to 10 years<br>Between 11 to 15 years<br>Between 16 to 20 years<br>Between 21 to 25 years<br>More than 25 years | Goal-3                               |
| 17) Years of Business career field Experience:                                     | Less than 5 years<br>Between 5 to 10 years<br>Between 11 to 15 years<br>Between 16 to 20 years<br>Between 21 to 25 years<br>More than 25 years | Goal-3                               |
| 18) Service/Defense Agency/Command:  | Joint<br>Army<br>Department of Navy<br>Marine Corps<br>Air Force<br>DCMA<br>DLA  | Goal-2, Goal-3                       |

| Demographic/Intentions Questions   | Response Options  | Applicable Business Research Goal(s) |
|--|---|--------------------------------------|
|  | DCAA<br>MDA<br>DISA<br>DTRA<br>JCS<br>OU SD (AT&L)<br>TRICARE<br>DeCA<br>DFAS<br>DoDEA<br>WHS<br>DSCA<br>DARPA<br>DTRMC<br>DSS<br>NDU<br>DoD IG<br>PFPA<br>Other<br>Not applicable                |                                      |
| 19) What is your current functional or subject matter expertise within the Business career field?  | Acquisition/Financial Manager<br>General DoD/Financial Manager<br>Earned Value Management<br>Cost Estimator<br>Business Management<br>Other<br>>> FILL IN   | Goal-2, Goal-3                       |
| 20) How many years have you held your current functional or subject matter expertise?  | Less than 5 years<br>Between 5 to 10 years<br>Between 11 to 15 years<br>Between 16 to 20 years<br>Between 21 to 25 years<br>More than 25 years  | Goal-3                               |
| 21) In your total acquisition career, how many years did you hold functional or subject matter expertise in each of the following areas: | Acquisition/Financial Manager: FILL IN<br>General DoD/Financial Manager: FILL IN<br>Earned Value Management: FILL IN<br>Cost Estimator: FILL IN<br>Business Management: FILL IN<br>Other: FILL IN | Goal-3                               |
| 22) When did you enter the Business Acquisition Workforce?   | Less than 5 years ago<br>5 to 10 years ago<br>11 to 15 years ago<br>16 to 20 years ago<br>21 to 25 years ago<br>26 or More years ago  | Goal-3                               |
| 23) What retirement program/system are you currently under or eligible for?  | CSRS<br>FERS<br>Active Duty Military<br>Currently Retired Military  | Goal-3                               |
| 24) When do you plan to retire or resign?  | Less than 4 years<br>In 4 to 10 years<br>More than 10 years   | Goal-3                               |
| 25) Do you intend to leave the Business career-field within the next 6 months?   | Yes<br>No   | Goal-3                               |

## Appendix C: Additional Data Tables

This table illustrates the high importance competencies across the remaining Business communities. Note the similarity of the high importance competencies of the BM community relative to the FM community (pg. 33-34) and the uniqueness of the high importance competencies for the EVM community.

Table 15. Comparison of high importance competencies across BM, EVM, and Other communities/functional areas

| Unit of Competence             | Competency Name  | BM | EVM | Other |
|--------------------------------|--|----|-----|-------|
| FM –<br>General DOD            | 1. Using Government Financial Operations and Regulations | X  |     |       |
|                                | 2. Budget Formulation                                    | X  |     |       |
|                                | 3. Budget Execution (General DOD)                        | X  |     |       |
|                                | 4. Financial Oversight                                   | X  | X   | X     |
|                                | 5. Ensuring Financial Compliance to Fiscal Law           | X  |     |       |
|                                | 6. Accounting  | X  |     |       |
|                                | 7. Auditing Processes                                    | X  |     |       |
|                                | 8. Contracting Oversight                                 |    |     |       |
| FM –<br>Acquisition Management | 9. Acquisition Strategy Planning and Analysis            |    | X   |       |
|                                | 10. Milestone Review                                     |    | X   |       |
|                                | 11. Programming and Budget Process                       |    |     |       |
|                                | 12. Budget Execution (Acquisition Management)            | X  |     |       |
|                                | 13. Risk Management                                      |    |     |       |
|                                | 14. Manpower Assessment                                  |    |     |       |
|                                | 15. Contracting  |    | X   |       |
| Earned Value Management        | 16. Using Automated Systems and Software                 | X  | X   |       |
|                                | 17. Organizing and Formulating Work                      |    |     |       |
|                                | 18. Planning, Scheduling, and Budgeting Work             |    | X   |       |
|                                | 19. Performance Analysis and Management                  |    | X   |       |
|                                | 20. Accounting Considerations                            |    | X   |       |
|                                | 21. Revision and Data Maintenance                        |    |     |       |
|                                | 22. EVM Compliance/Surveillance                          |    | X   |       |
| Cost Estimating                | 23. EVM Integration With Acquisition Process             |    |     |       |
|                                | 24. Define Scope and Requirements                        |    |     |       |
|                                | 25. Data Collection and Validation                       |    |     |       |
|                                | 26. Cost Model Development                               |    |     |       |
|                                | 27. Cost Model Application                               |    |     |       |
|                                | 28. Cost Proposal Evaluation                             |    |     |       |
|                                | 29. Schedule Analysis                                    |    | X   |       |
| Business Management            | 30. Affordability/Feasibility Analysis                   |    |     |       |
|                                | 31. Business Process Improvement                         |    |     |       |
|                                | 32. Acquisition Management Framework                     |    | X   |       |
| Professional                   | 33. Configuration/Data Management                        |    | X   |       |
|                                | 34. Problem Solving                                      | X  | X   | X     |
|                                | 35. Integrity/Ethics                                     | X  | X   | X     |
|                                | 36. Initiative   | X  | X   | X     |
|                                | 37. Team Building  | X  | X   | X     |

| Unit of Competence | Competency Name         | BM | EVM | Other |
|--------------------|-------------------------|----|-----|-------|
|                    | 38. Analytical Thinking | X  | X   | X     |
|                    | 39. Oral Communication  | X  | X   | X     |
|                    | 40. Flexibility         | X  | X   | X     |
|                    | 41. Decisiveness        | X  | X   | X     |
|                    | 42. Resilience          | X  | X   | X     |
|                    | 43. Accountability      | X  | X   | X     |

Table 16. Mean frequency and criticality ratings for the BM community, by competency and career level

| #  | Competency Name                                       | Entry     |           | Journey   |           | Senior    |           |
|----|---|-----------|-----------|-----------|-----------|-----------|-----------|
|    |   | Mean Freq | Mean Crit | Mean Freq | Mean Crit | Mean Freq | Mean Crit |
| 1  | Using Government Financial Operations and Regulations | 2.60      | 3.20      | 3.20      | 3.51      | 3.39      | 3.64      |
| 2  | Budget Formulation                                    | 2.63      | 2.79      | 3.13      | 3.26      | 3.44      | 3.48      |
| 3  | Budget Execution (General DOD)                        | 3.43      | 3.21      | 3.58      | 3.40      | 3.78      | 3.74      |
| 4  | Financial Oversight                                   | 3.26      | 3.00      | 3.20      | 2.99      | 3.54      | 3.56      |
| 5  | Ensuring Financial Compliance to Fiscal Law           | 2.57      | 2.57      | 2.84      | 3.26      | 3.11      | 3.57      |
| 6  | Accounting  | 3.47      | 3.00      | 3.42      | 3.11      | 3.57      | 3.32      |
| 7  | Auditing Processes                                    | 2.56      | 3.00      | 3.25      | 3.18      | 3.17      | 3.36      |
| 8  | Contracting Oversight                                 | **        | 1.67      | 2.62      | 2.88      | 2.73      | 2.82      |
| 9  | Acquisition Strategy Planning and Analysis            | 2.42      | 2.59      | 2.91      | 3.02      | 3.03      | 3.22      |
| 10 | Milestone Review                                      | 3.00      | 3.00      | 2.94      | 2.65      | 2.60      | 2.93      |
| 11 | Programming and Budget Process                        | 2.15      | 2.51      | 2.73      | 2.94      | 2.88      | 3.19      |
| 12 | Budget Execution (Acquisition Management)             | 3.33      | 3.00      | 3.46      | 3.46      | 3.53      | 3.71      |
| 13 | Risk Management                                       | 1.90      | 2.08      | 2.41      | 2.96      | 2.66      | 3.10      |
| 14 | Manpower Assessment                                   | 1.17      | 1.50      | 2.47      | 2.27      | 2.98      | 3.28      |
| 15 | Contracting   | 2.18      | 2.13      | 2.50      | 2.81      | 2.44      | 2.92      |
| 16 | Using Automated Systems and Software                  | 3.44      | 3.19      | 3.54      | 3.40      | 3.68      | 3.39      |
| 17 | Organizing and Formulating Work                       | 1.50      | 1.67      | 2.32      | 2.42      | 2.17      | 2.69      |
| 18 | Planning, Scheduling, and Budgeting Work              | 2.70      | 2.42      | 2.49      | 2.64      | 2.67      | 3.20      |
| 19 | Performance Analysis and Management                   | 2.17      | 2.11      | 2.13      | 2.54      | 2.57      | 3.02      |
| 20 | Accounting Considerations                             | 2.90      | 2.55      | 2.93      | 3.11      | 2.69      | 2.93      |
| 21 | Revision and Data Maintenance                         | 2.83      | 2.73      | 2.63      | 2.72      | 2.48      | 2.88      |
| 22 | EVM Compliance/Surveillance                           | **        | 1.40      | 1.72      | 2.29      | 1.69      | 2.32      |
| 23 | EVM Integration With Acquisition Process              | 2.08      | 2.25      | 2.17      | 2.45      | 2.42      | 2.72      |
| 24 | Define Scope and Requirements                         | 1.58      | 2.00      | 2.44      | 2.77      | 2.15      | 2.61      |
| 25 | Data Collection and Validation                        | 1.79      | 2.02      | 2.58      | 2.85      | 2.49      | 2.70      |
| 26 | Cost Model Development                                | 1.60      | 1.95      | 2.17      | 2.49      | 2.09      | 2.46      |
| 27 | Cost Model Application                                | 1.60      | 1.80      | 1.40      | 2.08      | 1.93      | 2.68      |
| 28 | Cost Proposal Evaluation                              | 1.50      | 1.81      | 2.04      | 2.70      | 2.03      | 2.44      |
| 29 | Schedule Analysis                                     | 2.00      | 2.17      | 1.80      | 2.23      | 2.13      | 2.83      |
| 30 | Affordability/Feasibility Analysis                    | 2.20      | 2.20      | 2.36      | 2.50      | 2.38      | 3.05      |
| 31 | Business Process Improvement                          | 2.08      | 2.58      | 2.22      | 2.69      | 2.83      | 3.06      |
| 32 | Acquisition Management Framework                      | 2.50      | 3.75      | 2.47      | 3.15      | 3.08      | 3.98      |
| 33 | Configuration/Data Management                         | 2.35      | 3.31      | 2.69      | 3.08      | 2.77      | 3.42      |
| 34 | Problem Solving                                       | 3.67      | 3.56      | 4.06      | 4.06      | 4.13      | 4.18      |
| 35 | Integrity/Ethics                                      | 4.61      | 4.47      | 4.65      | 4.40      | 4.75      | 4.27      |
| 36 | Initiative  | 3.94      | 3.61      | 4.07      | 3.84      | 4.08      | 3.92      |
| 37 | Team Building   | 3.94      | 3.41      | 4.13      | 3.98      | 4.26      | 4.03      |
| 38 | Analytical Thinking                                   | 3.36      | 3.86      | 3.36      | 3.47      | 3.55      | 3.76      |
| 39 | Oral Communication                                    | 3.75      | 3.81      | 4.05      | 4.11      | 4.16      | 3.97      |
| 40 | Flexibility   | 3.81      | 3.44      | 3.93      | 3.75      | 3.84      | 3.88      |

| #  | Competency Name | Entry     |           | Journey   |           | Senior    |           |
|----|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|
|    |                 | Mean Freq | Mean Crit | Mean Freq | Mean Crit | Mean Freq | Mean Crit |
| 41 | Decisiveness    | 3.47      | 3.44      | 3.43      | 3.62      | 3.61      | 3.82      |
| 42 | Resilience      | 4.11      | 3.59      | 4.15      | 3.96      | 4.24      | 4.11      |
| 43 | Accountability  | 3.44      | 2.92      | 3.55      | 3.76      | 4.09      | 3.96      |

Shading indicates relative importance of each competency according to the BM community: green = high importance; yellow = medium importance; no shading = least important. Importance ratings are a composite of frequency and criticality ratings; definitions are located on pages 17-18.

\*\*Denotes masking to ensure respondent anonymity.

Table 17. Mean frequency and criticality ratings for the EVM community, by competency and career level

| #  | Competency Name                                       | Entry     |           | Journey   |           | Senior    |           |
|----|---|-----------|-----------|-----------|-----------|-----------|-----------|
|    |   | Mean Freq | Mean Crit | Mean Freq | Mean Crit | Mean Freq | Mean Crit |
| 1  | Using Government Financial Operations and Regulations | 2.14      | 2.00      | 2.15      | 2.07      | 2.94      | 3.09      |
| 2  | Budget Formulation                                    | 1.56      | 2.03      | 2.31      | 2.25      | 2.61      | 2.49      |
| 3  | Budget Execution (General DOD)                        | 2.67      | 2.58      | 3.03      | 2.63      | 3.21      | 2.98      |
| 4  | Financial Oversight                                   | 3.67      | 2.87      | 3.90      | 3.33      | 3.37      | 3.26      |
| 5  | Ensuring Financial Compliance to Fiscal Law           | 1.50      | 1.60      | 1.57      | 1.86      | 2.10      | 2.35      |
| 6  | Accounting  | 2.15      | 2.00      | 2.68      | 2.21      | 2.47      | 2.28      |
| 7  | Auditing Processes                                    | 2.33      | 2.52      | 2.83      | 2.76      | 2.65      | 2.44      |
| 8  | Contracting Oversight                                 | 1.43      | 1.43      | 1.75      | 1.75      | 2.55      | 2.75      |
| 9  | Acquisition Strategy Planning and Analysis            | 2.56      | 2.70      | 3.02      | 3.12      | 3.37      | 3.30      |
| 10 | Milestone Review                                      | 3.20      | 3.60      | 3.36      | 3.45      | 3.48      | 3.57      |
| 11 | Programming and Budget Process                        | 1.75      | 2.21      | 2.41      | 2.56      | 2.86      | 3.04      |
| 12 | Budget Execution (Acquisition Management)             | 1.75      | 2.07      | 1.61      | 2.21      | 2.38      | 2.53      |
| 13 | Risk Management                                       | 2.30      | 2.40      | 2.44      | 2.33      | 2.83      | 3.09      |
| 14 | Manpower Assessment                                   | **        | **        | 2.60      | 3.67      | 3.00      | 3.10      |
| 15 | Contracting   | 2.61      | 2.64      | 2.75      | 2.79      | 3.30      | 3.31      |
| 16 | Using Automated Systems and Software                  | 3.27      | 3.09      | 4.18      | 3.59      | 3.78      | 3.45      |
| 17 | Organizing and Formulating Work                       | 2.44      | 3.10      | 2.95      | 3.47      | 3.02      | 3.47      |
| 18 | Planning, Scheduling, and Budgeting Work              | 2.83      | 3.09      | 2.96      | 3.75      | 3.18      | 3.54      |
| 19 | Performance Analysis and Management                   | 3.05      | 3.59      | 3.78      | 3.70      | 3.82      | 4.05      |
| 20 | Accounting Considerations                             | 3.50      | 3.33      | 4.05      | 3.63      | 3.61      | 3.53      |
| 21 | Revision and Data Maintenance                         | 2.38      | 2.72      | 2.67      | 2.64      | 2.69      | 2.93      |
| 22 | EVM Compliance/Surveillance                           | 3.29      | 3.85      | 3.51      | 3.82      | 3.73      | 4.12      |
| 23 | EVM Integration With Acquisition Process              | 2.28      | 3.00      | 2.44      | 3.21      | 3.37      | 3.49      |
| 24 | Define Scope and Requirements                         | 2.81      | 2.94      | 2.64      | 2.88      | 2.53      | 2.78      |
| 25 | Data Collection and Validation                        | 2.54      | 2.81      | 2.80      | 3.08      | 2.95      | 3.14      |
| 26 | Cost Model Development                                | 2.61      | 2.75      | 2.47      | 2.97      | 2.81      | 3.08      |
| 27 | Cost Model Application                                | **        | **        | **        | **        | 1.94      | 2.67      |
| 28 | Cost Proposal Evaluation                              | 1.93      | 2.44      | 2.23      | 2.61      | 2.76      | 3.09      |
| 29 | Schedule Analysis                                     | **        | **        | 3.00      | 3.50      | 3.29      | 3.20      |
| 30 | Affordability/Feasibility Analysis                    | **        | **        | 1.20      | 2.71      | 2.32      | 2.94      |
| 31 | Business Process Improvement                          | **        | 2.90      | 2.50      | 3.20      | 2.98      | 3.46      |
| 32 | Acquisition Management Framework                      | **        | **        | 3.60      | 3.45      | 3.46      | 4.08      |
| 33 | Configuration/Data Management                         | 3.56      | 3.72      | 3.28      | 3.24      | 3.08      | 3.48      |
| 34 | Problem Solving                                       | 3.67      | 3.92      | 3.96      | 3.80      | 4.18      | 4.45      |
| 35 | Integrity/Ethics                                      | 4.33      | 3.83      | 4.52      | 4.36      | 4.63      | 4.31      |
| 36 | Initiative  | 3.42      | 3.58      | 4.13      | 3.58      | 4.08      | 3.86      |
| 37 | Team Building   | 3.67      | 3.42      | 3.63      | 3.71      | 4.02      | 3.90      |
| 38 | Analytical Thinking                                   | 2.92      | 3.58      | 3.45      | 3.59      | 3.58      | 3.74      |

| #  | Competency Name    | Entry     |           | Journey   |           | Senior    |           |
|----|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|    |                    | Mean Freq | Mean Crit | Mean Freq | Mean Crit | Mean Freq | Mean Crit |
| 39 | Oral Communication | 3.75      | 3.67      | 3.80      | 3.84      | 4.18      | 4.18      |
| 40 | Flexibility        | 3.25      | 3.42      | 3.58      | 3.75      | 3.94      | 3.72      |
| 41 | Decisiveness       | 3.08      | 3.50      | 3.61      | 3.39      | 3.76      | 3.98      |
| 42 | Resilience         | 3.83      | 3.42      | 3.72      | 3.56      | 4.14      | 4.10      |
| 43 | Accountability     | 3.17      | 3.22      | 4.05      | 3.59      | 4.06      | 4.00      |

Shading indicates relative importance of each competency according to the EVM community: green = high importance; yellow = medium importance; no shading = least important. Importance ratings are a composite of frequency and criticality ratings; definitions are located on pages 17-18.

\*\*Denotes masking to ensure respondent anonymity.

Table 18 Mean frequency and criticality ratings for the Other community, by competency and career level

| #  | Competency Name                                       | Entry     |           | Journey   |           | Senior    |           |
|----|---|-----------|-----------|-----------|-----------|-----------|-----------|
|    |   | Mean Freq | Mean Crit | Mean Freq | Mean Crit | Mean Freq | Mean Crit |
| 1  | Using Government Financial Operations and Regulations | 2.31      | 2.07      | 2.79      | 3.18      | 2.81      | 3.46      |
| 2  | Budget Formulation                                    | 2.55      | 2.51      | 2.68      | 2.74      | 2.94      | 3.09      |
| 3  | Budget Execution (General DOD)                        | 2.53      | 2.32      | 3.01      | 2.90      | 3.07      | 3.06      |
| 4  | Financial Oversight                                   | 2.44      | 2.19      | 3.00      | 3.10      | 3.21      | 3.37      |
| 5  | Ensuring Financial Compliance to Fiscal Law           | 2.58      | 2.14      | 2.37      | 2.55      | 2.70      | 3.15      |
| 6  | Accounting  | 2.67      | 2.16      | 3.00      | 2.71      | 3.00      | 2.95      |
| 7  | Auditing Processes                                    | 2.26      | 2.38      | 2.32      | 2.58      | 2.80      | 3.06      |
| 8  | Contracting Oversight                                 | 2.43      | 2.57      | 2.18      | 2.18      | 2.83      | 2.77      |
| 9  | Acquisition Strategy Planning and Analysis            | 2.84      | 2.46      | 2.65      | 2.69      | 3.00      | 3.14      |
| 10 | Milestone Review                                      | 2.57      | 2.71      | 2.00      | 2.20      | 2.86      | 2.71      |
| 11 | Programming and Budget Process                        | 2.41      | 2.30      | 2.21      | 2.35      | 2.55      | 2.94      |
| 12 | Budget Execution (Acquisition Management)             | 2.64      | 2.58      | 3.18      | 3.06      | 2.80      | 2.99      |
| 13 | Risk Management                                       | 2.17      | 2.14      | 2.29      | 2.46      | 2.38      | 2.88      |
| 14 | Manpower Assessment                                   | 2.67      | 2.60      | 1.83      | 1.67      | 2.29      | 2.54      |
| 15 | Contracting   | 2.65      | 2.33      | 2.49      | 2.56      | 2.51      | 2.95      |
| 16 | Using Automated Systems and Software                  | 2.50      | 2.47      | 2.88      | 2.96      | 2.86      | 3.23      |
| 17 | Organizing and Formulating Work                       | 2.20      | 2.50      | 1.93      | 2.53      | 2.24      | 2.62      |
| 18 | Planning, Scheduling, and Budgeting Work              | 1.94      | 2.33      | 2.38      | 2.76      | 2.73      | 2.85      |
| 19 | Performance Analysis and Management                   | 2.64      | 2.77      | 2.12      | 2.74      | 2.79      | 2.94      |
| 20 | Accounting Considerations                             | 2.32      | 2.63      | 2.58      | 2.65      | 2.76      | 2.82      |
| 21 | Revision and Data Maintenance                         | 2.13      | 2.17      | 2.19      | 2.48      | 2.23      | 2.62      |
| 22 | EVM Compliance/Surveillance                           | 1.88      | 2.65      | 1.53      | 1.93      | 2.22      | 2.76      |
| 23 | EVM Integration With Acquisition Process              | 2.05      | 2.41      | 2.25      | 2.44      | 2.14      | 2.70      |
| 24 | Define Scope and Requirements                         | 1.95      | 2.00      | 2.38      | 2.30      | 2.41      | 2.75      |
| 25 | Data Collection and Validation                        | 2.25      | 2.25      | 2.41      | 2.59      | 2.58      | 2.78      |
| 26 | Cost Model Development                                | 1.89      | 2.23      | 2.13      | 2.43      | 2.43      | 2.66      |
| 27 | Cost Model Application                                | **        | **        | **        | **        | 1.80      | 2.50      |
| 28 | Cost Proposal Evaluation                              | 2.05      | 2.48      | 2.21      | 2.47      | 2.09      | 2.80      |
| 29 | Schedule Analysis                                     | 2.67      | 2.14      | **        | 2.60      | 2.73      | 3.09      |
| 30 | Affordability/Feasibility Analysis                    | 1.40      | **        | 3.20      | 3.00      | 2.17      | 3.00      |
| 31 | Business Process Improvement                          | 1.94      | 2.39      | 2.80      | 3.10      | 2.58      | 3.04      |
| 32 | Acquisition Management Framework                      | 2.38      | 3.30      | **        | 2.88      | 2.75      | 3.42      |
| 33 | Configuration/Data Management                         | 2.50      | 2.82      | 2.88      | 2.84      | 2.67      | 3.14      |
| 34 | Problem Solving                                       | 3.75      | 3.88      | 3.93      | 3.87      | 4.06      | 4.06      |
| 35 | Integrity/Ethics                                      | 4.67      | 4.13      | 4.60      | 4.24      | 4.67      | 4.47      |
| 36 | Initiative  | 3.57      | 3.39      | 4.00      | 3.50      | 4.29      | 3.94      |

| #  | Competency Name     | Entry     |           | Journey   |           | Senior    |           |
|----|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|    |                     | Mean Freq | Mean Crit | Mean Freq | Mean Crit | Mean Freq | Mean Crit |
| 37 | Team Building       | 3.71      | 3.48      | 3.70      | 3.46      | 4.06      | 4.14      |
| 38 | Analytical Thinking | 3.19      | 3.35      | 3.71      | 3.77      | 3.52      | 3.60      |
| 39 | Oral Communication  | 3.79      | 3.92      | 3.97      | 3.79      | 4.19      | 4.08      |
| 40 | Flexibility         | 3.35      | 3.22      | 3.86      | 3.59      | 4.03      | 3.86      |
| 41 | Decisiveness        | 3.39      | 3.26      | 3.44      | 3.48      | 3.81      | 3.87      |
| 42 | Resilience          | 3.46      | 3.65      | 3.90      | 3.75      | 4.26      | 4.23      |
| 43 | Accountability      | 3.57      | 3.19      | 3.93      | 3.57      | 4.17      | 4.13      |

Shading indicates relative importance of each competency according to the EVM community: green = high importance; yellow = medium importance; no shading = least important. Importance ratings are a composite of frequency and criticality ratings; definitions are located on pages 17-18.

\*\*Denotes masking to ensure respondent anonymity.

Table 19. Mean proficiency ratings for the BM community, by competency and career level

| #  | Competency  | Entry | Journey | Senior |
|----|---|-------|---------|--------|
| 1  | Using Government Financial Operations and Regulations | 2.60  | 2.81    | 3.60   |
| 2  | Budget Formulation                                    | 2.53  | 2.99    | 3.76   |
| 3  | Budget Execution (General DOD)                        | 2.89  | 3.13    | 3.99   |
| 4  | Financial Oversight                                   | 3.07  | 3.13    | 3.89   |
| 5  | Ensuring Financial Compliance to Fiscal Law           | 2.00  | 2.64    | 3.54   |
| 6  | Accounting  | 2.74  | 2.93    | 3.69   |
| 7  | Auditing Processes                                    | 2.06  | 2.78    | 3.61   |
| 8  | Contracting Oversight                                 | 1.17  | 2.44    | 2.98   |
| 9  | Acquisition Strategy Planning and Analysis            | 2.22  | 2.97    | 3.54   |
| 10 | Milestone Review                                      | 2.60  | 2.40    | 3.11   |
| 11 | Programming and Budget Process                        | 1.93  | 2.52    | 3.35   |
| 12 | Budget Execution (Acquisition Management)             | 2.87  | 3.23    | 3.94   |
| 13 | Risk Management                                       | 1.64  | 2.54    | 3.25   |
| 14 | Manpower Assessment                                   | 2.00  | 2.17    | 3.43   |
| 15 | Contracting   | 2.23  | 2.17    | 2.86   |
| 16 | Using Automated Systems and Software                  | 3.06  | 3.36    | 3.71   |
| 17 | Organizing and Formulating Work                       | 1.82  | 2.05    | 2.59   |
| 18 | Planning, Scheduling, and Budgeting Work              | 2.22  | 2.27    | 3.04   |
| 19 | Performance Analysis and Management                   | 2.33  | 2.15    | 3.03   |
| 20 | Accounting Considerations                             | 2.71  | 2.72    | 2.95   |
| 21 | Revision and Data Maintenance                         | 2.58  | 2.55    | 2.84   |
| 22 | EVM Compliance/Surveillance                           | 1.83  | 1.72    | 2.05   |
| 23 | EVM Integration With Acquisition Process              | 1.65  | 1.80    | 2.63   |
| 24 | Define Scope and Requirements                         | 1.80  | 2.25    | 2.53   |
| 25 | Data Collection and Validation                        | 1.94  | 2.60    | 2.75   |
| 26 | Cost Model Development                                | 1.91  | 2.18    | 2.56   |
| 27 | Cost Model Application                                | 2.20  | 1.50    | 2.66   |
| 28 | Cost Proposal Evaluation                              | 1.50  | 1.99    | 2.37   |
| 29 | Schedule Analysis                                     | 1.67  | 1.86    | 2.67   |
| 30 | Affordability/Feasibility Analysis                    | 2.33  | 2.00    | 3.16   |
| 31 | Business Process Improvement                          | 2.50  | 2.00    | 3.48   |
| 32 | Acquisition Management Framework                      | 2.83  | 2.15    | 3.35   |
| 33 | Configuration/Data Management                         | 1.70  | 2.83    | 2.70   |
| 34 | Problem Solving                                       | 3.28  | 3.82    | 4.37   |
| 35 | Integrity/Ethics                                      | 4.11  | 4.36    | 4.68   |
| 36 | Initiative  | 3.35  | 3.93    | 4.39   |
| 37 | Team Building   | 3.44  | 3.98    | 4.40   |

| #  | Competency          | Entry | Journey | Senior |
|----|---------------------|-------|---------|--------|
| 38 | Analytical Thinking | 3.21  | 3.28    | 3.83   |
| 39 | Oral Communication  | 3.50  | 3.87    | 4.35   |
| 40 | Flexibility         | 3.44  | 3.78    | 4.25   |
| 41 | Decisiveness        | 3.00  | 3.38    | 4.02   |
| 42 | Resilience          | 3.61  | 3.85    | 4.50   |
| 43 | Accountability      | 3.13  | 3.41    | 4.19   |

Shading indicates relative importance of each competency according to the FM community: green = high importance; yellow = medium importance; no shading = least important. Proficiency ratings: 1=Awareness; 2=Basic; 3=Intermediate; 4=Advance; 5=Expert. Ratings are defined in full on page 17.

\*\*Denotes masking to ensure respondent anonymity.

Table 20. Mean proficiency ratings for the EVM community, by competency and career level

| #  | Competency  | Entry | Journey | Senior |
|----|---|-------|---------|--------|
| 1  | Using Government Financial Operations and Regulations | 1.71  | 2.00    | 3.21   |
| 2  | Budget Formulation                                    | 1.45  | 2.02    | 3.09   |
| 3  | Budget Execution (General DOD)                        | 2.16  | 2.61    | 3.46   |
| 4  | Financial Oversight                                   | 2.70  | 3.43    | 3.53   |
| 5  | Ensuring Financial Compliance to Fiscal Law           | 1.33  | 1.88    | 3.02   |
| 6  | Accounting  | 2.15  | 2.32    | 2.76   |
| 7  | Auditing Processes                                    | 2.17  | 2.62    | 2.89   |
| 8  | Contracting Oversight                                 | 1.57  | 2.22    | 3.72   |
| 9  | Acquisition Strategy Planning and Analysis            | 2.40  | 3.14    | 3.93   |
| 10 | Milestone Review                                      | 3.00  | 3.09    | 4.04   |
| 11 | Programming and Budget Process                        | 2.00  | 2.40    | 3.21   |
| 12 | Budget Execution (Acquisition Management)             | 1.61  | 2.10    | 3.34   |
| 13 | Risk Management                                       | 1.70  | 2.30    | 3.70   |
| 14 | Manpower Assessment                                   | **    | 3.00    | 3.43   |
| 15 | Contracting   | 2.55  | 2.44    | 3.63   |
| 16 | Using Automated Systems and Software                  | 2.91  | 3.50    | 4.04   |
| 17 | Organizing and Formulating Work                       | 2.33  | 3.15    | 4.04   |
| 18 | Planning, Scheduling, and Budgeting Work              | 2.44  | 2.85    | 3.97   |
| 19 | Performance Analysis and Management                   | 3.00  | 3.24    | 4.50   |
| 20 | Accounting Considerations                             | 3.13  | 3.68    | 4.15   |
| 21 | Revision and Data Maintenance                         | 2.02  | 2.54    | 3.41   |
| 22 | EVM Compliance/Surveillance                           | 2.88  | 3.35    | 4.29   |
| 23 | EVM Integration With Acquisition Process              | 2.31  | 2.68    | 3.98   |
| 24 | Define Scope and Requirements                         | 2.20  | 2.60    | 3.01   |
| 25 | Data Collection and Validation                        | 2.30  | 2.83    | 3.55   |
| 26 | Cost Model Development                                | 2.50  | 2.74    | 3.36   |
| 27 | Cost Model Application                                | **    | 2.80    | 2.38   |
| 28 | Cost Proposal Evaluation                              | 1.75  | 2.28    | 3.21   |
| 29 | Schedule Analysis                                     | 2.80  | 3.20    | 3.68   |
| 30 | Affordability/Feasibility Analysis                    | **    | 2.29    | 3.09   |
| 31 | Business Process Improvement                          | **    | 2.50    | 3.50   |
| 32 | Acquisition Management Framework                      | 2.80  | 3.36    | 4.00   |
| 33 | Configuration/Data Management                         | **    | 2.95    | 3.43   |
| 34 | Problem Solving                                       | 3.50  | 3.68    | 4.59   |
| 35 | Integrity/Ethics                                      | 4.00  | 4.24    | 4.69   |
| 36 | Initiative  | 3.64  | 3.79    | 4.35   |
| 37 | Team Building   | 3.50  | 3.75    | 4.26   |
| 38 | Analytical Thinking                                   | 2.91  | 3.35    | 4.02   |
| 39 | Oral Communication                                    | 3.67  | 3.68    | 4.43   |
| 40 | Flexibility   | 3.55  | 3.71    | 4.22   |

| #  | Competency     | Entry | Journey | Senior |
|----|----------------|-------|---------|--------|
| 41 | Decisiveness   | 3.18  | 3.25    | 4.20   |
| 42 | Resilience     | 3.83  | 3.60    | 4.37   |
| 43 | Accountability | 2.91  | 3.64    | 4.24   |

Shading indicates relative importance of each competency according to the FM community: green = high importance; yellow = medium importance; no shading = least important. Proficiency ratings: 1=Awareness; 2=Basic; 3=Intermediate; 4=Advance; 5=Expert. Ratings are defined in full on page 17.

\*\*Denotes masking to ensure respondent anonymity.

Table 21. Mean proficiency ratings for the Other community, by competency and career level

| #  | Competency  | Entry | Journey | Senior |
|----|---|-------|---------|--------|
| 1  | Using Government Financial Operations and Regulations | 1.71  | 2.61    | 3.13   |
| 2  | Budget Formulation                                    | 1.98  | 2.73    | 3.13   |
| 3  | Budget Execution (General DOD)                        | 1.84  | 2.97    | 3.21   |
| 4  | Financial Oversight                                   | 1.87  | 3.18    | 3.46   |
| 5  | Ensuring Financial Compliance to Fiscal Law           | 1.75  | 2.21    | 3.14   |
| 6  | Accounting  | 1.91  | 2.88    | 3.19   |
| 7  | Auditing Processes                                    | 1.76  | 2.40    | 3.01   |
| 8  | Contracting Oversight                                 | 1.75  | 2.24    | 2.87   |
| 9  | Acquisition Strategy Planning and Analysis            | 2.11  | 2.48    | 3.41   |
| 10 | Milestone Review                                      | 2.14  | 1.86    | 2.94   |
| 11 | Programming and Budget Process                        | 1.83  | 2.07    | 2.87   |
| 12 | Budget Execution (Acquisition Management)             | 2.00  | 3.17    | 3.25   |
| 13 | Risk Management                                       | 1.67  | 2.39    | 3.00   |
| 14 | Manpower Assessment                                   | 1.86  | 2.00    | 2.56   |
| 15 | Contracting   | 1.92  | 2.34    | 2.90   |
| 16 | Using Automated Systems and Software                  | 1.94  | 2.73    | 3.20   |
| 17 | Organizing and Formulating Work                       | 2.06  | 2.05    | 2.73   |
| 18 | Planning, Scheduling, and Budgeting Work              | 1.72  | 2.27    | 2.83   |
| 19 | Performance Analysis and Management                   | 2.09  | 2.19    | 2.90   |
| 20 | Accounting Considerations                             | 1.96  | 2.57    | 2.75   |
| 21 | Revision and Data Maintenance                         | 1.73  | 1.91    | 2.58   |
| 22 | EVM Compliance/Surveillance                           | 1.98  | 1.55    | 2.33   |
| 23 | EVM Integration With Acquisition Process              | 1.61  | 2.06    | 2.25   |
| 24 | Define Scope and Requirements                         | 1.88  | 2.40    | 2.85   |
| 25 | Data Collection and Validation                        | 1.75  | 2.28    | 2.86   |
| 26 | Cost Model Development                                | 1.74  | 2.00    | 2.57   |
| 27 | Cost Model Application                                | **    | 1.83    | 2.36   |
| 28 | Cost Proposal Evaluation                              | 1.57  | 1.95    | 2.34   |
| 29 | Schedule Analysis                                     | 2.00  | 1.57    | 3.00   |
| 30 | Affordability/Feasibility Analysis                    | 1.50  | 2.00    | 3.06   |
| 31 | Business Process Improvement                          | 1.94  | 2.64    | 3.08   |
| 32 | Acquisition Management Framework                      | 1.89  | 2.29    | 3.18   |
| 33 | Configuration/Data Management                         | 2.00  | 2.74    | 3.05   |
| 34 | Problem Solving                                       | 3.04  | 3.53    | 4.37   |
| 35 | Integrity/Ethics                                      | 4.04  | 4.17    | 4.61   |
| 36 | Initiative  | 3.00  | 3.63    | 4.29   |
| 37 | Team Building   | 3.33  | 3.80    | 4.22   |
| 38 | Analytical Thinking                                   | 2.74  | 3.31    | 4.03   |
| 39 | Oral Communication                                    | 3.46  | 3.80    | 4.39   |
| 40 | Flexibility   | 3.04  | 3.59    | 4.26   |
| 41 | Decisiveness  | 2.75  | 3.23    | 4.16   |

| #  | Competency     | Entry | Journey | Senior |
|----|----------------|-------|---------|--------|
| 42 | Resilience     | 3.38  | 3.80    | 4.37   |
| 43 | Accountability | 2.75  | 3.41    | 4.31   |

Shading indicates relative importance of each competency according to the FM community: green = high importance; yellow = medium importance; no shading = least important. Proficiency ratings: 1=Awareness; 2=Basic; 3=Intermediate; 4=Advance; 5=Expert. Ratings are defined in full on page 17.

\*\*Denotes masking to ensure respondent anonymity.

## Appendix D: Additional Demographic Tables

Table 22. Business community/functional area counts and percentages

| Final assessment status                               | FM                    |    | CE                    |    | BM                    |    | EVM                   |   | Other                 |   |
|---|-----------------------|----|-----------------------|----|-----------------------|----|-----------------------|---|-----------------------|---|
|   | Count of participants | %  | Count of participants | %  | Count of participants | %  | Count of participants | % | Count of participants | % |
| Completed or partially completed employee assessments | 720                   | 49 | 283                   | 19 | 242                   | 16 | 100                   | 7 | 136                   | 9 |

Table 23. Job title, by Business community/functional areas

| Job title  | FM<br>Count of participants | CE<br>Count of participants | BM<br>Count of participants | EVM<br>Count of participants | Other<br>Count of participants |
|--|-----------------------------|-----------------------------|-----------------------------|------------------------------|--------------------------------|
| ACAT IA (Software) Branch Chief                  |                             | 1                           |                             |                              |                                |
| Accountant                                       | 9                           |                             | 4                           |                              | 3                              |
| Acq. Systems Specialist                          | 1                           |                             |                             |                              |                                |
| Acquisition Management Specialist                |                             |                             | 1                           |                              |                                |
| Acquisition and Contract Management Sub-IPT Lead |                             |                             |                             |                              | 1                              |
| Acquisition Manager                              | 1                           |                             |                             |                              |                                |
| Acquisition Specialist                           |                             |                             |                             |                              | 1                              |
| Admin Specialist                                 |                             |                             | 1                           |                              |                                |
| Assistant Project Manager                        | 1                           |                             |                             |                              |                                |
| Associate Dean                                   |                             | 1                           |                             |                              |                                |
| Auditor  |                             |                             |                             |                              | 1                              |
| BCEFM Dept Chair                                 |                             |                             |                             | 1                            |                                |
| Branch Chief of Cost                             |                             | 1                           |                             |                              |                                |
| Budget Analyst or equivalent                     | 115                         |                             | 48                          | 1                            | 20                             |
| Budget Chief, Space C2 and Surveillance Division | 1                           |                             |                             |                              |                                |
| Budget Financial Management                      | 1                           |                             |                             |                              |                                |
| Budget Lead - Financial Specialist or equivalent | 38                          |                             | 7                           |                              | 3                              |
| Budget Technician                                |                             |                             | 1                           |                              |                                |
| Business Analyst                                 |                             |                             | 1                           |                              |                                |
| Business Financial Management Analyst            | 1                           |                             |                             |                              |                                |

|  |     |     |    |   |   |
|--|-----|-----|----|---|---|
| Business Financial Manager or equivalent                 | 170 | 1   | 27 | 1 | 2 |
| Business Manager or equivalent                           | 12  | 1   | 16 |   |   |
| Business Planning  |     |     | 1  |   |   |
| Career Programs Team Leader                              |     |     | 1  |   |   |
| Chief Financial Manager                                  | 1   |     |    |   |   |
| Chief of Budget and Pay Branch                           |     |     | 1  |   |   |
| Chief of Cost or equivalent                              | 3   | 20  |    | 1 |   |
| Chief of Finance or equivalent                           | 17  |     | 1  |   | 1 |
| Chief, Acquisition Cost Division                         |     | 1   |    |   |   |
| chief, cook & bottle washer                              |     |     |    |   | 1 |
| Chief, Financial Operations                              |     |     | 1  |   |   |
| Comptroller  | 1   |     |    |   |   |
| Computer Scientist                                       |     |     |    |   |   |
| Contract Analyst   | 1   |     |    |   |   |
| Contract Project Specialist                              |     |     | 1  |   |   |
| Contracting Officer's Representative                     | 1   |     |    |   |   |
| Contracting Officer's Representative (COR)               | 2   |     |    |   |   |
| Contracting Specialist                                   |     |     |    |   | 1 |
| COR  |     |     | 1  |   | 1 |
| Cost Analyst or equivalent                               | 9   | 136 |    | 4 | 4 |
| Cost Department EVM Division Head                        |     |     |    | 1 |   |
| Cost Engineer or equivalent                              |     | 14  |    |   | 2 |
| Cost Estimating Instructor                               |     | 1   |    |   |   |
| Cost Lead or equivalent                                  | 1   | 28  |    |   |   |
| Course Director  |     |     |    |   | 1 |
| DAU Faculty Member, Professor of Cost Analysis           |     | 1   |    |   |   |
| Deputy Associate Director for Resource Management        |     |     | 1  |   |   |
| Deputy Commander   |     |     | 1  |   | 1 |
| deputy Department Head                                   |     |     |    |   | 1 |
| Deputy Director of Financial Management                  | 1   |     |    |   |   |
| Deputy Director Science & Technology                     |     |     |    |   | 1 |
| Deputy PEO   |     |     |    |   | 1 |
| Deputy, Chief of Finance                                 | 1   |     |    |   |   |
| Director for Earned Value Management                     |     |     |    | 1 |   |
| Director, Financial Management                           | 1   |     |    |   |   |
| Earned Value Management Analyst                          |     |     |    | 1 |   |
| Earned Value Management Analyst (Engineer)               |     |     |    | 1 |   |
| Earned Value Management Specialist (System Surveillance) |     |     |    | 1 |   |
| Economist  | 1   |     |    |   | 1 |

|   |    |   |    |    |    |
|---|----|---|----|----|----|
| Electrical Engineer/Supervisor                |    |   |    |    |    |
| Engineer/EVM Team Lead                        |    |   |    | 1  |    |
| Engineering                                   |    |   |    |    | 1  |
| Engineering & Manufacturing Group Manager     |    |   |    | 1  |    |
| Engineering Supervisor                        |    |   |    |    | 1  |
| EV Team Leader                                |    |   |    | 1  |    |
| EVM Analyst                                   |    |   |    | 2  |    |
| EVM and Schedule (IPM) Analyst                |    |   |    | 1  |    |
| EVM Branch Chief or equivalent                |    |   |    | 13 |    |
| EVM Deputy Team Lead                          |    |   |    | 1  |    |
| EVM Program Analysis                          |    |   |    | 1  |    |
| EVM Specialist                                |    |   |    | 3  |    |
| EVM systems analyst                           |    |   |    | 1  |    |
| EVM Team Lead or equivalent                   | 2  | 1 |    | 37 | 1  |
| EVMS Specialist                               |    |   |    | 2  |    |
| Financial Administrator                       |    |   | 1  |    | 1  |
| Financial Advisor or equivalent               | 3  |   | 1  |    |    |
| Financial Analyst or equivalent               | 83 |   | 17 | 7  | 11 |
| Financial Execution Lead                      |    |   | 1  |    |    |
| Financial Management Specialist               | 1  |   |    |    |    |
| Financial Management Analyst                  | 2  |   |    |    |    |
| Financial Management Anlst                    | 1  |   |    |    |    |
| Financial Management Instructor               | 1  |   |    |    |    |
| Financial Management Specialist or equivalent | 45 | 1 | 5  |    | 3  |
| Financial Manager or equivalent               | 44 |   | 4  |    |    |
| Financial Specialist or equivalent            | 21 | 1 | 3  |    | 2  |
| Financial Systems Analyst                     |    |   | 1  |    |    |
| Financial Systems Specialist                  | 1  |   |    |    |    |
| FMS ADMIN                                     | 1  |   |    |    |    |
| Functional Anaylst                            |    |   |    |    |    |
| General Engineer                              |    |   |    | 1  | 2  |
| Head of Staff                                 | 1  |   |    |    |    |
| Integrated Program Management (IPM) Analysis  |    |   |    | 1  |    |
| Investigator                                  |    |   |    |    |    |
| IPM Analyst                                   |    |   |    | 1  |    |
| Lead BFM                                      |    |   | 1  |    |    |
| Lead Financial Analyst                        | 1  |   |    |    |    |
| Lead Scheduler/EV Analyst                     |    |   |    | 1  |    |
| Logistics Supervisor                          |    |   |    |    | 1  |

|  |    |    |    |   |    |
|--|----|----|----|---|----|
| Management Analyst   |    |    | 1  |   | 2  |
| Management and Program Analysis                                | 46 | 1  | 44 | 2 | 27 |
| Operation Research Analysis                                    | 3  | 66 | 2  | 4 | 9  |
| Operations Manager   |    |    | 1  |   |    |
| Operations Research Analyst                                    |    | 1  |    |   |    |
| Operations Specialist  |    |    | 1  |   |    |
| Operations Team Leader   |    |    |    |   |    |
| Other  |    |    |    | 1 | 2  |
| Performance Learning Director - Cost                           |    | 1  |    |   |    |
| PM, BCEFM, EVM   |    |    |    | 1 |    |
| Prgram Analyst   | 1  |    |    |   |    |
| Procurement Analyst  | 1  |    |    |   |    |
| Product Director   |    |    |    |   | 1  |
| Professor of BCF courses at DAU                                | 1  |    |    |   |    |
| Professor of Cost and FM                                       |    |    |    |   | 1  |
| Professor of Cost Estimating and Analysis                      |    |    |    |   | 1  |
| Professor, Financial Management                                | 1  |    |    |   |    |
| Program Analyst  | 5  |    | 15 | 1 | 5  |
| Program Analyst (EVM Monitor)                                  |    |    |    | 1 |    |
| Program Control Specialist                                     | 1  |    |    |   |    |
| Program Element Monitor/Prog Analyst                           |    |    |    |   | 1  |
| Program Integrator   |    |    | 1  |   |    |
| Program Integrator (0301)                                      |    |    | 1  |   |    |
| Program Manager  | 1  |    | 1  |   | 2  |
| Program Mangaer  |    |    |    |   | 1  |
| Program Scheduler  |    |    |    |   | 1  |
| Program Specialist   |    |    | 1  |   |    |
| Project Officer  | 1  |    |    |   |    |
| Public Affairs   |    |    |    |   | 1  |
| purchasing agent   |    |    |    |   | 1  |
| Resource Advisor   | 1  |    |    |   |    |
| Resource Analyst   | 1  |    |    |   |    |
| Resource Management Analyst                                    |    |    | 1  |   |    |
| Resource Management Specialist                                 |    |    | 1  |   |    |
| Resources and Requirements Supervisor                          |    |    |    |   | 1  |
| Schedule Analyst   |    |    |    |   | 2  |
| Schedule Analyst/Scheduler/General Business Industrial Analyst |    |    |    | 1 |    |
| Schedule SME   |    |    |    |   | 1  |
| Scheduler  |    |    |    |   | 1  |

|   |    |   |    |   |   |
|---|----|---|----|---|---|
| Special Programs Officer                    |    |   | 1  |   |   |
| Student Career Experience Program           |    |   |    |   |   |
| Supervisor                                  | 1  |   |    |   |   |
| Supervisory Budget Analyst                  | 1  |   |    |   |   |
| Supervisory Contract Specialist             |    |   |    | 1 |   |
| Supervisory Cost Operations Research        |    | 1 |    |   |   |
| Supervisory Financial Manager or equivalent | 54 | 4 | 18 |   | 2 |
| Supervisory General Engineer                |    |   |    |   | 1 |
| Supervisory Industrial Specialist           |    |   |    |   |   |
| Supervisory Management Analyst              |    |   | 1  |   |   |
| Supervisory Program Manager                 |    |   |    |   | 1 |
| Supply Systems Analyst                      |    |   | 1  |   |   |
| Supv Program Manager                        |    |   | 1  |   |   |
| System Management Analyst                   | 1  |   |    |   |   |
| Systems Engineering Instructor              |    |   |    |   | 1 |
| Team Leader                                 | 1  |   |    |   |   |
| Technology Program Specialist               | 1  |   |    |   |   |
| Total Ownership Cost Initiative Management  |    |   |    |   | 1 |
| TRADOC Fellow                               |    |   | 1  |   |   |

Table 24. Occupational series, by Business community/functional areas

| Occupational series | FM                    | CE                    | BM                    | EVM                   | Other                 |
|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                     | Count of participants |
| 343                 | 148                   | 2                     | 129                   | 19                    | 43                    |
| 501                 | 369                   | 56                    | 38                    | 8                     | 22                    |
| 505                 | 11                    | 1                     | 1                     | 2                     | 2                     |
| 510                 | 16                    | 1                     | 7                     |                       | 3                     |
| 560                 | 91                    |                       | 33                    |                       | 17                    |
| 800                 |                       | 1                     |                       |                       |                       |
| 801                 | 4                     | 9                     |                       | 6                     | 4                     |
| 803                 | 1                     | 1                     |                       |                       |                       |
| 830                 |                       | 1                     |                       |                       | 1                     |
| 855                 |                       | 2                     |                       | 1                     | 2                     |
| 896                 |                       | 17                    |                       | 3                     | 2                     |
| 1101                | 9                     | 3                     | 6                     | 37                    | 11                    |
| 1501                | 1                     | 1                     | 1                     |                       | 1                     |
| 1515                | 16                    | 176                   | 2                     | 19                    | 11                    |
| 1520                |                       | 2                     |                       |                       |                       |

|       |    |   |    |   |    |
|-------|----|---|----|---|----|
| 8058  | 1  |   |    |   |    |
| 8844  | 2  |   |    |   |    |
| 8852  |    | 1 |    |   |    |
| 65FX  | 4  | 2 | 1  |   |    |
| 65WX  | 3  | 3 |    |   |    |
| Other | 41 | 4 | 24 | 5 | 16 |

Table 25. PMO/equivalent acquisition category, by Business community/functional areas

|                             | FM                | CE                | BM                | EVM               | Other             |
|-----------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Category                    | Participant count |
| Pre-ACAT Technology Project | 8                 | 3                 | 2                 | 1                 | 3                 |
| ACAT IA                     | 37                | 19                | 7                 | 8                 | 7                 |
| ACAT ID                     | 77                | 63                | 24                | 27                | 8                 |
| ACAT IC                     | 1                 | 2                 | 1                 |                   |                   |
| ACAT IAM/MAIS               | 7                 | 4                 | 2                 |                   | 1                 |
| ACAT II                     | 65                | 19                | 9                 | 4                 | 3                 |
| ACAT III                    | 67                | 30                | 25                | 3                 | 5                 |
| Not applicable              | 371               | 103               | 131               | 45                | 93                |
| Other                       | 43                | 17                | 22                | 2                 | 8                 |

Table 26. Acquisition experience, by Business community/functional areas

|                     | FM                | CE                | BM                | EVM               | Other             |
|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Years of experience | Participant count |
| Less than 5         | 228               | 98                | 65                | 24                | 62                |
| 5 to 10             | 175               | 45                | 53                | 16                | 28                |
| 11 to 15            | 96                | 38                | 35                | 14                | 17                |
| 16 to 20            | 67                | 21                | 30                | 8                 | 4                 |
| 21 to 25            | 69                | 29                | 31                | 14                | 10                |
| More than 25        | 84                | 51                | 27                | 24                | 15                |

Table 27. Industry acquisition experience, by Business community/functional areas

|                     | FM                | CE                | BM                | EVM               | Other             |
|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Years of experience | Participant count |
| Less than 5         | 533               | 217               | 184               | 64                | 114               |
| 5 to 10             | 79                | 17                | 16                | 18                | 12                |
| 11 to 15            | 31                | 15                | 11                | 5                 | 1                 |
| 16 to 20            | 18                | 9                 | 4                 | 4                 | 3                 |

|              |    |   |   |   |   |
|--------------|----|---|---|---|---|
| 21 to 25     | 11 | 5 | 3 | 5 | 0 |
| More than 25 | 12 | 7 | 3 | 2 | 3 |

Table 28. Government (defense) acquisition experience, by Business community/functional areas

|                     | FM                | CE                | BM                | EVM               | Other             |
|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Years of experience | Participant count |
| Less than 5         | 268               | 114               | 80                | 29                | 67                |
| 5 to 10             | 167               | 46                | 48                | 22                | 27                |
| 11 to 15            | 86                | 33                | 31                | 11                | 9                 |
| 16 to 20            | 66                | 20                | 30                | 6                 | 6                 |
| 21 to 25            | 60                | 34                | 26                | 13                | 10                |
| More than 25        | 69                | 35                | 24                | 19                | 17                |

Table 29. Government (non-defense) acquisition experience, by Business community/functional areas

|                     | FM                | CE                | BM                | EVM               | Other             |
|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Years of experience | Participant count |
| Less than 5         | 533               | 239               | 170               | 77                | 104               |
| 5 to 10             | 65                | 3                 | 16                | 8                 | 15                |
| 11 to 15            | 26                | 9                 | 8                 | 2                 | 2                 |
| 16 to 20            | 15                | 5                 | 8                 | 5                 | 3                 |
| 21 to 25            | 12                | 12                | 10                | 1                 | 3                 |
| More than 25        | 18                | 3                 | 8                 | 2                 | 6                 |

Table 30. PMO experience, by Business community/functional areas

|                     | FM                | CE                | BM                | EVM               | Other             |
|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Years of experience | Participant count |
| Less than 5         | 434               | 175               | 139               | 62                | 98                |
| 5 to 10             | 127               | 44                | 31                | 18                | 22                |
| 11 to 15            | 54                | 26                | 28                | 8                 | 4                 |
| 16 to 20            | 43                | 15                | 20                | 2                 | 7                 |
| 21 to 25            | 21                | 5                 | 6                 | 3                 | 1                 |
| More than 25        | 11                | 6                 | 4                 | 1                 | 3                 |

Table 31. Non-PMO experience, by Business community/functional areas

|                     | FM                | CE                | BM                | EVM               | Other             |
|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Years of experience | Participant count |
| Less than 5         | 425               | 164               | 123               | 45                | 90                |
| 5 to 10             | 127               | 40                | 50                | 26                | 21                |
| 11 to 15            | 50                | 34                | 23                | 8                 | 7                 |
| 16 to 20            | 41                | 15                | 17                | 7                 | 8                 |
| 21 to 25            | 28                | 14                | 9                 | 4                 | 1                 |
| More than 25        | 26                | 10                | 10                | 10                | 7                 |

Table 32. Service/defense agency/command, by Business community/functional areas

|                     | FM                | CE                | BM                | EVM               | Other             |
|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Years of experience | Participant count |
| Air Force           | 211               | 78                | 16                | 6                 | 25                |
| Army                | 162               | 86                | 156               | 7                 | 53                |
| DCMA                | 1                 |                   |                   | 38                | 2                 |
| Department of Navy  | 269               | 91                | 47                | 40                | 37                |
| DISA                | 1                 |                   | 1                 |                   | 1                 |
| DLA                 | 1                 | 1                 |                   |                   | 1                 |
| DoD IG              | 6                 |                   |                   |                   |                   |
| DSCA                | 6                 |                   |                   |                   |                   |
| DTRA                | 25                |                   |                   |                   |                   |
| Joint               | 11                | 2                 |                   | 1                 | 1                 |
| Marine Corps        | 13                | 5                 | 2                 |                   | 1                 |
| MDA                 | 6                 | 13                | 8                 | 3                 | 5                 |
| Not applicable      | 2                 | 1                 | 4                 | 2                 | 1                 |
| Other               | 2                 | 4                 | 6                 | 2                 | 4                 |
| OU SD (AT&L)        | 211               | 1                 | 1                 |                   | 2                 |
| PFPA                | 162               |                   |                   |                   | 1                 |
| TRICARE             | 1                 |                   |                   |                   | 1                 |

Table 33. Retirement program/system, by Business community/functional areas

|                            | FM                | CE                | BM                | EVM               | Other             |
|----------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Program/system             | Participant count |
| Active Duty Military       | 21                | 7                 | 1                 |                   | 3                 |
| CSRS                       | 139               | 37                | 61                | 14                | 29                |
| Currently Retired Military | 16                | 7                 | 4                 | 4                 | 1                 |
| FERS                       | 521               | 229               | 163               | 79                | 92                |

# Glossary

|               |  |
|---------------|--|
| ACAT          | Acquisition Category   |
| ACAT IAM/MAIS | Acquisition Category Information Automated Major/Major Automated Information Systems |
| AT&L          | Acquisition, Technology, and Logistics   |
| BCEFM         | Business, Cost Estimating, and Financial Management                                  |
| CADRe         | Cost Analysis Data Requirement   |
| CAO           | Chief Administration Officer   |
| CDD           | Capabilities Development Document  |
| CDR           | Critical Design Review   |
| CDRLs         | Contract Data Requirements List  |
| CE            | Cost Estimating  |
| CLIN          | Contract Line Item Number  |
| COTR          | Contracting Officer Technical Representative   |
| CSRS          | Civil Service Retirement System  |
| DAES          | Defense Acquisition Executive Summary  |
| DARPA         | Defense Advanced Research Projects Agency  |
| DASWP         | Defense Acquisition Strategic Workforce Plan   |
| DAWIA         | Defense Acquisition Workforce Improvement Act  |
| DCAA          | Defense Contract Audit Agency  |
| DCMA          | Defense Contract Management Agency   |
| DeCA          | Defense Commissary Agency  |
| DFAS          | Defense Finance & Accounting Service   |
| DISA          | Defense Information Systems Agency   |
| DLA           | Defense Logistics Agency   |
| DMDC          | Defense Manpower Data Center   |
| DOD           | Department of Defense  |
| DOD IG        | Department of Defense Inspector General  |
| DoDEA         | Department of Defense Education Activity   |
| DSS           | Defense Security Service   |
| DTRA          | Defense Threat Reduction Agency  |
| DTRMC         | Defense Test Resource Management Center  |
| EP            | Expert panel   |
| EVMS          | Earned Value Management System   |
| FERS          | Federal Employees Retirement System  |
| FM            | Financial Management   |
| HCI           | Human Capital Initiatives  |
| ICD           | Initial Capabilities Document  |
| JCS           | Joint Chiefs of Staff  |
| MDA           | Missile Defense Agency   |
| NASA          | National Aeronautics and Space Administration  |
| NDU           | National Defense University  |
| NSPS          | National Security Personnel System   |
| OBS           | Organizational Breakdown Structure   |
| OPM           | Office of Personnel Management   |
| OUSD (AT&L)   | Office of the Under Secretary of Defense, Acquisition Technology & Logistics         |
| pBIB          | partially balanced incomplete block  |
| PDR           | Preliminary Design Review  |
| PFPA          | Pentagon Force Protection Agency   |
| PM            | Program Management   |
| PMO           | Program Management Office  |

|            |   |
|------------|---|
| RFP        | Requests for Proposal   |
| SMEs       | Subject matter expert(s)  |
| SOWs       | Statement of work(s)  |
| SPRDE      | Systems Planning, Research Development, and Engineering                                   |
| SPRDE-PSE  | Systems Planning, Research Development, and Engineering-Program Systems Engineer          |
| SPRDE-S&TM | Systems Planning, Research Development, and Engineering-Science and Technology Management |
| SPRDE-SE   | Systems Planning, Research Development, and Engineering-Systems Engineering               |
| WBS        | Work Breakdown Structure  |
| WHS        | Washington Headquarters Services  |

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